

# Hispanic-Serving Institutions Education Grants Program Supplemental Information

Through the HSI Education Grants Program, grant activities support the creation, adaptation, and adoption of learning materials and teaching strategies to operationalize what we know about how students learn. Many of these concepts are identified in the National Research Council's publication: [\*How People Learn\*](#). In addition, the HSI Education Grants Program supports projects that focus on imparting both technical knowledge as well as 'soft' skills such as communication, team work, and problem solving. As described in the 2011 report: [\*Comparative Analysis of Soft Skills: What is Important for New Graduates?\*](#), these soft skills are abilities sought by employers. While research and extension activities may be included in a funded HSI Education Grants Program project, the primary focus must be to improve teaching, enrollment, and graduation rates within a degree-granting program. However, academic institutions should consider broadening the undergraduate student experience by integrating opportunities to participate in research, education, and extension.

This document provides supplemental information to the HSI Education Grants Program Request for Applications (RFA). It includes the following topics:

- 1) FANH Sciences Description
- 2) Educational Need Areas Supported
- 3) Eligible Student Recipient
- 4) Collaboration Projects: Linkages and Activities
- 5) USDA Agencies
- 6) Mission Critical Occupations
- 7) Suggested HSI Project Evaluation Plan

## 1) FANH Sciences Description

According to Section 1404(9) of NARETPA as amended by Section 7101 of Public Law 110-246, the term " food, agriculture, natural resources and human sciences" (FANH sciences) means basic, applied, and developmental teaching activities in food and fiber, agricultural, renewable energy and natural resources, forestry, and physical and social sciences, or rural economic, community, or business development including activities relating to the following:

- 1) Animal health, production, and well-being;
- 2) Plant health and production;
- 3) Animal and plant germ plasm collection and preservation;
- 4) Aquaculture;
- 5) Food safety;
- 6) Soil and water conservation and improvement;
- 7) Forestry, horticulture, and range management;
- 8) Nutritional sciences and promotion;

- 9) Farm enhancement, including financial management, input efficiency, and profitability;
- 10) Home economics;
- 11) Rural human ecology;
- 12) Youth development and agricultural education, including 4-H clubs;
- 13) Expansion of domestic and international markets for agricultural commodities and products, including agricultural trade barrier identification and analysis;
- 14) Information management and technology transfer related to agriculture;
- 15) Biotechnology related to agriculture;
- 16) Big DATA related to agriculture; and
- 17) The processing, distributing, marketing, and utilization of food and agricultural products.

## 2) Educational Need Areas Supported

### **a) Curricula Design, Materials Development, and Library Resources (including development of courses of study and degree programs):**

The purpose of this strategy is to promote new and improved curricula, materials, and library resources to increase the quality of and continuously renew HSI academic programs in the food, agricultural, natural resources, and human sciences. The overall objective is to stimulate the development and facilitate the use of exemplary education models and materials that incorporate the most recent advances in subject matter, research on teaching and learning theory, and instructional technology and to demonstrate the benefit of new technologies. Applications may emphasize, but are not limited to: the development of courses of study, degree programs, and instructional materials; the use of new approaches to the study of traditional subjects; the introduction of new subjects or new applications of knowledge pertaining to the FANH sciences; or the acquisition of books and journals relating to the FANH sciences.

### **b) Faculty Preparation and Enhancement for Teaching:**

The purpose of this strategy is to advance faculty development in the areas of teaching competency and leadership, subject matter expertise, or student recruitment and advising skills. Applications may emphasize, but are not limited to: obtaining experience with recent developments and new applications in a field; expanding competence in innovative technologies and new methods of instruction delivery or student advising skills; or pursuing further graduate-level study in a field related to the FANH sciences. Each faculty recipient of support for developmental activities must be an "eligible participant" as defined in the definitions section of this RFA.

### **c) Instruction Delivery Systems:**

The purpose of this strategy is to encourage the use of alternative methods of delivering instruction to enhance the quality, effectiveness, and cost efficiency of teaching programs. Applications may emphasize, but are not limited to: incorporating alternative

instructional methodologies that respond to differences in student learning styles; inter-institutional collaborating in such a manner to deliver instruction in ways that maximize program quality and reduce unnecessary duplication; and considering and implementing innovative instructional techniques, methodologies, and delivery systems in response to advances in knowledge and technology. This includes the development of capacity for distance education in these particular areas in which institutions partner with one another to optimize resources in offering courses/programs via distance education.

**d) Scientific Instrumentation for Teaching:**

The purpose of this strategy is to provide students in science-oriented courses the necessary experience with suitable, up-to-date equipment in order to involve them in work central to scientific understanding and progress. Applications may emphasize, but are not limited to: acquiring new, state-of-the-art instructional laboratory and other classroom equipment to help assure the success and sustainability of outstanding higher education programs in FANH sciences; upgrading existing equipment; or replacing non-functional or obsolete equipment.

**e) Student Experiential Learning:**

The purpose of this strategy is to further the development of student scientific and professional competencies through experiential learning programs outside the formal classroom that provide students with opportunities to solve complex problems in the context of real-world situations. Applications may emphasize knowledge and applications that provide students with skills desired by employers such as: preparing future graduates to advance knowledge and technology, and improving participants' capacity to: enhance the quality of life of communities, conserve resources, and revitalize the Nation's economic competitiveness. During these experiences, students should advance their decision-making and communication skills, and improving real-life technological expertise. Applicants are encouraged to find a USDA agency, non-profit, and/or private sector organization to assist in the development of these student experiential learning activities, including international experiences.

**f) Student Recruitment and Retention:**

The purpose of this strategy is to strengthen student recruitment and retention programs in order to promote and strengthen the Nation's scientific, professional, and technical workforce in the FANH sciences. Applications may emphasize, but are not limited to: supplementing efforts to attract increased numbers of outstanding underrepresented students to prepare for careers as food, natural resources and human sciences and agriculture scientists, professionals, and technicians; promoting opportunities for students from HSIs to engage in a robust exchange of ideas and a more effective use of the full breadth of the Nation's intellectual resources; or mentoring programs and other initiatives (including financial assistance) to attract and retain outstanding students.

### 3) Eligible Student Recipient

Each student recipient must be enrolled at an eligible institution and meet the requirement of an "eligible participant" as defined in the definitions section of the RFA, Part VIII, D., The following criteria must be taken into consideration when selecting scholarship recipients:

- a) Be a citizen or national of the United States;
- b) Must be attending a public or other non-profit HSI;
- c) Leadership activities and community service;
- d) Desire to pursue a career at USDA or in FANH sciences;
- e) Major related to the FANH sciences;
- f) Participation in HSI's Education Grants Program Activities;
- g) Grade point average;
- h) Essay indicating interest in FANH sciences; and
- i) Potential for adding diversity.

A student earning a two-year degree could become eligible to receive support to complete a four-year degree or a student earning a four-year degree could be sponsored to complete a master's degree. The student should be selected within the first 18 months of the award and encouraged to complete funded schoolwork within 54 months of the initial award date (4.5 years). Two-year colleges must have an articulation agreement allowing the student to complete a bachelor's or professional degree at the selected granting institution.

#### 4) Collaboration Projects: Linkages and Activities

**Collaboration Projects** are designed to build capacity at participating institutions to promote collaboration, open communication, the exchange of information, and the development of resources that accelerate education of underrepresented students. Applications must:

- a) Seek to bring together a team of HSIs to develop and implement a Hispanic-serving initiative to recruit, retain, and support undergraduate and graduate students from underrepresented groups for four years or until they graduate;
- b) Aim to coordinate efforts and integrate activities among individuals, institutions, states, and regions. Applications should clearly articulate how a Regular or Collaboration award will complement and/or link with existing programs or projects to make a significant impact on the education of underrepresented students;
- c) Fund and conduct recruitment activities to select **at least 25 students interested in careers in FANH sciences**. Include a K-12 outreach and recruitment component supporting the development of a student pipeline;
- d) Track students and document student progress to show 90 percent retention until graduation;
- e) Recruit an advisory board, including a minimum of five representatives from different institutions that have doctoral programs on the field selected;
- f) Include summer programs for screening potential undergraduate or graduate students and enroll them in an agriculture or related program that includes completion of a degree;

- g) Negotiate summer paid internships off campus with a USDA/affiliate agency or a local non-profit organization serving the FANH sciences community. Results of each internship should be documented consistently and must demonstrate learning and career/professional development outcomes;
- h) Encourage more effective partnerships and reduce duplication of efforts among participating academic institutions;
- i) Leverage funding to maximize the number of students participating in the project;
- j) Document measurable impacts and target audiences;
- k) Develop a project website with information on the students funded;
- l) Provide professional development opportunities to participating students, such as resume development, mock interviews, dressing for success, and effective communication;
- m) Hold USDA internship application workshops for students twice a year; and
- n) Participate on a meta-analysis for collaboration applications. Request and receive Institutional Research Board (IRB) approval.

Undergraduate and/or graduate students' activities may include any of the following activities:

- a) Cross-institutional and multi-disciplinary exchanges that will give students brief exposure to work at a collaborating institution and a new team;
- b) Summer internships (or research/extension experiences) for undergraduate students;
- c) Opportunities for students to serve as institutional ambassadors to recruit other students into their programs;
- d) Curricula and training that incorporates the principles of professionalism and professional ethics (undergraduate and graduate levels);
- e) A degree-appropriate understanding of the scientific method, experimental design and methodologies, and analyzing, interpreting, and communicating data;
- f) International experiences leading to an understanding of global issues;

Additionally, undergraduate and graduate students' activities must:

- a) Lead to measurable, documented changes in learning, actions, or conditions;
- b) Include academic guidance and tutoring as required as well as an internship search;
- c) Include travel support for a minimum of four students to attend professional conferences and make presentations;
- d) Include academic support mechanisms so that participating students maintain good standing of a 3.0 GPA or higher with a minimum of 15 credit hours per semester as an undergraduate;
- e) Provide resources to support assigned faculty in mentoring activities.
- f) Provide opportunities for students to acquire research experience with faculty;
- g) Recruit students to replace any dropouts and meet the minimum students' goal; and
- h) Collect letters of commitment from students that indicate their accordance with all expectations. Students must confirm their understanding of any potential circumstances if they do not fulfill the requirements of the program, such as loss of reimbursement privileges.

## 5) USDA Agencies

Applicants are encouraged to collaborate with a **USDA agency** to leverage grant funds and/or contribute towards overall goals and objectives. USDA agencies are listed below:

- Agricultural Marketing Service (AMS)
- Agricultural Research Service (ARS)
- Animal and Plant Health Inspection Service (APHIS)
- Economic Research Service (ERS)
- Farm Service Agency (FSA)
- Food and Nutrition Service (FNS)
- Food Safety and Inspection Service (FSIS)
- Foreign Agricultural Service (FAS)
- Forest Service (FS)
- Grain Inspection, Packers and Stockyard Administration (GIPSA)
- National Agricultural Statistics Service (NASS)
- Natural Resources Conservation Service (NRCS)
- Rural Development Agency
- Risk Management Agency

## 6) Mission Critical Occupations

Examples of collaborative activities with USDA could include but are not limited to: internships, USDA Career Days, HSI student visits or tours, and USDA staff presentations to students and faculty. The USDA Office of Human Capital Management has identified 20 Mission Critical Occupations (MCOs) in its FY 2008 Federal Equal Opportunity Recruitment Program Plan. Using this information, the HSI Education Grants Program encourages collaboration on FANH science fields, which are primarily the top fifteen occupations listed below:

- 1) Forestry Technician
- 2) General Biological Scientists
- 3) Biological Science Technician
- 4) Soil Conservation Specialist
- 5) Soil Conservation Technician
- 6) Forestry Specialist
- 7) Dietician and Nutritionist Specialist
- 8) Consumer Safety Specialist
- 9) Soil Science Specialist
- 10) Veterinary Medical Officer
- 11) General Business and Industry
- 12) Statistician Specialist

- 13) Consumer Safety Inspection
- 14) Food Inspection Specialist
- 15) Agricultural Commodity Grader

## 7) Suggested HSI Project Evaluation Plan

Below are ways for you to quantify the products and individuals served by the projects. Ways in which to quantify your impact are listed too. To answer these impacts and outcomes questions, consider using valid and reliable methodology (i.e., pre/posttest instruments and surveys, focus groups, interviews, etc.). It would be best to present this information in your application - “what you intend to do” - and your annual and final reports “what you have done.”

### **CURRICULUM, MATERIALS, PROGRAM DEVELOPMENT**

#### **Products and Individuals Served:**

Please identify: Program, course, curriculum, instructional materials

Please identify: on campus instruction, distance education

# of courses developed

# of modules developed

# of degree programs developed

If applicable, degree level \_\_\_\_\_

# of certification programs developed

# of credits/credit hours

# of students enrolled in new course/degree program

# of students using technology/materials derived from project

# of degrees conferred in new program

#### **Outcomes and Impacts:**

Does the curriculum, materials, or programs developed/changed affect students’ interest, engagement, or learning in the FANH sciences?

To what extent do other institutions adopt the program or curriculum developed?

### **SCIENTIFIC INSTRUMENTATION FOR TEACHING**

#### **Products and Individuals Served:**

Type of instrumentation obtained: lab equipment, computers, lab supplies, printed materials, books

Other (please specify): \_\_\_\_\_

# of individuals using instrumentation within department

# of individuals using instrumentation outside of department

#### **Outcomes and Impacts:**

Does the new scientific instrumentation affect students’ interest, engagement, or learning in the FANH sciences?

## **FACULTY DEVELOPMENT**

### **Products and Individuals Served:**

# of faculty supported to attend or participate in the following training or developmental activities:

Degree or certification programs

Workshops

Experiential learning opportunities

Professional meetings

Sabbaticals/Visiting Scholar Programs

Other (please specify): \_\_\_\_\_

### **Outcomes and Impacts:**

Does the faculty development opportunities supported by the grant affect faculty competencies in teaching FANH sciences?

## **STUDENT EXPERIENTIAL LEARNING**

### **Products and Individuals Served:**

Location of activity: on campus, off campus, both

# of experiential learning opportunities at the following locations:

Businesses

Organizations/non-profits

Academic institutions

USDA agencies

Federal agencies other than USDA

State/local government

International

Other (please specify) \_\_\_\_\_

# of experiential learning opportunities:

Internships

Research opportunities

International/ study abroad

Peer mentoring

Volunteer opportunities/community service

Outreach/extension activities

Other (please specify) \_\_\_\_\_

# of publications (i.e., journal, newsletter articles or other media)

Citations: \_\_\_\_\_

# of products (i.e., webpages, games, etc.)

# of presentations (i.e., oral or posters)

**Outcomes and Impacts:**

Do the experiential learning opportunities developed affect students' interest, engagement, or learning in the FANH sciences?

**COLLABORATIVE ACTIVITIES****Products and Individuals Served:**

# of internal institutional partnerships

# of external partnering institutions

Please identify: government, business, academic institution, non-profit

If academic institution, please specify: 1890, 1862, public non-land grant, 1994, MSI, HSI, private

Duration of partnership. From \_\_\_\_\_ to \_\_\_\_\_

# of shared courses

# of shared faculty

# of shared facilities

**Outcomes and Impacts:**

Does the collaborative activity affect students' interest, engagement, or learning in the FANH sciences?

Do the collaborative activities strengthen the capability of the institution to recruit, retain, and graduate students in the FANH sciences?

**STUDENT RECRUITMENT****Products and Individuals Served:**

# of students contacted (include K-12)

# of students recruited in the current academic year

# of students enrolled as a result of recruitment efforts

# of underrepresented students recruited

Types of activities:

institution field trips

a. academic preparation workshops

b. # of parent contacts

**Outcomes and Impacts:**

Do the techniques used in the project influence the number of students (or number of underrepresented students) recruited in comparison to recruiting techniques used prior?

**STUDENT RETENTION****Products and Individuals Served:**

# of students retained in the current academic year

# underrepresented students retained in the current academic year

# of tutoring hours

# of advisor hours

**Outcomes and Impacts:**

Do the techniques used in the project influence the number of students (or number of underrepresented students) retained in comparison to retention techniques used prior?

**CONFERENCE PLANNING**

**Products and Individuals Served:**

Conference type: regional, national, state, local  
# of attendees  
# of presenters  
# of poster sessions  
# of presentations given

**Outcomes and Impacts:**

Did the conference result affect attendees' knowledge in the FANH sciences?

**INSTRUCTIONAL DELIVERY SYSTEMS**

**Products and Individuals Served:**

# of students using the new instructional delivery system  
# of capstone courses developed  
# of cooperative learning opportunities developed  
# of service learning opportunities developed  
# of case studies developed  
# of online classes developed

**Outcomes and Impacts:**

Does the new scientific instrumentation affect students' interest, engagement, or learning in the FANH sciences?

**RESEARCH PROJECTS**

**Products and Individuals Served:**

# of participating students  
# of participating faculty  
# of participating institutions  
# of conference poster presentations  
# of conference talks  
# of peer-reviewed journal articles  
# of publications besides peer-reviewed journal articles  
# of patents

**Outcomes and Impacts:**

What new discoveries were generated through this research project? What are the benefits and who will benefit?

## **EXTENSION PROJECTS**

### **Products and Individuals Served:**

Primary grant type: agriculture, youth, natural resources, nutrition/health

# of community members served (estimate):

# of farmer contacts

# of acres improved

# of youth contacts

# of youth clubs

# of community contacts

# of health and wellness activities

# of educational materials developed (i.e., CDs, brochures, etc.)

### **Outcomes and Impacts:**

Did the project result in a change in knowledge or attitude by community members, youth, farmers, ranchers, or other extension personnel?

In addition, applicants are encouraged to develop proposals that include the following characteristics:

**Focus:** All HSI-funded projects should focus on improving the quality of academic instruction within the K-20 system in order to recruit and retain a greater number of qualified graduates who are either: (a) capable of entering the agricultural sciences workforce with occupational competencies expected by employers, or (b) encouraged to pursue an advanced degree in disciplines supporting the six NIFA Priority Areas. ‘Academic instruction’, as used in the previous sentence, includes improving curricula, faculty competencies, and interactions with other academic institutions or employers to increase student recruitment and retention levels in order to meet the demands of a changing U.S. agricultural sciences workforce.

**Scale:** All HSI-funded projects should seek to address a greater number of prospective students or qualified faculty and demonstrate the potential for adoption by other academic institutions to address similar challenges. Projects should also maximize available educational resources, encourage partnerships, and reduce duplication of efforts among participating academic institutions, especially in areas of faculty expertise, course offerings, and transfer or articulation agreements between institutions, all to enhance students’ interests and abilities to pursue advanced degrees.

**Impact:** All HSI-funded projects should seek to create measurable impacts. Impacts are defined as anticipated benefits for the target project audience. Measuring impacts begins with a comprehensive Project Evaluation Plan that includes developing assessment instruments at the time objectives are planned. The Project Evaluation Plan explained in Part I.C.8., provides further specific guidance on the importance of developing a compelling impact.