



# HSI STEM and Articulation

**Pre-Application Workshop  
Hispanic-Serving Institutions Division**

# Agenda

- ✓ Welcome and Introductions
- ✓ Program Purpose
- ✓ Fiscal Year 2016 Grant Competition
- ✓ Absolute Priorities
- ✓ Selection Criteria
- ✓ Allowable Activities
- ✓ Performance Measures
- ✓ Competitive Priorities
- ✓ Evidence Standards
- ✓ Planning Your Grant Application
- ✓ Questions from the Field
- ✓ Application Submission and Review



# Program Purpose

- ▶ Title III, Part F (CFDA 84.031C)
- ▶ The Hispanic–Serving Institutions (HSI) STEM and Articulation Program supports eligible Hispanic–Serving institutions in developing and carrying out activities to increase the number of Hispanic and low–income students attaining degrees in the fields of science, technology, engineering, and math (STEM).



# Fiscal Year 2016 Grant Competition

To be eligible to apply for the HSI STEM and Articulation program, and be reviewed, the applicant must meet the HSI definition in 2016 and the application must:

1. Be submitted on time (4:30 p.m. Washington, DC)
2. Be submitted by the deadline (May 31, 2016)
3. Address ALL Absolute Priorities
4. Not exceed page limit
5. Not exceed maximum annual award request



# Fiscal Year 2016 Grant Competition

- ▶ Application available **March 4, 2016**.
- ▶ Applications due **May 31, 2016**.
- ▶ Individual Development Grants only.
- ▶ Estimated available funds: **\$91,773,000**.
- ▶ Estimated average size of awards: **\$775,000 (per year)**.
- ▶ Estimated number of awards: **109**.



# Priorities

## Absolute Priority 1

An application that proposes to develop or enhance tutoring, counseling, and student service programs designed to improve academic success, including innovative and customized instruction courses (which may include remedial education and English language instruction) designed to help retain students and move the students rapidly into core courses and through program completion.



# Priorities

## Absolute Priority 2

An application that proposes activities to increase the number of Hispanic and other low-income students attaining degrees in the STEM fields and proposes to develop model transfer and articulation agreements between two-year HSIs and four-year institutions in STEM fields.



# Selection Criteria

## A. Quality of Project Design (maximum 30 points)

1. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population of other identified needs. (up to 10 points)
2. The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives. (up to 5 points)
3. The extent to which the proposed project is supported by strong theory. (up to 5 points)
4. The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition. (up to 10 points)



# Questions to Consider – Project Design

- ▶ What are the issues the proposal is attempting to address?
- ▶ How do the issues, needs, and proposed activities relate to the purpose of the program and the targeted population?
- ▶ How will the applicant address the needs?
- ▶ How will the applicant address the priorities?
- ▶ How would the project be presented using a Logic Model?



# Selection Criteria (continued)

## **B. Quality of Project Services (maximum of 20 points)**

- 1. The extent to which services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice. (up to 10 points)**
- 2. The likely impact of the services to be provided by the proposed project on the intended recipients of those services. (up to 10 points)**



# Questions to Consider – Project Services

- ▶ Is the institution considering new and proven service models that will ensure that the goals of the proposed services/project are achieved?
- ▶ What gains are expected as a result of the proposed services/project ?
- ▶ What are the services and what's the intended outcome/impact?



# Selection Criteria

## c. Significance (maximum 20 points)

1. The potential contribution of the proposed project to increase knowledge or understanding of educational problems, issues, or effective strategies. (up to 5 points)
2. The likelihood that the proposed project will result in system change or improvement. (up to 15 points)



# Questions to Consider – Significance

- ▶ What are the potential contributions to the field?
- ▶ If the project is successful what improvements or systemic changes are expected?



# Selection Criteria (continued)

## D. Quality of the Management Plan (up to 10 points)

1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (up to 5 points)
2. The extent to which the time commitments of the project director and principal investigator and other key personnel are appropriate and adequate to meet the objectives of the proposed project. (up to 5 points)



# Questions to Consider – Management Plan

- ▶ How will the proposed project be managed and who will manage the various components?
- ▶ How will you ensure that the project is on schedule to meet the identified the goals and objectives of the project?
- ▶ Have sufficient staff and time been committed to ensure that the identified goals and objectives are met?



# Selection Criteria (continued)

## E. Quality of the Project Evaluation (maximum 20 points)

1. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measureable. (up to 5 points)
2. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (up to 5 points)
3. The extent to which the methods of evaluation will, if well-implemented, produce evidence about the project's effectiveness that would meet the What Works Clearinghouse Evidence Standards with reservations. (up to 10 points)



# Questions to Consider – Project Evaluation

- ▶ What data collection tools will be used to determine whether project is successful?
- ▶ What metrics will be used to measure progress?
- ▶ Are long and short term objectives clear and measurable?
- ▶ How will the evaluation be used to inform continuous improvement?



# Allowable Activities (20 U.S. Code § 1101b)

- ▶ Purchase, rental, or lease of scientific/laboratory equipment for educational, instructional, and research purposes.
- ▶ Construction, maintenance, renovation and improvement of instructional facilities.
- ▶ Support of faculty exchanges, fellowships and development; and curriculum development
- ▶ Purchase of library books, periodicals, and other educational materials.
- ▶ Tutoring, counseling, and student services designed to improve academic success.
- ▶ Articulation agreements and student support programs designed to facilitate the transfer from two-year to four-year institutions.
- ▶ Funds management.
- ▶ Joint use of facilities, such as laboratories and libraries.
- ▶ Establishing or improving a development office.
- ▶ Establishing or improving an endowment fund.
- ▶ Creating or improving facilities for Internet or other distance education technologies.
- ▶ Establishing or enhancing a program of teacher education.
- ▶ Establishing community outreach programs that will encourage elementary and secondary students to pursue postsecondary education.
- ▶ Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution through expanded courses and resources.
- ▶ Providing education, counseling, or financial information designed to improve financial and economic literacy of students or the students' families.

# Performance Measures

Key performance measures for assessing the effectiveness of the HSI STEM and Articulation program:

- a. The percentage change, over the five-year grant period, of the number of Hispanic and low-income full-time STEM field degree-seeking undergraduate students enrolled.
- b. The percentage of Hispanic and low-income first-time STEM field degree-seeking undergraduate students who were in their first year of postsecondary enrollment in the previous year and are enrolled in the current year who remain in a STEM field degree/credential program.
- c. The percentage of Hispanic and low-income first-time, full-time degree-seeking undergraduate students enrolled at four-year HSIs graduating within six years of enrollment with a STEM field degree.



# Performance Measures (continued)

- d. The percentage of Hispanic and low-income, first-time, full-time, degree-seeking undergraduate students enrolled at two-year HSIs graduating within three years of enrollment with a STEM field degree/credential.
  
- e. The percentage of Hispanic and low-income students transferring successfully to a four-year institution from a two-year institution and retained in a STEM field major.



# Performance Measures (continued)

- f.** The number of Hispanic and low-income students participating in grant-funded student support programs or services.
- g.** The percent of Hispanic and low-income students who participated in grant-supported services or programs who successfully completed gateway courses.
- h.** The percent of Hispanic and low-income students who participated in grant-supported services or programs in good academic standing.



# Performance Measures (continued)

- i. The percent of Hispanic and low-income STEM field major transfer students on track to complete a STEM field degree within three years from their transfer date.
- j. The percent of Hispanic and low-income students who participated in grant-supported services or programs and completed a degree or credential.



**Move toward Evidence...**



# Why Care About Evidence?

- The U.S. Department of Education and its grantees are placing an increasing emphasis on *using* and *building **empirical evidence*** of the ***effectiveness*** of education ***interventions*** (programs, policies, and practices).



# ED's What Works Clearinghouse™

- The WWC is an initiative of ED's Institute of Education Sciences (IES).
- The WWC reviews, rates, and summarizes *original* studies of the *effectiveness* of education interventions.
- The WWC does *not* rate:
  - ❖ Qualitative studies
  - ❖ Descriptive studies
  - ❖ Re-analysis or synthesis of others' data

# Strong Theory and Logic Models

(Education Department General Administrative Regulations,  
Title 34 of Code of Federal Regulations, Part 77)

- Distinguish *strong theory* from *evidence*
- *Strong theory* means “a rationale for the proposed process, product, strategy, or practice that includes a *logic model*”
- A *logic model* (aka a *theory of action*) means a well-specified conceptual framework that
  - identifies **key components** of the proposed process, product, strategy, or practice
  - describes the **relationships** among the key components and **outcomes**



# Components of a Program Logic Model

(from [http://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL\\_2014025.pdf](http://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2014025.pdf))

- 1. Resources:** materials to implement the program
- 2. Activities:** steps for program implementation
- 3. Outputs:** products of the program
- 4. Impacts on Outcomes:** changes in program participants' knowledge, beliefs, or behavior



# Competitive Preference Priorities

## Competitive Preference Priority 1

- ▶ Applications supported by evidence of effectiveness that meets the conditions set out in the definition of “evidence of promise.”
- ▶ Worth one additional point.



# Competitive Preference Priorities

## Competitive Preference Priority 2

- ▶ Applications supported by evidence of effectiveness that meets the conditions set out in the definition of “moderate evidence of effectiveness.”
- ▶ Worth three additional points.



# Evidence Levels in EDGAR

(Title 34 of Code of Federal Regulations, Part 77)

- **Evidence** goes beyond **theory** by having an **empirical basis** that a program works
- **EDGAR** distinguishes three levels of evidence:
  - ***Evidence of Promise***
  - ***Moderate Evidence of Effectiveness***
  - ***Strong Evidence of Effectiveness***



# Evidence of Promise

(NOT DEFINED BY THE WWC, but in Title 34 of Code of Federal Regulations, Part 77)

- ▶ ***Evidence of Promise*** is “**empirical evidence** to support the theoretical linkage(s) between at least one **critical component** and at least one **relevant outcome** presented in the **logic model** for the proposed process, product, strategy, or practice.”
  
- ▶ This must include one study that is either a—
  1. ***Correlational study*** with statistical controls for selection bias;
  2. ***Quasi-experimental design (QED)*** study that meets WWC Evidence Standards with reservations; or
  3. ***Randomized controlled trial (RCT)*** that meets the WWC Evidence Standards with *or* without reservations.



# Studies that Can Provide Evidence of Promise

<p><u>WWC Rating:</u> <i>Meets</i> <i>WWC Standards Without</i> <i>Reservations</i></p>	<p><u>WWC Rating:</u> <i>Meets</i> <i>WWC Standards With</i> <i>Reservations</i></p>	<p><u>WWC Rating:</u> <i>Does Not Meet</i> <i>WWC</i> <i>Standards</i></p>
<p><i>Randomized controlled trials (RCTs) with low attrition</i></p>	<p><i>RCTs with <b>high attrition</b> but <b>baseline equivalence</b> of the control group</i></p>	<p><i>RCTs with <b>high attrition</b> and <b>without baseline equivalence</b> of the control group</i></p>
<p><i>Regression discontinuity design studies meeting <b>all</b> WWC standards for RDDs</i></p>	<p><i>Regression discontinuity design studies meeting <b>some</b> WWC standards for RDDs</i></p>	<p><i>Regression discontinuity design studies <b>failing</b> to meet WWC standards for RDDs</i></p>
<p><i>N/A</i></p>	<p><i>Quasi-experimental design studies (QEDs) that establish <b>baseline equivalence</b></i></p>	<p><i>Quasi-experimental design studies (QEDs) that <b>do not establish baseline equivalence</b></i></p>

# Summary: A Study Providing *Evidence of Promise...*

(NOT DEFINED BY THE WWC, but in Title 34 of Code of Federal Regulations, Part 77)

1. Investigates the **effect** of the **intervention** (or a key component) on a **relevant outcome**
2. Uses a *treatment group* and a *comparison group* to associate **differences** in outcomes with the intervention, while including **statistical controls** for selection bias
3. Shows a **statistically significant** or **substantively important** effect on a key outcome



# “Correlational study with statistical controls”

- A ***correlational study*** looks at the **association** between receipt of an **intervention** and an **outcome** of interest.
  - An ***intervention*** can be a process, product, strategy, practice, program, or policy
- ***Statistical controls for selection bias*** = how study authors attempt to compare subjects similar **except for the receipt of the intervention**



# What is selection bias?

***Selection bias*** is “an error in choosing the individuals or groups to take part in a study. Ideally, the subjects in a study should be very **similar** to one another... If there are important differences, the results of the study may not be valid.”

(National Cancer Institute)



# Ways to Form Equivalent Comparison Groups

- **GOOD:** Select a “matched comparison group” that is similar to the intervention group in terms of relevant measured characteristics (*quasi-experimental design* or QED—can, at best, *Meet WWC Group Design Standards With Reservations*)
- **BETTER:** Use a rating variable (measuring need or merit) to assign higher-rated subjects to the intervention and lower-rated subjects to a comparison group, and estimate effects of the intervention for those on the margins of eligibility (*regression discontinuity design* or RDD—can, at best, *Meet WWC RDD Standards Without Reservations*)
- **BEST:** Conduct a *randomized controlled trial* (RCT) in which a lottery is used to assign some eligible subjects to the intervention and other eligible subjects to a control group (can, at best, *Meet WWC Group Design Standards Without Reservations*)



# A Study Providing *Moderate Evidence of Effectiveness...*

(NOT DEFINED BY THE WWC, but in Title 34 of Code of Federal Regulations, Part 77)

1. Is either: (a) an RCT that *Meets WWC Standards Without Reservations*; or (b) a QED or RCT that *Meets WWC Standards With Reservations* and includes a large, multi-site sample
2. Has **overlap** with the population or settings proposed for the intervention
3. Shows a **statistically significant favorable impact** with no statistically significant and overriding unfavorable impacts in that study or other studies reviewed and reported by the WWC



# Resources for Finding Relevant Studies

- Several resources to find studies are available at the **National Center for Education Evaluation and Regional Assistance** Web site (<http://ies.ed.gov/ncee/>)

1. The [\*Education Resources Information Center\*](#) (ERIC) contains a searchable digital database of studies.
2. Other studies (and librarian assistance) are available through the [\*National Library of Education\*](#) (NLE).
3. The *What Works Clearinghouse* has a [\*Reviewed Studies Database\*](#) listing studies reviewed by the WWC, describing the WWC rating of the study and the reason for the review (including links to any relevant [\*WWC publications\*](#) describing that review in greater detail).



# Planning Your Grant Application

- Use analysis and evaluation to identify institutional challenges or issues;
- Focus on the most well analyzed challenges or issues that confront your institution;
- Consider addressing challenges or issues that your institution will have to resolve regardless of Title V funding; and
- Dedicate adequate resources and time to develop your funding application.



# Planning Your Grant Application

- ▶ Identify goals for your proposed project.
- ▶ Analyze every proposed activity to ensure that it is attainable, meaningful, and measurable.
- ▶ Choose metrics and evaluation methods that will produce evidence about the project's effectiveness.
- ▶ Use the identified Performance Measures to build your project assessments.



# Planning Your Grant Application

- ▶ Be realistic and straightforward about every aspect of your project design.
- Design activities and services that are manageable and directly address your identified challenges and issues.
- Know your budget and ensure that all costs are justifiable, allowable, and reasonable.
- Forecast and create an implementation and management plan that is realistic.



# Questions from the Field

## **What is the range of awards?**

- ▶ The estimated range of awards is \$700,000–\$1,200,000. The max amount is \$1.2 and any applicants requesting above the range will be designated ineligible and will not be reviewed.

## **May an applicant request less than the average award size?**

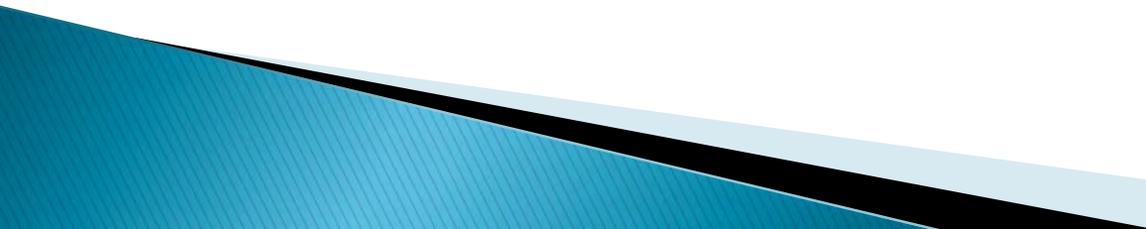
- ▶ Yes.

## **Can an institution be the lead in more than one application?**

- ▶ An institution may only receive one award, as the lead applicant.

# Questions from the Field

**If a four-year college is the lead, can they articulate with a two-year school that is not an HSI?**

- ▶ No. The language in the program statute reads, with a priority given to applications that propose—
  - ▶ (i) to increase the number of Hispanic and other low income students attaining degrees in the fields of science, technology, engineering, or mathematics; and
  - ▶ (ii) to develop model transfer and articulation agreements between two-year Hispanic-serving institutions and four-year institutions in such fields.
- 

# Questions from the Field

**If an institution was not included on the list of HSIs but has data showing that it meets HSI criteria, where and/or how is the institution to provide this data to the USDE?**

The Notice Inviting Applications has information for applicants to submit enrollment information for eligibility purposes. Please note that in order for us to consider enrollment eligibility data, the institution must have been designated an “eligible institution,” for 2016 during the Title III and Title V eligibility process published in the Federal Register on November 19, 2015.

# Questions from the Field

**What is the correct deadline date for application submission?**

- ▶ The deadline to submit applications for this competition is May 31, 2016 at 4:30 p.m. (Washington, DC time).

**Criterion 2 under Quality of Management Plan refers to the "project director and principal investigator." Are projects expected to include both a Principal Investigator and a Project Director?**

- ▶ No.

# Questions from the Field

**Is teacher education in STEM an allowable activity?**

- ▶ Yes.

**Can we give students stipends for lab work, research?**

- ▶ Yes, stipends to students conducting research is allowable, but must be aligned to program purpose and goals as it relates to this program.

**Can we hire students for tutoring?**

- ▶ Yes.
- 

# Questions from the Field

**If in this cycle only individual development grants are being supported, can applicants partner with other institutions?**

- ▶ Yes. Institutions may partner with other institutions to support the project design and services. Costs associated with the partner institutions can be included in the budget under “other” or “contractual.”

**Does table of contents count toward 55 page limit?**

- ▶ No.

# Question from the Field

- ▶ If we apply for one of the competitive preference priority and get the five extra pages, are the five pages just for our response to the priority?

No. If an applicant responds to one of the competitive preference priority the total page limit is 55 pages for the entire project narrative, regardless of how long the response is to the competitive preference priority.

# Questions from the Field: Evidence

**What is the definition of a "large, multi-site sample?" Would multiple campuses of single institution satisfy the definition?**

- ▶ A large sample includes either 350 or more students, or 50 or more groups of at least 10 students each. A multi-site sample includes more than one local education agency (LEA), locality, or state. Campuses of the same institution in different localities could constitute multiple sites.

# Questions from the Field: Evidence

The Federal Register announcement notes that the project evaluation should produce information at a WWC level without reservations. Does this requirement apply annually or can it be cumulative? That is, is it necessary for the sample size (number of participants) to reach a level each year that would facilitate a rigorous study or can several years of participants be combined to create a sample size that will facilitate a method that would produce information at the WWC with reservations level?

- ▶ The Department will consider, for each applicant, “the extent to which the methods of evaluation will, if well-implemented, produce evidence about the project’s effectiveness that would meet the What Works Clearinghouse Evidence Standards with reservations.” WWC evidence standards do not specify a sample size for studies to meet standards, nor do the standards require a specific number of years of data collection. Multiple period of data collection may be useful by including baseline data collection to establish the equivalence of the intervention and comparison groups. In addition, larger samples are, in general, more likely to support the detection of statistically significant effects, which may provide Moderate Evidence of Effectiveness for related projects in the future. Applicants should consider what study design features are feasible and reasonable for the purposes of their proposed project evaluations.

# Questions from the Field: Evidence

**How do we balance the need to serve students with maintaining a comparison group?**

- ▶ To avoid denying students services to which they are entitled and for which funding is available, applicants should consider how to define the intervention being studied as part of the project evaluation. It is possible that the intervention could be a component of project's design that is in need of further study. When planning an intervention study to meet WWC Standards with reservations, researchers have several options to consider for creating a comparison group: (a) use a matched comparison group of students not receiving the intervention; (b) use a measure of need or merit to assign the intervention to students; or (c) use a lottery to select eligible students to receive the intervention. Eligible students in a comparison group may also be able to receive the intervention at a later time, following the completion of data collection for an intervention study.

# Questions from the Field: Evidence

**There appear to be only 3 studies on the WWC/postsecondary – none showing evidence of effectiveness.**

- ▶ The “Find What Works” tool on the WWC website is based on WWC intervention reports, but reflects only a fraction of the studies reviewed by the WWC. Applicants should look for relevant studies that might provide evidence of effectiveness in the WWC database of reviewed studies (<http://ies.ed.gov/ncee/wwc/ReviewedStudies.aspx>) and in the Education Resources Information Center (<http://ies.ed.gov/ncee/projects/eric.asp>). The WWC will review additional studies cited by applicants, if necessary to assess whether those studies meet WWC standards and provide Moderate Evidence of Effectiveness. Those newly-reviewed studies will then be entered into the WWC database as a resource for use in the future.

# Questions from the Field: Evidence

**What is the statistical percentage needed to meet a statistical significance measure?**

- ▶ Statistical significance at the 0.05 level is relevant for assessing whether a study provides Moderate Evidence of Effectiveness. It is also relevant for assessing whether a study provides Evidence of Promise, if the estimated effect from the study is under 0.25 standard deviations.

# Questions from the Field: Evidence

**How many studies are recommended to establish the level of evidence requested?**

- ▶ While a single study may provide either Evidence of Promise or Moderate Evidence of Effectiveness, a combination of two or more studies may be needed to provide Moderate Evidence of Effectiveness for a large sample and multi-site sample, as defined in the Notice.

# Questions from the Field: Evidence

**Did we correctly understand that even a study listed in WWC as having results meeting evidence standards may not actually meet current evidence standards?**

- ▶ A study reviewed under by the WWC prior to version 3.0 standards (released March 2014) may need to be re-reviewed by the WWC to confirm that the study still provides the corresponding level of evidence under the Moderate Evidence of Effectiveness definition.

# Questions from the Field: Evidence

**Currently Hispanic/Latino is not a demographic category in WWC. Will you please speak to why this is and what your plan is to include this category in the future.**

- ▶ Because of limitations in the study data previously coded by the WWC, the current “Find What Works” tool allows evidence from WWC Intervention Reports to be searched by race, but not by ethnicity. This limitation will be corrected in a substantially revised WWC search tool and database of study findings planned for release next year.

# Questions from the Field: Evidence

**If a proposal submits a study as moderate evidence (CPP2) but it does not meet the WWC standards, will readers consider whether the study meets evidence of promise (CPP 1)?**

- ▶ Yes.

# Questions from Field: Evidence

## **What is the definition of methodological tools?**

- ▶ The “Quality of the Project Design” refers to “the use of appropriate methodological tools to ensure successful achievement of project objectives.” This is a general term for any technical means a project would employ to promote successful outcomes consistent with its theory of action (logic model).

# Questions from the Field: Evidence

## **How do I handle IRB on my institution?**

- ▶ Applicants should consult with their institution's human research office for information on Institutional Review Board approval requirements for studies involving human subjects.

# Application Submission and Review

## Page Limit

- 50 pages if you are not addressing a competitive preference priority.
- 55 pages if you are addressing one of the competitive preference priorities.
- Include a separate heading for the absolute priorities and for the competitive priorities, if you address one.

Page limit applies to all of the application narrative section including your response to the:

- Selection criteria
- Absolute priorities
- Competitive preference priorities



# Application Submission and Review

**Page limit applies to all of the application narrative section including your response to the:**

- Selection criteria
- Absolute priorities
- Competitive preference priorities

**Page limit does not apply to:**

- Part I, the Application for Federal Assistance (SF 424) and the Department of Education Supplemental Information form (SF 424).
- Part II, Budget Information -- Non-Construction Programs (ED 524) and budget narrative.
- Part IV, assurances and certifications.
- One-page project abstract.



# Application Submission and Review

- ▶ Applications must be submitted electronically using Grants.gov.
- ▶ Download a copy of the application package at Grants.gov, complete offline, then upload and submit.
- ▶ Applications received by Grants.gov are date and time stamped.
- ▶ Applications must be fully uploaded, submitted, and date and time stamped no later than 4:30 p.m., Washington, DC time, on May 31, 2016.
- ▶ Avoid technical issues and upload and submit your application early.
- ▶ **DEADLINE** – 4:30 p.m., Washington DC time, on May 31, 2016.



# Grants.gov

## How to Download an Application Package (Single- or Multi-Project)

1. Access the **View Grant Opportunity** page by clicking the Funding Opportunity Number link in the Search Grants results.
2. Click the **Application** tab on the **View Grant Opportunity** page.
3. Click the **Select Package** link under the **Actions** column for the application package you wish to download.
4. Review the on-screen information to confirm that you are downloading the correct application package.
5. Decide whether to enroll in automated email notifications. These emails notify you, the applicant, when the application package was changed and republished on Grants.gov by the grant-making agency.
  - To Enroll - Enter your email address in both the **Email** and **Confirm Email** fields, then click the **Submit** button.
  - To Not Enroll - Select the **No, I do not wish to provide my email address** option, then click the **Submit** button.

**Warning:** If you choose not to enter your email address and the application package is deleted or modified by the awarding agency, you may receive a rejection notice upon submitting the application package.

6. A message will appear on-screen confirming your decision either to register for the notifications or to elect not to receive the change notifications.
7. Click on the **Download Instructions** button.
8. Thoroughly review the Application Instructions to ensure you are eligible and meet all other requirements before applying.
9. Follow the instructions based on whether you are downloading a single-project or multi-project application package:
  - [A Single-Project Package uses the button, "Download Package"](#)
  - [A Multi-Project Package uses the button, "Go to Agency Multi-Project System"](#)

## VIEW GRANT OPPORTUNITY



ED-GRANTS-030416-002

Office of Postsecondary Education (OPE) : Hispanic-Serving Institutions STEM and Articulation Program CFDA Number 84.031C  
Department of Education

[« Back | List](#)

**SYNOPSIS**

VERSION HISTORY

RELATED DOCUMENTS

PACKAGE

[Print Synopsis Details](#)



The synopsis for this grant opportunity is detailed below, following this paragraph. This synopsis contains all of the updates to this document that have been posted as of **3/4/2016**. If updates have been made to the opportunity synopsis, update information is provided below the synopsis.

If you would like to receive notifications of changes to the grant opportunity click [send me change notification emails](#). The only thing you need to provide for this service is your email address. No other information is requested.

*Any inconsistency between the original printed document and the disk or electronic document shall be resolved by giving precedence to the printed document.*

### General Information

<b>Document Type:</b> Grants Notice	<b>Posted Date:</b> Mar 04, 2016
<b>Funding Opportunity Number:</b> ED-GRANTS-030416-002	<b>Last Updated Date:</b> Mar 29, 2016
<b>Funding Opportunity Title:</b> Office of Postsecondary Education (OPE) : Hispanic-Serving Institutions STEM and Articulation Program CFDA Number 84.031C	<b>Original Closing Date for Applications:</b> May 03, 2016 Applications Available: March 4, 2016. Deadline for Transmittal of Applications: May 3, 2016.
<b>Opportunity Category:</b> Discretionary	<b>Current Closing Date for Applications:</b> May 31, 2016 Applications Available: March 4, 2016. Deadline for Transmittal of Applications: May 31, 2016.
<b>Opportunity Category Explanation:</b>	<b>Archive Date:</b> Jun 30, 2016
<b>Funding Instrument Type:</b> Grant	<b>Estimated Total Program Funding:</b> \$91,773,000
<b>Category of Funding Activity:</b> Education	<b>Award Ceiling:</b> \$1,200,000
<b>Category Explanation:</b>	<b>Award Floor:</b>
<b>Expected Number of Awards:</b> 109	
<b>CFDA Number(s):</b> 84.031 -- Higher Education_Institutional Aid	
<b>Cost Sharing or Matching Requirement:</b> No	

# Grants.gov

## VIEW GRANT OPPORTUNITY



ED-GRANTS-030416-002

Office of Postsecondary Education (OPE): : Hispanic-Serving Institutions STEM and Articulation Program CFDA Number 84.031C  
Department of Education

[« Back | Link](#)

SYNOPSIS

VERSION HISTORY

RELATED DOCUMENTS

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### Select Grant Opportunity Package



#### READ BELOW BEFORE YOU APPLY FOR THIS GRANT!

Before you can view and complete an application package, you **MUST** have Adobe Reader installed. Packages are posted in Adobe Reader format. You may receive a validation error using incompatible versions of Adobe Reader. To prevent a validation error, it is now recommended you uninstall any earlier versions of Adobe Reader and install the latest compatible version of Adobe Reader. If more than one person is working on the application package, **ALL** applicants must be using the same software version. [Click for more information on Adobe Reader Compatibility.](#)

Below is a list of the Opportunity Package(s) currently available for the Funding Opportunity.

Click the corresponding link to continue.

CFDA	Competition ID	Competition Title	Opportunity Package ID	Opening Date	Closing Date	Workspace Compatible	Actions
84.031	84-031C2016-1	Hispanic-Serving Institutions STEM and Articulation Program	PKG00221346	03/04/2016	05/31/2016	No	<a href="#">Select Package</a>

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SYNOPSIS   VERSION HISTORY   RELATED DOCUMENTS   **PACKAGE**

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You have chosen the following Opportunity Package:

**Funding Opportunity Number – Title:** ED-GRANTS-030416-002 – Office of Postsecondary Education (OPE): : Hispanic-Serving Institutions STEM and Articulation Program CFDA Number 84.031C  
**Opportunity Package ID:** PKG00221346  
**CFDA:** 84.031 – Higher Education\_Institutional Aid  
**Competition ID – Title:** 84-031C2016-1 – Hispanic-Serving Institutions STEM and Articulation Program  
**Agency:** Department of Education  
**Opening Date:** Mar 04, 2016  
**Closing Date:** May 31, 2016

Since you did not subscribe, you will not be notified of any future changes to this Opportunity Package. [If you would like to receive notifications please click here.](#)

 Please review [Applicant FAQs](#) as you prepare and submit your application.

### Download Instructions and Package

Download Instructions and Package by clicking the appropriate button below. Instructions will open directly in your browser and can be saved to your computer. Packages must be saved directly to your computer. You do not need Internet access to read the Instructions or the Package once you save them to your computer.

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Please fill out the following form. You can save data typed into this form. Highlight Existing Fields

**GRANTS.GOV™** **Grant Application Package** Print Cancel

Opportunity Title:	Office of Postsecondary Education (OPE) : : Hispanic-Ser
Offering Agency:	U.S. Department of Education
CFDA Number:	84.031
CFDA Description:	Higher Education Institutional Aid
Opportunity Number:	ED-GRANTS-030416-002
Competition ID:	84-031C2016-1
Opportunity Open Date:	03/04/2016
Opportunity Close Date:	05/31/2016
Agency Contact:	Everardo Gil Education Program Specialist E-mail: everardo.gil@ed.gov Phone: 202-453-7712 Jeffrey Hartman

This opportunity is only open to organizations, applicants who are submitting grant applications on behalf of a company, state, local or tribal government, academia, or other type of organization.

Application Filing Name:

**Select Forms to Complete**

**Mandatory** Save Save & Submit Check Package for Errors

- [Application for Federal Assistance \(SF-424\)](#)
- [U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS](#)
- [Assurances for Non-Construction Programs \(SF-424B\)](#)
- [Grants.gov Lobbying Form](#)
- [Disclosure of Lobbying Activities \(SF-LLL\)](#)
- [ED GEPA427 Form](#)
- [ED SF424 Supplement](#)
- [ED Abstract Form](#)
- [Project Narrative Attachment Form](#)
- [Budget Narrative Attachment Form](#)
- [Other Attachments Form](#)

# Food for Thought

- **Be competitive.** Submit a distinctive application that demonstrates knowledge of the subject and intellectual rigor;
- **Be detailed and direct, but avoid superfluous narrative;**
- **Support your proposal clearly with evidence;**
- **Ensure consistency between sections;**
- **Be explicit about your goals and how you will achieve them. Don't expect the reader to make assumptions about your project; and**
- **Address each component of each selection criterion.**



# HSI STEM and Articulation

- ▶ **DEADLINE** – 4:30 p.m., Washington DC time on May 31, 2016
- ▶ **Competition Managers:**
  - Everardo “Lalo” Gill | [Everardo.Gil@ed.gov](mailto:Everardo.Gil@ed.gov), 202-453-7712
  - Jeff Hartman | [Jeffrey.Hartman@ed.gov](mailto:Jeffrey.Hartman@ed.gov), 202-453-7627

