

Hispanic-Serving Institutions (HSI) Education Grants Program

MODIFICATIONS: Pages 5, 11, 13, 14, 15, 23, 24, 25, & 27

FY 2017 Request for Applications

APPLICATION DEADLINES:

| | |
|---------------------------------------|-----------------------|
| Regular Grants Deadline: | March 20, 2017 |
| Bridge Grants Deadline: | March 20, 2017 |
| Collaboration Grants Deadline: | March 21, 2017 |
| Conference Grants Deadline: | March 22, 2017 |

ELIGIBILITY: See Part III, A of RFA



United States
Department of
Agriculture

National Institute
of Food and
Agriculture

NATIONAL INSTITUTE OF FOOD AND AGRICULTURE; U.S. DEPARTMENT OF AGRICULTURE

HISPANIC-SERVING INSTITUTIONS EDUCATION GRANTS PROGRAM

INITIAL ANNOUNCEMENT

CATALOG OF FEDERAL DOMESTIC ASSISTANCE: This program is listed in the Catalog of Federal Domestic Assistance under 10.223, Hispanic-Serving Institutions Education Grants Program.

DATES: All **Conference** grant applications must be received by 5:00 p.m. Eastern Time on March 22, 2017. All **Regular** and **Bridge** grant applications must be received by 5:00 p.m. Eastern Time on March 20, 2017. All **Collaboration** grant applications must be received by 5:00 p.m. Eastern Time on March 21, 2017. Applications received after this deadline will normally not be considered for funding (see Part IV, C of this RFA). Comments regarding this request for applications (RFA) are requested within six months from the issuance of this notice. Comments received after that date will be considered to the extent practicable.

STAKEHOLDER INPUT: We at the National Institute of Food and Agriculture (NIFA) seek your comments about this RFA. We will consider your comments when we develop the next RFA for the program, if applicable, and we'll use them to meet the requirements of section 103(c)(2) of the Agricultural Research, Extension, and Education Reform Act of 1998 (7 U.S.C. 7613(c)(2)). Submit your written stakeholder comments by the deadline set forth in the DATES portion of this notice via email to Policy@nifa.usda.gov. (This email address is only for receiving comments regarding this RFA and *not* for requesting information or forms.) In your comments, please state that you are responding to the Hispanic-Serving Institutions Education Grants Program RFA.

EXECUTIVE SUMMARY: NIFA requests applications for the Hispanic-Serving Institutions (HSI) Education Grants Program for fiscal year (FY) 2017 to promote and strengthen the ability of HSIs to carry out higher education programs that attract, retain, and graduate outstanding students capable of enhancing the nation's food, natural resources, human sciences and agricultural scientific and professional work force. This RFA is being released prior to the passage of an appropriation act for FY 2017. Enactment of continuing resolutions or an appropriations act may affect the availability or level of funding for this program. The anticipated amount available for grants in FY 2017 is approximately \$8.8 million for new and continuation projects.

This notice identifies the objectives for **HSI Education Grants Program** and associated grant deadline dates, funding information, eligibility criteria for projects and applicants, and application instructions and forms needed to apply to the **HSI Education Grants Program**.

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PART I—FUNDING OPPORTUNITY DESCRIPTION

A. Legislative Authority and Background

Section 1455 of National Agricultural Research, Extension, and Teaching Policy Act of 1977 (NARETPA), reauthorized by section 7115 of the Agricultural Act of 2014, provides the Secretary of Agriculture with the authority to make competitive grants to Hispanic-Serving Institutions for the purpose of promoting and strengthening Hispanic-Serving Institutions ability to carry out education, applied research, and community development programs. This program is administered under the provisions of section 1455 of (NARETPA) (7 U.S.C. 3241) pursuant to section 815 of Public Law 104-127 and Public Law 110-246.

Per section 7128 of the Food, Conservation, and Energy Act of 2008 (Pub. L. 110-246), activities funded under this program are no longer required to benefit a consortia of Hispanic-Serving Institutions to be supported by the grant.

B. Purpose and Priorities

The Department of Agriculture is designated as the lead federal agency that supports higher education in the food, agriculture, natural resources and human (FANH) sciences. In this context, NIFA has a specific responsibility to initiate and support projects that strengthen higher education teaching programs in these areas. The Hispanic-Serving Institutions (HSI) Education Grants Program directly aligns with USDA Strategic Goal 1, Strategic Goal 2, Strategic Goal 3, and Strategic Goal 4 of the USDA Strategic Plan (2014 – 2018) (<http://www.usda.gov/documents/usda-strategic-plan-fy-2014-2018.pdf>).

The HSI Education Grants Program aligns with the USDA Research, Education, and Economics Action Plan (<http://nifa.usda.gov/resource/ree-action-plan>), and specifically addresses Goal 6 – Education and Science Literacy, by recruiting, cultivating, and developing the next generation of scientists, leaders, and a highly-skilled workforce for food, agriculture, natural resources, forestry, environmental systems, and life sciences to ensure America’s global preeminence. The HSI program is also aligned with the NIFA Strategic Plan (2014-2018) (<http://nifa.usda.gov/resource/nifa-strategic-plan-fy2014-fy2018>), specifically addressing Strategic Goal No 1, (Science – Catalyze exemplary and relevant research, education, and extension programs); Subgoal 1.7 – (Ensure the development of human capital, communities, and a diverse workforce through research, education, extension and engagement programs in FANH sciences to support a sustainable agriculture system).

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. Four-year colleges and universities should also strive to enhance connections with community colleges, Hispanic-Serving Institutions, Alaska Native-Serving and Native Hawaiian-Serving Institutions, 1890 and 1994 land-grant institutions, and non-land grant colleges and universities of agriculture. HSI Education Grants Program awards will promote and strengthen the ability of HSIs to carry out education, applied research, and related community development programs, and address educational needs, as determined by each institution, within a broadly defined area of FANH sciences and related disciplines.

Targeted summer programs providing a bridge to 4-year FANH sciences degrees for underrepresented high-school students are encouraged.

NIFA encourages (but does not require) projects that develop content suitable for delivery through eXtension (<https://extension.org>). The HSI Education Grants Program also supports projects that integrates social and biological sciences to provide experiential learning opportunities for students in applied research and related community development programs. Incorporation of social and behavioral sciences is important for addressing many of the challenges facing agriculture and rural communities, such as increasing global demand for food production in the face of limited natural resources; improving health and reducing obesity; and increasing economic opportunities.

C. Program Area Description

NIFA is soliciting applications for the HSI Education Grants Program that meet the following characteristics and/or conditions:

1. HSI Education Grant Program Objectives

Grant applications must align the projects to the following HSI Education Grants Program objectives:

- a) Strengthen institutional capacities to develop and enhance faculty, curriculum, methods of instruction, and infrastructure including libraries and scientific instrumentation to serve underrepresented students in an identified State, regional, national, or international educational need areas in the FANH sciences;
- b) Recruit, retain, and support undergraduate and graduate students from underrepresented groups to prepare them for careers in FANH sciences sectors;
- c) Facilitate cooperative initiatives between two or more HSIs or between HSIs and public or the private sector to maximize the development and use of resources and to improve the FANH sciences teaching programs; and

- d) Support the activities of HSIs to enhance educational equity for underrepresented students.

2. Educational Need Areas

There are different Educational Need Areas that HSI Education Grants Program projects should focus on and develop in order to contribute to the HSI Education Grants Program goals and objectives. If addressing more than one Educational Need Area in the application, please list the need areas in order of priority in the Project Summary (See Part IV, B.3).

Projects addressing the HSI Education Grants Program Objectives (Part I, C.1.) or Educational Need Areas, see Part II C below, must also demonstrate how proposed activities will provide more efficient and effective approaches than existing institutional programs in order to increase both the quality and quantity of targeted students.

3. Student Eligibility for Financial Support

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 this solicitation, Part VIII, D., on page 39. 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 as defined in the definitions on Part VIII, D., of this RFA;
- 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. Disciplines and Subject Matter Areas Supported

Eligible institutions may, within the Educational Need Area targeted for support, propose projects in any discipline(s) or subject matter area(s) of the FANH sciences. 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" 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; and
- 16) The processing, distributing, marketing, and utilization of food and agricultural products.

5. Levels of Study Supported

Applications must be directed to formal, for-credit academic programs at the undergraduate and/or graduate levels of study.

6. Institutional Collaboration

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:

- a) Agricultural Marketing Service (AMS)
- b) Agricultural Research Service (ARS)
- c) Animal and Plant Health Inspection Service (APHIS)
- d) Economic Research Service (ERS)

- e) Farm Service Agency (FSA)
- f) Food and Nutrition Service (FNS)
- g) Food Safety and Inspection Service (FSIS)
- h) Foreign Agricultural Service (FAS)
- i) Forest Service (FS)
- j) Grain Inspection, Packers and Stockyard Administration (GIPSA)
- k) National Agricultural Statistics Service (NASS)
- l) Natural Resources Conservation Service (NRCS)
- m) Rural Development Agency
- n) Risk Management Agency

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

The HSI's Education Grants Program supports social and behavioral science disciplines. Projects that integrate social and biological sciences to provide experiential learning opportunities for students in applied research and related community development programs are encouraged. Incorporation of social and behavioral sciences is important for addressing many of the challenges facing agriculture and rural communities, such as increasing global demand for food production in the face of limited natural resources, improving health and reducing obesity by engaging in healthy diets, and alleviating poverty by fostering economic opportunity.

7. Leadership Skills Development

The development of leadership skills, knowledge, and qualities is necessary to prepare students for agricultural and related careers in the private sector, government, and academia. HSI Education Grants Program teaching applications must demonstrably incorporate a leadership development component to equip students with technical and leadership abilities upon graduation.

Specific activities may include:

- Developing practical applications to increase understanding of leadership roles, including critical thinking, problem solving, and communication skills; ethics and professionalism; and working in teams;
- Connecting the academic classroom experience with daily leadership roles and organizational activities;
- Providing opportunities for mentoring and shadowing; and
- Organizing leadership academies, workshops, trainings, etc.

8. International Experiential Learning

This HSI Education and Grants Program also supports the goals and objectives of study abroad initiatives.

The HSI Education Grants Program requires all project directors to provide appropriate metrics and describe the expected products and results, outcomes, and their potential impact on strengthening food, agricultural, natural resources and human sciences education, research and extension in the United States. Metrics to assess products, outputs and outcomes are to be clearly delineated in the proposal.

PART II—AWARD INFORMATION

A. Available Funding

The anticipated amount available for HSI grants in FY 2017 is approximately \$8.8 million, including funds for the continuation awards. Enactment of continuing resolutions or an appropriations act may affect the availability or level of funding for this program.

There is no commitment by USDA to fund any particular application or to make a specific number of awards.

The Automated Standard Applications for Payment System (ASAP), operated by the Department of Treasury's Bureau of the Fiscal Service, is the designated payment system for awards resulting from this RFA. For more information see

https://www.fiscal.treasury.gov/fsservices/gov/pmt/asap/asap_home.htm.

B. Types of Applications

In FY 2017, you may only submit a new application or a resubmission application to the **HSI Program**:

New application. This is a project application that has not been previously submitted to the **HSI Program**. We will review all new applications competitively using the screening for administrative requirements, review panel evaluation of proposals using evaluation criteria and selection process described in Part V—Application Review Requirements.

Resubmitted application. This is an application that had previously been submitted to the **HSI Program** but not funded. Project Directors (PDs) must respond to the previous review panel summary (see Response to Previous Review, Part IV). We must receive resubmitted applications by the relevant due dates. We will evaluate resubmitted applications in competition with other pending applications in the appropriate area to which they are assigned and review them according to the same evaluation criteria (Part V, B) as new applications.

C. Project Types

In FY 2017, the HSI grant program will only accept Education/Teaching Projects. Single-function Education Projects develop human capital relevant to overall program goals for U.S. agriculture. Projects should focus on developing skills necessary for entry- and mid-level technical employment or for entering graduate programs in FANH sciences. Applicants should propose to improve mainstream instructional practices and address future needs within the FANH sciences system. Applicants should consider projects that meet the various **Educational Need Areas**:

1) 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.

2) 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.

3) 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.

4) 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.

5) 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.

6) 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. Regular project applicants may request funding (up to \$25,000) to provide financial assistance to one student beyond his/her participation in the project that will address this purpose.

D. Grant Types

There are four grant types for the HSIs Education Grants Program: **Regular, Bridge, Collaboration, and Conference grants.** The intent of all the projects is to build capacity at participating institutions and to promote collaboration, open communication, the exchange of information, and the development of resources that accelerate education of underrepresented students. **No project may be active for longer than 5 years, including no-cost extensions.**

Activities supported should better position the institution(s) involved to engage on its (their) role as a HSI and reach out to the current or potential underrepresented student population. Applicants must describe in the budget narrative how these funds will be allocated. Projects with budget requests exceeding the budgetary guidelines will not be reviewed.

1) Regular Grant:

The Regular grant type supports targeted original scientific Education/Teaching Projects. An eligible, individual institution, independent branch campus, or branch institution of a State system may submit a grant application for project activities to be undertaken

principally on behalf of its own students or faculty, and to be managed primarily by its own personnel. The applicant executes the project without the requirement of sharing grant funds with other project partners. Regular grants will be funded up to \$250,000 for a project duration of four years.

Regular grant applications for this program must be submitted by a single HSI (two or 4-year degree granting College or University), or a HSI as the lead institution working with other HSIs or non-HSIs. These funds are expected to enhance institutional capacity with the goal of leading to future funding in the project area, as well as strengthen the competitiveness of the applicant's education activities. The educational activities should be designed to: (1) increase the pool of highly-qualified underrepresented students in professional careers in the FANH sciences and USDA's workforce; (2) increase the state-of-the-art scientific knowledge for HSIs; (3) provide technical and financial assistance through grant and scholarship programs to recruit and retain talented students and faculty; and (4) provide support for the development and utilization of faculty/staff expertise.

2) Bridge Grant:

Bridge Grants are only available to organizations that have not previously been successful in obtaining competitive regular grants from the HSI Education Grants Program. The purpose of the Bridge Grant is to help enhance institutional capacity; and to collect information to demonstrate how reviewer comments have been addressed and strengthen the competitiveness of future applications. A Regular grant application that is considered meritorious but ranks below the funding line during the peer review process will be considered for a Bridge Grant. Applicants may not apply directly for Bridge Grants. Applicants should indicate in the first line of the abstract whether the institution would want the application to also be considered for a Bridge Grant. If consideration for a Bridge Grant is desired, the application must include a letter from the Authorized Organizational Representative (AOR) stating that the institution has never received a competitive award from NIFA.

The work proposed for Bridge Grants must address specific Program Area Priorities described under Program Area Descriptions in Part I, C., of the RFA. All applications submitted for Bridge Grants must fulfill the eligibility requirements. Bridge grants will be funded for up to \$250,000 for a project duration of four years. Up to 20 percent of the HSI Education Grants Programs available funds will be used to fund Bridge Grants.

3) Collaborative Grant:

Collaborative Grants support at least one additional **HSI** partner or a multi-partner approach to enhance education/teaching programs. Collaborative Grants should build linkages to generate a critical mass of expertise, skill and technology to address education/teaching programs related to the FANH sciences. Grants should be organized and led by an institution with documented project management knowledge and skills to organize and carry out the collaborative effort. Collaborative Grants must not exceed \$250,000 per year up to 4 years. Budgets must not exceed \$1,000,000, including indirect

costs. All partners must have a significant role in the collaboration and each institution's budget needs to be appropriate to support its activities.

Collaboration applications for this program must be submitted by a group of **two** or more HSIs forming a **bridging arrangement** for the purpose of carrying out common objective(s) on the group's behalf in order to promote and strengthen their abilities to carry out higher education programs related to the FANH sciences. Grants are designed to help institutions develop competitive projects, and to attract new students into careers in high-priority areas of national need. To ensure the cost-effectiveness of funded projects, the institutions will work together to graduate a minimum of fifteen undergraduate and ten graduate students from underrepresented groups to complete Baccalaureate, and MS or PhDs when applicable in the disciplines supported.

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;
- 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.

4) Conference Grants:

Conference Grants support scientific meetings that bring together educators to identify research, education/teaching, and/or extension needs, update information, or advance an area of education/teaching. Support for a limited number of meetings covering subject matter encompassed by this solicitation will be considered for partial or, if modest, total support. Individual conference grants must not exceed \$50,000 for up to two years and are not renewable. Indirect costs are not permitted on Conference Grant awards.

Application Submission Limitations

For the FY 2017 program, an applicant may not submit more than four Regular applications and two Collaboration applications to this program, as a lead institution. Only two awards will be made to the same lead institution. Up to one Regular and Collaboration application will be funded per institution.

Individually accredited institutions are recommended to follow the submission guidelines below:

| Application Type | Maximum Number of Submissions |
|---|-------------------------------|
| Regular Awards (Bridge awards will be selected from Regular submissions) | 4 |
| Collaboration Awards | 2 |
| Conference Awards | 2 |

E. Responsible and Ethical Conduct of Research

For information about the Responsible and Ethical Conduct of Research, see <http://nifa.usda.gov/responsible-and-ethical-conduct-research>.

PART III—ELIGIBILITY INFORMATION

A. Eligible Applicants

Applications may only be submitted by **HSIs**. Failure to meet an eligibility criterion by the application deadline may result in the application being excluded from consideration or, even though an application may be reviewed, will preclude NIFA from making an award.

B. Cost Sharing or Matching

When a grant provides a particular benefit to a specific agricultural commodity, the grant recipient must match awarded USDA funds with cash and in-kind contributions on a dollar-for-dollar basis from non-federal sources (see Part IV, B, 6 for details).

NIFA may waive the matching funds requirement for a grant if we determine that:

- (a) The results of the project, while of particular benefit to a specific agricultural commodity, are likely to be applicable to agricultural commodities generally; or
- (b) The project involves a minor commodity, the project deals with scientifically important research, and the grant recipient is unable to satisfy the matching funds requirement.

In accordance with Section 1492 of the National Agricultural Research, Extension, and Teaching Policy Act of 1977 (7 U.S.C. 3371), as added by section 7128 of the Agricultural Act of 2014 (Pub. L. 113-79), for grants awarded after Oct. 1, 2014, the recipient of an award from the HSI program must provide matching funds, in-kind contributions, or a combination of both, from sources other than funds provided through such grant in an amount that is at least equal to the amount awarded by NIFA unless one of the exemptions described herein is applicable. Note that NIFA included information at <https://nifa.usda.gov/new-matching-requirement-table> to further assist you in determining if you must meet the matching requirement.

The matching funds requirement does not apply to grants awarded:

1. To a research agency of the U.S. Department of Agriculture (USDA); or
2. To an entity eligible to receive funds under a capacity and infrastructure program (as defined in section 251(f)(1)(C) of the Department of Agriculture Reorganization Act of 1994, 7 U.S.C. 6971(f)(1)(C)), including a partner (see Part VIII, D., Definitions, for definition of partnership) of such an entity.

Entities eligible to receive funds under a capacity and infrastructure program and are exempt from the matching funds requirement include:

- a. 1862 land-grant institutions, including State Agricultural Experiment Stations receiving funding under the Hatch Act of 1887
- b. 1890 land-grant institutions
- c. 1994 land-grant institutions

- d. Entities eligible to receive funds under the of Continuing Animal Health and Disease, Food Security, and Stewardship Research, Education, and Extension Program Funds — Capacity and Infrastructure Program (CIP)
- e. Hispanic-Serving Agricultural Colleges and Universities (HSACU)
- f. Insular area schools eligible to receive funds from the Distance Education/Resident Instruction Grant Programs
- g. Entities eligible to receive funds under the of McIntire-Stennis Cooperative Forestry Program Funds
- h. Non-Land Grant Colleges of Agriculture (NLGCA) – (for exemption from the new matching requirement, these applications must include NLGCA certification, see instructions for requesting certifications at <http://www.nifa.usda.gov/form/form.html> and for attaching the certification, in Part IV, B of this RFA)
- i. Entities eligible to receive funds under a program established under Section 1417(b) of the National Agricultural Research, Extension, and Teaching Policy Act of 1977 (7 U.S.C. 3152(b)), including: (1) 1890 Institution Teaching, Research, and Extension Capacity Building Grants Program; (2) Higher Education Challenge Grants Program; (3) Higher Education Multicultural Scholars Program; and (4) Food and Agricultural Sciences National Needs Graduate and Postgraduate Fellowship Grants Program
- j. Individual public or private, nonprofit Alaska Native-Serving and Native Hawaiian-Serving Institutions of higher education (see 20 U.S.C. 1059d).

Proposal submissions to this RFA may indicate that multiple entities will complete work as a collaborative partnership. All partners must have a substantial involvement in the project throughout the life of the project. Proposals for partnerships among multiple entities must clearly identify the following:

- 1) A narrative that clearly establishes each entity's role in the project;
- 2) How each project partner will contribute to execution of project objectives; determine experimental design; develop the project work plan and time table; and submit collaborative, timely reports; and
- 3) A comprehensive project budget that reflects each entity's financial or third party in-kind contribution (see section 2 of 7 CFR 3430 or section 96 of 2 CFR part 200) to the total project budget costs.

If a proposal indicates that multiple entities, as partners, complete work on the project, and at least one entity is exempt from the matching requirement under #2 above, the entire project will be exempt from the matching requirement. Any partner entity may serve as the lead entity on the project. All partners must be significantly involved in the project.

NIFA will examine proposals recommended for award to determine if the proposed division of work reflects substantial involvement of all entities involved. If a proposal is

recommended for award to a lead entity that is not otherwise exempt from the matching requirement, and the proposal does not reflect substantial involvement of at least one partner that is exempt under #2 above, then the matching requirement will apply. Exemption from the matching requirement for an entity not otherwise exempt is limited to the project for which it is a partner.

Waiver of Match: NIFA may waive the matching funds requirement for a recipient for one year for a competitive grant that involves research or extension activities that are consistent with the priorities established by the National Agricultural Research, Education, Extension and Economics Advisory Board (NAREEEAB) for the year involved. Refer to the [2014 Research, Education and Economics Action Plan](#) to determine whether proposed activities are consistent with the priorities of the NAREEEAB. See R&R Budget under Part IV, B, of this RFA.

PART IV—APPLICATION AND SUBMISSION INFORMATION

A. Electronic Application Package

Only electronic applications may be submitted via Grants.gov to NIFA in response to this RFA. We urge you to submit early to the Grants.gov system. For information about the pre-award phase of the grant lifecycle see <http://www.grants.gov/web/grants/learn-grants/grants-101/pre-award-phase.html>.

New Users of Grants.gov

Prior to preparing an application, we recommend that the Project Director/Principal Investigator (PD/PI) first contact an Authorized Representative (AR, also referred to as Authorized Organizational Representative, or AOR) to determine if the organization is prepared to submit electronic applications through Grants.gov. If not (e.g., the institution/organization is new to the electronic grant application process through Grants.gov), then the one-time registration process must be completed PRIOR to submitting an application. It can take as long as two weeks to complete the registration process so it is critical to begin as soon as possible. In such situations, the AR should go to **“Register,” in the top right corner of the Grants.gov web page (or go to <http://www.grants.gov/web/grants/register.html>), for information on registering the institution/organization with Grants.gov.** Part II,1 of the NIFA Grants.gov Application Guide contains detailed information regarding the registration process. Refer to item 2, below, to locate the “NIFA Grants.gov Application Guide.”

Steps to Obtain Application Package Materials

To receive application materials:

1. You must download and install a version of [Adobe Reader](#) compatible with Grants.gov to access, complete, and submit applications. For basic system requirements and download instructions, see <http://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html>. Grants.gov has a test package that will help you determine whether your current version of Adobe Reader is compatible.
- A. To obtain the application package from Grants.gov, go to <http://www.grants.gov/web/grants/applicants/download-application-package.html> and enter the funding opportunity number

Funding Opportunity Number: USDA-NIFA-HSI-006206

From the search result, click “Select Package” to access the application package. A Grant Application Package is tied to a particular funding opportunity. You may submit an application ONLY to the particular funding opportunity to which the Grant Application Package is associated.

Contained within the application package is the “NIFA Grants.gov Application Guide.” This guide contains an introduction and general Grants.gov instructions, information about how to use a Grant Application Package in Grants.gov, and instructions on how to complete the application forms.

If you require assistance to access the application package (e.g., downloading or navigating Adobe forms) **or submitting the application**, refer to resources available on the Grants.gov website (<http://www.grants.gov/web/grants/applicants/applicant-tools-and-tips.html>). Grants.gov assistance is also available at:

Grants.gov customer support

800-518-4726 Toll-Free or 606-545-5035

Business Hours: 24 hours a day, 7 days a week. Closed on [federal holidays](#).

Email: support@grants.gov

Grants.gov iPortal (see <https://grants-portal.psc.gov/Welcome.aspx?pt=Grants>):

Top 10 requested help topics (FAQs), Searchable knowledge base, self-service ticketing and ticket status, and live web chat (available 7 a.m. - 9 p.m. EST).

Have the following information available when contacting Grants.gov:

- Funding Opportunity Number (FON)
- Name of agency you are applying to
- Specific area of concern

B. Content and Form of Application Submission

You should prepare electronic applications following Parts V and VI of the NIFA Grants.gov Application Guide. This guide is part of the corresponding application package (see Section A of this part). The following is **additional information** you need to prepare an application in response to this RFA. **If there is discrepancy between the two documents, the information contained in this RFA is overriding.**

Note the attachment requirements (e.g., PDF) in Part III, Section 3 of the guide. ANY PROPOSALS THAT ARE NON-COMPLIANT WITH THE REQUIREMENTS (e.g., content format, PDF file format, file name restrictions, and no password protected files) WILL BE AT RISK OF BEING EXCLUDED FROM NIFA REVIEW. Grants.gov does not check for NIFA required attachments or whether attachments are in PDF format; see Part III, Section 6.1 of the guide for how to check the manifest of submitted files. Partial applications will be excluded from NIFA review. We will accept subsequent submissions of an application until close of business on the closing date in the RFA (see Part V, 2.1 of the NIFA Grants.gov Application Guide for further information).

For any questions related to the preparation of an application, review the NIFA Grants.gov Application Guide and the applicable RFA. If assistance is still needed for preparing application forms content, contact:

- Email: electronic@nifa.usda.gov
- Phone: 202-401-5048
- Business hours: Monday through Friday, 7 a.m. – 5 p.m. EST, excluding [federal holidays](#).

1. SF 424 R&R Cover Sheet

Information related to the questions on this form is dealt with in detail in Part V, 2 of the NIFA Grants.gov Application Guide. See Part V, Section 2.18 of the NIFA Grants.gov Application Guide for the required certifications and assurances (e.g., Prohibition Against Entities Requiring Certain Internal Confidentiality Agreements).

2. SF 424 R&R Project/Performance Site Location(s)

Detailed information related to the questions on this form is available in Part V, 3 of the NIFA Grants.gov Application Guide.

3. R&R Other Project Information Form

Detailed information related to the questions on this form is available in Part V, 4 of the NIFA Grants.gov Application Guide.

a. Field 7. Project Summary/Abstract.

The summary should also include the relevance of the project to the goals of **HSI Education Grants Program**. See Part V. 4.7 of NIFA Grants.gov Application Guide for further instructions and a link to a suggested template.

The summary should also include the relevance of the project to the goals of **HSI Education Grants Program**. See Part V. 4.7 of NIFA Grants.gov Application Guide for further instructions and a link to a suggested template.

Include the following underlined text along with your responses:

- **List the Project Title: The character limit on the title is 140 characters. The title should not be too similar to previously funded awards.**
- **Project Code: NJ**
- **List the Project Director (and any) Co-Project Director(s) (include institutional affiliation for each)**
- **List your project's Degree Level: (i.e. associates of science, bachelors of science, masters of science, etc.)**
- **List your project's Priority Need Area (See Part I, B.1.):**
- **List your project's Educational Strategy(ies)**
- **List your project's Primary Discipline/Subject Matter: (the academic major where the project's primary focus will occur; e.g., forestry, animal sciences, food safety, human nutrition, etc.)**
- **Partners: If Collaboration Project, list all partner institutions/organizations that will share grant funding (Note: Each Partner identified needs to have their budget information submitted on a separate Sub-Award Budget Attachment). If not a Regular or Collaboration Project, enter: 'N.A.'**
- **Total Funds Requested: (List total Federal funds requested for this application. If this project is a Collaboration Project, also list each partner's total funds requested next to the institution's name).**

- **Summary Text:** Provide a very concise (approx. 250 word) summary of your project to include:
 - **Purpose:** What is the major problem your project will address?
 - **Audience:** Who are the intended beneficiaries? Who will be impacted? How many?
 - **Number of students that will benefit from the project:** How many? Degree level?
 - **Products:** What will be produced?
 - **Outcome/Impact:** What is the intended result (consequence) of your project? Describe as the primary benefits to your audience. Note: outcomes/impacts should be measurable, and should be included in your project's assessment/evaluation plan to demonstrate how you will assess whether or not these benefits were achieved. Please include a Table of Contents after the summary.

Project Summary/Abstract is required in all applications and **must not exceed 1 single spaced page** (Times New Roman font size 12, Normal Margin). Applicants are encouraged to revisit the page numbers after converting the narrative to PDF format and make the necessary adjustments if the required page limit has been exceeded. Project Summary/Abstract that exceeds this page limit requirement will not be accepted for review. See Part V. 4.7 of NIFA Grants.gov Application Guide for further instructions and a link to a suggested template. List the primary USDA collaborator. List the Educational Need Areas (from Part I, C.2) addressed by this project; the primary NIFA Priority Need Area (from Part I, B.1.); and the Primary Discipline (from Part I, C.4). Briefly summarize the project objectives and include all measurable project outcomes, including the number and type of beneficiaries, including the level A.A., B.S., M.S. or Ph.D., supported by the HSI Education Grant Program. The summary should also include the relevance of the project to the HSI Education Grants Program goals.

b. Field 8. Project Narrative.

NOTE: The Project Narrative **must not exceed 20** pages of written text double-spaced (Times New Roman font size 12, Normal Margin), and up to 5 additional pages for figures and tables. We have established this maximum (25 pages) to ensure fair and equitable competition.

Applicants are encouraged to revisit the page numbers after converting the narrative to PDF format and make the necessary adjustments if the required page limit has been exceeded. Project narratives that exceed this page limit requirement will not be accepted for review.

The Project Narrative must include all of the following: (Note: To facilitate application review and evaluation, include the following, underlined wording as headings in the Project Narrative, followed by the applicant's response for each item.)

NIFA Priority Science Area

The first section of the project description should define the NIFA Priority described above in Part I, to be addressed in the project.

HSI Education Grants Program Goals

Applicants must include a statement that shows how the proposed projects will advance the goals of the HSI Education Grants Program, which are:

- To attract and support undergraduate and graduate students from underrepresented groups in order to prepare them for careers related to the FANH sciences of the United States;
- Enhance the quality of postsecondary instruction within these disciplines;
- Provide opportunities and access to FANH careers in the public and private sector; and
- Align the efforts of HSIs and other non-profit organizations in support of the academic development and career attainment of underrepresented groups.

NIFA's programs are intended to promote advances in U.S. FANH sciences. Agriculture, for instance, is increasingly worldwide in scope and reach. If appropriate, applicants to the HSI Education Grants Program may include international partnerships or engagement in proposals. In doing so, applicants are to keep in mind that any international activity included in a proposal (e.g., partnerships, exchanges, training, travel) must first and foremost support the HSI Education Grants Program goals. Applicants must clearly describe and demonstrate how international activities, if proposed in the application, will contribute to and support the objectives and desired outcomes within the United States while also benefiting international partner(s).

A. Potential for Advancing the Quality of Education; Significance of the Problem:

- 1. Institutional Long-range Goals.** Demonstrate how the institution attributes a high priority to the project, discuss how the project will contribute to the achievement of the institution's long-term (five- to ten-year) goals, explain how the project will help satisfy the institution's high priority objectives, or how the project is linked to and supported by the institution's strategic plan.
- 2. Identification of Educational Problem(s) and Project Impact.** Clearly identify and explain how the proposed project will address at least one of the Educational Need Areas described in Part I, C.4. Briefly explain the project's anticipated, overall impact on improving the quality of FANH sciences education and how it will advance the goals of the HSI Education Grants Program.

3. Project Justification. Clearly state the specific instructional problem or opportunity to be addressed. Describe how and by whom the focus and scope of the project were determined. Summarize the body of knowledge justifying the need for the proposed project. Discuss how the project will be of value at the State, regional, national, or international level(s). Describe any ongoing or recently completed significant activities related to the proposed project for which previous HSI funding was received under this program.

4. Innovation. Describe the application’s creative approach to improving the quality of FANH sciences education, solving a higher education problem, or advancing educational equity.

5. Multidisciplinary and/or Problem-based Focus. Identify the **Discipline(s)** (described in Part I, C) supported and how it relates to the NIFA Priority selected and the collaborating USDA agency. Also, discuss whether the project may be adapted by, or serve as a model for other institutions.

6. Level of Study. Include a table describing the expected number of students benefiting (described in Part IV, C. 5), from this project and the level of education such as associate, baccalaureate, master’s, or doctoral degrees at each of the institutions participating in the program. Please include in your project narrative a table similar to the one presented below to summarize the students supported by level of study.

| Institutions Participating in the Project (1 to X) | Number of Students Supported by Level of Study Supported | | | | | |
|--|--|---------------|--------------------------------------|-----------------------|---------------------|-----------------|
| | K to 12 | K-12 Teachers | Associate Arts/ Associate in Science | Bachelor’s in Science | Master’s in Science | Doctoral Degree |
| Institution 1 | | | | | | |
| Institution 2 | | | | | | |
| Institution 3 | | | | | | |
| Institution 4 | | | | | | |
| Institution 5 | | | | | | |
| Institution 6 | | | | | | |
| Institution 7 | | | | | | |

B. Proposed Approach and Cooperative Linkages:

Objectives: Cite and discuss the specific project objectives and how these align with the HSI Education Grants Program objectives. Performance-based objectives should be used as they will inform the evaluation plan.

NOTE: You can use the ABCD method for creating a performance objective (Heinich, Molenda, Russell & Smaldino, 2002) to systematically think about writing appropriate performance objectives towards your project goals:

- **A is for audience** - Who are the learners? Are they adult learners? Are they workshop participants? Are they young students? How many? At what level?
- **B is for behavior** - What learning is overt and observable?
- **C is for condition** - How? In what context or under what circumstances will learning occur? Will the audience be expected to know pieces of information to accomplish learning?
- **D is for degree** - How much will be accomplished? How well or to what level does this learning need to be perfected?

1. Plan of Operation and Methodology: Describe procedures for accomplishing the objectives of the project. Describe plans for management of the project to ensure its proper and efficient administration. Describe the way in which resources and personnel will be used to conduct the project.
2. Timetable: Provide a timetable for conducting the project. Identify all important project milestones and dates as they relate to project start-up, execution, evaluation, dissemination, and close-out.
3. Products, Results, and Measurable Outcomes: Explain the expected products and results, and their potential impact (outcome) on strengthening FANH sciences education in the United States. (Important Note: “Products” may be actual items or services acquired with funds, e.g., “...developed three, new Web-based courses containing supplemental materials;” “Results” are intended or unintended consequences of the project, e.g., “...additional course materials now available online to reinforce student learning during non-classroom hours;” and “Outcomes/Impacts” are a measure of the results by comparing what might have happened in the absence of the funded project, e.g., “...an observed, overall increase in student learning based upon 8% higher average test scores of those students who both attended class and used the supplemental, web-based course materials.”) Quantify outputs and/or outcomes.
4. Evaluation Plans: Provide a methodology and implementation plan for evaluating the accomplishment of stated products, results and measurable outcomes during the project. Indicate the criteria, and corresponding weight of each, to be used in the evaluation process, describe any data to be collected and analyzed, and explain the methodology that

will be used to determine the extent to which the needs underlying the project are met. Identify data to be used as baseline data. Demonstrate that the project's impact on improving education will be evaluated. Please see Appendix A for suggested potential indicators and units of measurement. Finally, all applicants should actively participate and fund a meta-evaluation.

Baseline Data: For quantitative, baseline, student enrollment, degrees granted and employment data to make comparisons in meeting HSI Education Grants Program goals, applicants could reference the Food and Agricultural Education Information System (FAEIS) resource at: <http://faeis.ahnrit.vt.edu/>; the publication: *Employment Opportunities for College Graduates in the U.S. Food, Agricultural, and Natural Resources System 2005-2010* at: <http://faeis.ahnrit.vt.edu/supplydemand/2005-2010/>, or other, similar source(s).

Independent Evaluator: Grantees are encouraged to obtain an independent evaluation to secure appropriate documentation of the project's outcomes and impacts. Up to five percent of grant funds may be used for this purpose in Regular Projects. Collaboration projects could use up to one percent of their grant funds for this purpose.

Meta Evaluation: All applicants should actively participate and fund a meta-evaluation and should plan to fund a project data collector as part of the evaluation project. Collaboration projects should assign about \$20,000 a year for a meta-evaluation. Regular projects should plan to spend \$5,000 per year for the purpose of a meta-evaluation.

5. Logic Model: Applications for projects must include the elements of a logic model detailing the activities, outputs, and outcomes of the proposed project. This information may be provided as a narrative or formatted into a logic model chart. The logic model planning process is a tool that should be used to develop your project **before** writing your application. More information and resources related to the logic model planning process are provided at http://www.nifa.usda.gov/about/strat_plan_logic_models.html.
6. Sponsoring USDA agency: Document, if applicable, how applicants will find and partner with a sponsoring USDA agency in order to leverage grant funds and/or contribute towards the proposed project overall goals and objectives.
7. Dissemination Plans: Applications must include a description of how the applicant plans to communicate project accomplishments (products, results and impacts, etc.) to the broadest extent throughout the academic community. This plan should include the following: educational journals; professional discipline publications; a website; presentations at regional or national conferences and workshops; and the Annual HSIs Project Director's Conference. Discuss the institution's commitment to disseminate project results and products. Identify target audiences and explain methods of communication. Consider distributing materials to other HSIs, especially HSI Education

Grants Program grantees. **Applicants are encouraged to develop a project web page within the first six months of the project as part of their dissemination activities.**

As part of the award, you will be required to disseminate your findings and best practices at two types of meetings (see Part VI, D). **The proposed budget should include the attendance at a new project director's meeting at the end of the first year and an annual meeting every year during the life of the project. Travel funds should be requested to attend these meetings and a budget for at least four students to travel to meetings designated by the agency.**

C. Institutional Capability and Capacity Building:

- 1) Institutional Commitment and Capability: Demonstrate that the program administration is committed to the project and has the capability to ensure its completion. Discuss how the benefits to be derived from the project will transcend the applicant institution during the grant period. For example, substantiate that the institution attributes a high priority to the project, discuss how the project will contribute to the achievement of the institution's long-term (five- to ten-year) goals, explain how the project will help satisfy the institution's high-priority objectives, or show how this project is linked to and supported by the institution's strategic plan.
- 2) Institutional Resources: Document that the necessary institutional resources (administrative, facilities, equipment, and/or materials), and other appropriate resources, will be made available to the project. Demonstrate how the institutional resources to be made available to the project, when combined with the support requested from USDA, will be adequate to carry out the activities of the project.
- 3) Academic Enhancement: Document how this project will improve and strengthen teaching at the institution (including any partner institutions). Discuss how the benefits to be derived from the project will transcend the applicant institution or the grant period.
- 4) Continuation Plans: Discuss the likelihood of, or specific plans for, continuation or expansion of the project beyond the period of USDA support. For example, does the institution's long-range budget or academic plan provide for the realistic continuation or expansion of the initiative undertaken by this project after the end of the grant period, are plans for eventual self-support built into the project, are plans being made to institutionalize the program if it meets with success, and are there indications of other continuing non-Federal support?

D. Key Personnel:

Discuss the adequacy and specific attributes and project responsibilities of each key person associated with the project. Also include the background and qualifications of those personnel who will be responsible for assessing project results and administering the project evaluation and reporting process. Appropriate bilingual and bicultural personnel should be included to better serve and attract underrepresented students to the programs offered. Include a current and pending support form that lists time commitment in percentage for each key staff. A template of this form could be found at: <https://nifa.usda.gov/resource/application-support-templates>. You are encouraged to include personnel knowledgeable of the culture of underrepresented students expected to be found at a HSI.

E. Budget Justification and Cost-effectiveness Narrative:

In addition to providing detailed information as part of the Budget Justification, include the following information as part of the Project Narrative:

- (1) Discuss how the budget specifically supports the proposed project activities. Explain how such budget items as professional or technical staff, travel, equipment, etc., are essential to achieving project objectives.
- (2) Justify that the total budget will be adequate to carry out the activities of the project.
- (3) Justify the project's cost-effectiveness. Show how the project maximizes the use of limited resources, optimizes educational value for the dollar, achieves economies of scale or leverages additional funds. For example, discuss how the project has the potential to generate a critical mass of expertise and activity focused on an Educational Need Area, or to promote coalition building that could lead to future ventures.
- (4) Include the percentage of time key personnel will work on the project, both during the academic year and summer. The salaries of university personnel (i.e. their total compensation) must not exceed the faculty member's regular annual compensation. In addition, the total commitment of time devoted to the project, when combined with time for teaching and research duties, other sponsored agreements, and other employment obligations to the institution, must not exceed 100 percent of the normal workload for which the employee is compensated, in accordance with established university policies and applicable Federal cost principles. Also, refer to Budget Section 6. On page 32.
- (5) If the application addresses more than one Educational Need Area or Discipline (e.g., student experiential learning and instruction delivery systems) state which one

(primary) is most representative and list all the others in descending order of importance, and ii) estimate the proportion of the funds requested from USDA that will support each respective Priority Need Area or Discipline. **Make sure you explain how the primary Priority Need (or Discipline) supports one or more of the six current USDA Educational Need Areas (see Part I, C. 2).**

- (6) The table below can be used as a guide to determine and document the appropriate level of student stipend support.

| | |
|-----------------------------------|---------------------------------------|
| Education Level: BS, MS, Ph.D. | Student Scholarship-Total Amount (\$) |
| Institution | Name/Department |
| Degree/Discipline | |
| Tuition | \$ |
| Computer | \$ |
| Stipend | \$ |
| Travel to Professional Conference | \$ |
| Expense X | \$ |
| Expense Y | \$ |

c. Field 12. Add Other Attachments

See Part V. Section 4.12 of the NIFA Grants.gov Application Guide (Field 12 on the form) for instructions regarding mandatory Felony Convictions or Tax Delinquent Status.

Non-Land Grant College of Agriculture (NLGCA) Certification. If you claim exemption from the new matching requirements as a NLGCA, then you must attach the NLGCA certification letter you requested and received from NIFA. Title the attachment ‘NLGCA Certification’ and save the file as ‘NLGCACertification.’ To request certification as an NLGCA, complete the form at <http://www.nifa.usda.gov/form/form.html>. Note that certification can take up to 30 days from submission of request form. **See Part III Section 3.1 of the NIFA Grants.gov Application Guide for NIFA attachment specifications.**

Logic Model – PDF Attachment. 1-Page Limit per Award Title the attachment as ‘Logic Model’ in the document header and save file as ‘Logic Model.’

Response to Previous Review – PDF Attachment. 1 Page Limit. Title the attachment as “Response to Previous Review” in the document header and save file as “ResponsetoPreviousReview.” This requirement only applies to “Resubmitted Applications” as described under Part II, B., “Types of Applications.” PDs must respond to the previous review panel summary on **no more than one page**, titled, “RESPONSE TO PREVIOUS REVIEW.” If desired, additional comments may be included in the text of the Project Narrative, subject to the page limitations of that section.

Expected Outcomes – PDF Attachment. Title the attachment “Expected Outcomes” in the document header and save file as “ExpectedOutcomes.” Please use a format, similar to what is provided below, to submit expected impacts and attach it as the last page of the application. This data will be requested when a grant is recommended for an award.

Recommended Format for Submitting Expected Impacts

| Primary Project Function: (Choose one) | | |
|--|---|---|
| EDUCATION: <input type="checkbox"/> | EXTENSION : <input type="checkbox"/> | RESEARCH: <input type="checkbox"/> |
| DATA FOR MSI PROGRAMS: 1890s, HSI, 1994s, ANNH, Insular | | |
| Total expected impact during entire grant period | | Expected Number |
| 1. Number of farmers/community members to be served, for example, provided with training and/or new information regarding markets, technology, production practices, etc. | | |
| 2. Number of products to be developed for the education and training of students through grant funds during the project period | | |
| 2-A. curricula, academic programs | | |
| 2-B. recruitment/retention programs | | |
| 2-C. teaching or educational materials, distance education capability, experiential learning opportunities | | |
| 3. Number of faculty supported by this grant for professional development during the grant period: participation in sabbaticals, workshops, conferences, etc. | | |
| 4. Number of students who will indirectly benefit from the products produced from the grant during the grant period (i.e., using the curriculum/instrumentation, enrolled in the program, recruited or retained but not paid by the grant using scholarships, fellowships and assistantships). | | |
| 5. Number of <u>male</u> students to be directly supported by this grant (i.e., scholarships, fellowships, assistantships, internships included as a cost in your project budget) for undergraduate or post-graduate education | | |
| 6. Number of underrepresented ¹ <u>male</u> students to be supported during the grant period (Provide the best estimate based on past experience) | | |
| 7. Number of <u>female</u> students to be directly supported by this grant (i.e., scholarships, fellowships, assistantships, internships included as a cost in your project budget) for undergraduate or post-graduate education | | |
| 8. Number of underrepresented ¹ <u>female</u> students to be supported during the grant period (Provide the best estimate based on past experience) | | |
| 9. Number of students supported by this grant (i.e., scholarships, fellowships, assistantships) who are pursuing their degree | | |
| 9-A. Two year or other certificates | | |
| 9-B. Undergraduate or other 4 year degrees | | |
| 9-C. Master’s degree | | |
| 9-D. Ph.D. degree | | |
| 9-E. Postdoctoral training | | |
| 10. Number of students who will be supported by this grant on an internship or other experiential learning opportunity | | |
| 10-A. Domestic experiences, with a government or non-governmental organization that is not affiliated with your university | | |
| 10-B. International experiences, including study abroad, educational travel longer than a month, etc. | | |

¹underrepresented = those whose representation among food, agriculture, natural resources and human sciences professionals is disproportionately less than their proportion in the general population as indicated in standard statistical references, or as

documented on a case-by-case basis by national survey data (e.g. the U.S. Department of Education's Digest of Education Statistics, U.S. Department of Agriculture's Food and Agricultural Education Information Systems, etc.).

Note

1. Please provide your best estimate based on past experiences, graduation rates, retention rates, etc.
2. Number of underrepresented students to be supported during the grant period (questions #6 and #8) should be less than or equal to total number of students supported by the grant (questions #5 and #7).
3. Response to question #9 should be the sum of 9-A through 9-E.

Response to question #6 should be the sum of 10-A and 10-B.

4. R&R Senior/Key Person Profile (Expanded)

Detailed information related to the questions on this form is available in Part V, 5 of the NIFA Grants.gov Application Guide. This section of the guide includes instructions about senior/key person profile requirements, and details about the biographical sketch and the current and pending support, including a link to a suggested template for the current and pending support.

5. R&R Personal Data – As noted in Part V, 6 of the NIFA Grants.gov Application Guide, the submission of this information is voluntary and is not a precondition of award. Part V.6 also notes the importance and use of the information.

6. R&R Budget

Detailed information related to the questions on this form is available in Part V, 7 of the NIFA Grants.gov Application Guide.

If matching is required, you should use the R&R Budget (federal and non-federal). If matching is only required where project meets certain criteria, you must use the R&R Budget with matching that is identified in the Budget Narrative of the R&R Budget. You must add to this section a statement that explains the requirement of matching funds. If matching is not required under this grant program, this section will be deleted. Below (as an example) is some text for this section. Policy.

a. Matching Funds

If you conclude that matching funds are not required as specified under Part III, B Cost-Sharing or Matching, you must include a justification in the Budget Narrative. We will consider this justification when determining final matching requirements or if required matching can be waived. NIFA retains the right to make final determinations regarding matching requirements.

For grants that require matching funds as specified under Part III, B, the Budget Narrative should include written verification of commitments of matching support (including both cash and in-kind contributions) from third parties. Written verification means:

(a) For any third party cash contributions, a separate pledge agreement for each donation, signed by the authorized representatives of the donor organization (and the applicant organization ONLY if provided after submission of the application), must include:

- Donor's name, address, and telephone number;
- Name of the applicant organization;

- Title of the project;
- Dollar amount of the cash donation (the budget narrative must describe how the cash donation will be used);
- Statement that the donor will pay the cash contribution during the grant period; and
- Whether the applicant can designate cash as the applicant deems necessary or the cash contribution has been designated to a particular budget item.

(b) For any third party in-kind contributions, a separate pledge agreement for each contribution, signed by the authorized representatives of the donor organization (and the applicant organization ONLY if provided after submission of the application), must include:

- Donor's name, address, and telephone number;
- Name of the applicant organization;
- Title of the project;
- A good faith estimate of the current fair market value of the third party in-kind contribution and a description of how the fair market value was determined; and
- A statement that the donor will make the contribution during the grant period.

Summarize on a separate page the sources and amount of all matching support from outside the applicant institution and place that information in the proposal as part of the Budget Narrative. You must place all pledge agreements in the proposal immediately following the summary of matching support.

Establish the value of applicant contributions in accordance with applicable cost principles. Refer to 2 CFR Part 200, "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards," for further guidance and other requirements relating to matching and allowable costs.

For further information and instructions regarding indirect costs, refer to Part V, section 7.9 of the NIFA Grants.gov Application Guide. For indirect cost funding restrictions, refer to Part IV, D, 2. of this RFA.

7. Supplemental Information Form

Detailed information related to the questions on this form is available in Part VI, 1 of the NIFA Grants.gov Application Guide.

- Field 2. Program to which you are applying.** Enter the program code name "HSI" and the program code "NJ." Note that accurate entry of the program code is very important for proper and timely processing of an application.
- Field 8. Conflict of Interest List.** See Part VI, 1.8 of the NIFA Grants.gov Application Guide for further instructions and a link to a suggested template.

C. Submission Dates and Times

We recommend that you conduct an administrative review of the application before submission of it via Grants.gov to ensure that it complies with all preparation instructions. An application checklist is included in Part VII of the NIFA Grants.gov Application Guide to assist with this review.

While the checklist should be used to check the application for completeness, the application should be checked for the following required item(s). The list includes:

- Logic Model
- Management Plan
- Current and Pending Support

This is not an exhaustive list of required items; it only serves to highlight items that may be overlooked.

Instructions for submitting an application are included in Part IV, Section 1.9 of the NIFA Grants.gov Application Guide.

Applications must be received by Grants.gov by **5:00 p.m. Eastern Time on their deadline.** Applications received after this deadline will normally not be considered for funding.

| | |
|---------------------------------------|-----------------------|
| Regular Grants Deadline: | March 20, 2017 |
| Bridge Grants Deadline: | March 20, 2017 |
| Collaboration Grants Deadline: | March 21, 2017 |
| Conference Grants Deadline: | March 22, 2017 |

If you have trouble submitting an application to Grants.gov, you should FIRST contact the Grants.gov Help Desk to resolve any problems. Keep a record of any such correspondence. See Part IV. A. for Grants.gov contact information.

Applications that miss these deadlines will not be considered for funding.

We send email correspondence to the AR regarding the status of submitted applications. We strongly encourage you to provide accurate email addresses, where designated, on the SF-424 R&R Application for Federal Assistance.

If the AR has not received correspondence **from NIFA** regarding a submitted application within 30 days of the established deadline, contact the Agency Contact identified in Part VII of the RFA and request the proposal number assigned to the application. **Failure to do so may result in the application not being considered for funding by the peer review panel. Once the application has been assigned a proposal number, you should cite this number on all future correspondence.**

D. Funding Restrictions

1. Indirect Costs

Section 713 of the Consolidated Appropriations Act, 2016 (Pub. L. 114-113) limits indirect costs to 30 percent of the total federal funds provided (or 42.857 percent of total direct costs) under each award. Similar language may be included in the FY 2017 appropriation, therefore, when preparing budgets, you should limit your request for the recovery of indirect costs to the lesser of your institution's official negotiated indirect cost rate or the equivalent of 30 percent of total Federal funds awarded. See Part V section 7.9 of the NIFA Grants.gov Application Guide for further indirect cost information.

2. Use of Funds for Facilities

Under the Hispanic-Serving Institutions Education Grants Program, the use of grant funds to plan, acquire, or construct a building or facility is not allowed. With prior approval, in accordance with the cost principles set forth in 2 CFR 200, the Uniform Guidance, some grant funds may be used for minor alterations, renovations, or repairs deemed necessary to retrofit existing teaching spaces in order to carry out a funded project. However, requests to use grant funds for such purposes must demonstrate that the alterations, renovations, or repairs are incidental to the major purpose for which a grant is issued.

E. Other Submission Requirements

You should follow the submission requirements noted in Part IV, Section 1.9 in the document entitled “NIFA Grants.gov Application Guide.”

For information about the **status of a submitted application**, see Part III, Section 6 of the NIFA Grants.gov Application Guide.

PART V—APPLICATION REVIEW REQUIREMENTS

A. General

We evaluate each application in a two-part process. First, we screen each application to ensure that it meets the administrative requirements as set forth in this RFA. Second, a technical review panel will evaluate applications that meet the administrative requirements.

We select reviewers based upon their training and experience in relevant scientific, extension, or education fields, taking into account the following factors:

- the level of relevant formal scientific, technical education, or extension experience of the individual, as well as the extent to which an individual is engaged in relevant research, education, or extension activities;
- the need to include experts from various areas of specialization within relevant scientific, education, or extension fields;
- the need to include other experts (e.g., producers, range or forest managers/operators, and consumers) who can assess relevance of the applications to targeted audiences and to program needs;
- the need to include experts from a variety of organizational types (e.g., colleges, universities, industry, state and federal agencies, and private profit and non-profit organizations) and geographic locations;
- the need to maintain a balanced composition with regard to minority and female representation and an equitable age distribution; and
- the need to include reviewers who can judge the effective usefulness of each application to producers and the general public.

After each peer review panel has completed its deliberations, the responsible program staff of the **HSI Education Grants Program** will recommend that your project be approved for support from currently available funds or be declined due to insufficient funds or unfavorable review.

The HSI Education Grants Program reserves the right to negotiate with the PD/PI and/or with the submitting organization or institution regarding project revisions (e.g., reductions in the scope of work, period, or method of support) prior to recommending any project for funding.

We will send copies of reviews, *not* including the identity of reviewers, and a summary of the panel comments to the PD after the review process has been completed.

B. Evaluation Criteria

We will use the evaluation criteria below to review applications submitted in response to this RFA:

1. Potential for Advancing Quality of Education; Significance of the Problem (30 points).

This criterion is used to assess the likelihood that the project will have an impact upon and advance the quality of FANH sciences by strengthening institutional capacities to meet clearly delineated needs. Elements considered include institutional long-range goals, alignment with USDA's Goals, identification of a problem or opportunity to be addressed, justification for the project, innovation, advancing educational equity, multidisciplinary and/or problem-based focus, and potential for adoption by other institutions.

2. Proposed Approach and Cooperative Linkages (25 points).

This criterion relates to the soundness of the proposed approach including objectives, methodology, plan of operation, timetable, logic model, expected products and results, evaluation, and dissemination plans. Emphasis is placed on the quality of educational or research support provided to the applicant institution through its partnerships and collaborative initiatives, and on the potential cooperative linkages likely to evolve as a result of this project.

3. Institutional Capability and Capacity Building (20 points).

This criterion relates to the institution's capability to perform the project and the degree to which the project will strengthen its teaching or research capacity. Elements include the institution's commitment to the project, the adequacy of institutional resources (administrative, facilities, equipment, and/or materials) available to carry out the project, potential for academic or research enhancement, and plans for project continuation or expansion beyond the period of USDA support.

4. Key Personnel (15 points).

This criterion relates to the adequacy of the number and qualifications of key persons who will develop and carry out the project, and the qualifications of project personnel who will provide for the assessment of project results and impacts and dissemination of these findings.

5. Budget and Cost-Effectiveness (10 points).

This criterion relates to the extent to which the total budget adequately supports the project and is cost effective. Elements considered include the necessity and reasonableness of costs to carry out project activities and achieve project objectives; the appropriateness of budget allocations between the applicant and any collaborating institution(s); the adequacy of time committed to the project by key project personnel; and the degree to which the project maximizes the use of limited resources, optimizes

educational value for the dollar, achieves economies of scale, and focuses expertise and activity on high-priority Educational Need Areas.

C. Conflicts of Interest and Confidentiality

During the peer evaluation process, we take extreme care to prevent any actual or perceived conflicts of interest that may impact review or evaluation. See http://www.nifa.usda.gov/business/competitive_peer_review.html for further information about conflicts of interest and confidentiality as related to the peer review process.

D. Organizational Management Information

Specific management information relating to an applicant shall be submitted on a one time basis, with updates on an as needed basis. This requirement is part of the responsibility determination prior to the award of a grant identified under this RFA, if such information has not been provided previously under this or another NIFA program. We will provide you copies of forms recommended for use in fulfilling these requirements as part of the pre-award process. Although an applicant may be eligible based on its status as one of these entities, there are factors that may exclude an applicant from receiving federal financial and nonfinancial assistance and benefits under this program (e.g., debarment or suspension of an individual involved or a determination that an applicant is not responsible based on submitted organizational management information).

E. Application Disposition

An application may be withdrawn at any time before a final funding decision is made regarding the application. Each application that is not selected for funding, including those that are withdrawn, will be retained by the HSI Education Grants Program for a period of three years.

PART VI—AWARD ADMINISTRATION

A. General

Within the limit of funds available for such purpose, the NIFA awarding official shall make grants to those responsible, eligible applicants whose applications are judged most meritorious under the procedures set forth in this RFA. The date specified by the NIFA awarding official as the effective date of the grant shall be no later than September 30 of the federal fiscal year in which the project is approved for support and funds are appropriated for such purpose, unless otherwise permitted by law. The project need not be initiated on the grant effective date, but as soon thereafter as practical so that project goals may be attained within the funded project period. All funds granted by NIFA under this RFA may be used only for the purpose for which they are granted in accordance with the approved application and budget, regulations, terms and conditions of the award, applicable federal cost principles, USDA assistance regulations, and NIFA General Awards Administration Provisions at 7 CFR part 3430, subparts A through E.

B. Award Notice

The award document will provide pertinent instructions and information including, at a minimum, the information described in [2 CFR 200.210](#).

See <http://www.nifa.usda.gov/business/awards/awardterms.html> to view current NIFA award terms and conditions.

C. Administrative and National Policy Requirements

Several federal statutes and regulations apply to grant applications considered for review and to project grants awarded under this program. These may include, but are not limited to, the ones listed on the NIFA web page – <http://nifa.usda.gov/federal-regulations>.

NIFA Federal Assistance Policy Guide—a compendium of basic NIFA policies and procedures that apply to all NIFA awards, unless there are statutory, regulatory, or award-specific requirements to the contrary—is available at <http://nifa.usda.gov/policy-guide>.

Responsible and Ethical Conduct of Research

Refer to Part II, D for more information.

D. Expected Program Outputs and Reporting Requirements

The output and reporting requirements are included in the award terms and conditions (see <http://www.nifa.usda.gov/business/awards/awardterms.html> for information about NIFA award terms). If there are any program or award-specific award terms, those, if any, will be identified in the award.

PART VII—AGENCY CONTACT

Applicants and other interested parties are encouraged to contact:

Programmatic Contact –

Dr. Irma Lawrence
Title: National Program Leader
Unit: Division of Community and Education
Location: 4444 Waterfront Center
Phone: (202)-720-2082
Fax: (202) 720-4924
Email: ilawrence@nifa.usda.gov

Administrative/Business Contact –

Ms. Rochelle McCrea
Title: Team Leader, Branch II, Team I
Unit: Office of Grants and Financial Management
Location: 1400 Independence Avenue SW, Stop 2271
Phone: (202)-401-2880
Fax: (202) 401-6271
Email: rmccrea@nifa.usda.gov

PART VIII—OTHER INFORMATION

A. Use of Funds; Changes

1. Delegation of Fiscal Responsibility

Unless the terms and conditions of the award state otherwise, awardees may not in whole or in part delegate or transfer to another person, institution, or organization the responsibility for use or expenditure of award funds.

2. Changes in Budget or Project Plans

In accordance with [2 CFR 200.308](#), awardees must request prior approval from NIFA for the following program or budget-related reasons:

- (i) Change in the scope or the objective of the project or program (even if there is no associated budget revision requiring prior written approval).
- (ii) Change in a key person specified in the application or the federal award.
- (iii) The disengagement from the project for more than three months, or a 25 percent reduction in time devoted to the project, by the approved project director or principal investigator.
- (iv) The inclusion, unless waived by the federal awarding agency, of costs that require prior approval in accordance with 2 CFR 200 Subpart E—Cost Principles of this part or 45 CFR Part 75 Appendix IX, “Principles for Determining Costs Applicable to Research and Development under Awards and Contracts with Hospitals,” or 48 CFR Part 31, “Contract Cost Principles and Procedures,” as applicable.
- (v) The transfer of funds budgeted for participant support costs as defined in §200.75 Participant support costs to other categories of expense.
- (vi) Unless described in the application and funded in the approved federal awards, the subawarding, transferring or contracting out of any work under a federal award, including fixed amount subawards as described in §200.332 Fixed amount subawards. This provision does not apply to the acquisition of supplies, material, equipment, or general support services.
- (vii) Changes in the approved cost-sharing or matching provided by the non-federal entity.
- (viii) The need arises for additional federal funds to complete the project.

The awardee will be subject to the terms and conditions identified in the award. See <http://www.nifa.usda.gov/business/awards/awardterms.html> for information about NIFA award terms.

B. Confidential Aspects of Applications and Awards

When an application results in an award, it becomes a part of the record of NIFA transactions, available to the public upon specific request. Information that the Secretary of Agriculture determines to be of a confidential, privileged, or proprietary nature will be held in confidence to

the extent permitted by law. Therefore, any information that the applicant wishes to have considered as confidential, privileged, or proprietary should be clearly marked within the application. We will retain for three years a copy of an application that does not result in an award. Such an application will be released only with the consent of the applicant or to the extent required by law. An application may be withdrawn at any time prior to the final action thereon.

C. Regulatory Information

For the reasons set forth in the final Rule related Notice to 2 CFR Part 415, Subpart C, this program is excluded from the scope of the Executive Order 12372, which requires intergovernmental consultation with state and local officials. Under the provisions of the Paperwork Reduction Act of 1995 (44 U.S.C. Chapter 35), the collection of information requirements contained in this notice have been approved under OMB Document No. 0524-0039.

D. Definitions

Please refer to [7 CFR 3430, Competitive and Noncompetitive Non-formula Financial Assistance Programs--General Award Administrative Provisions](#), for applicable definitions for this NIFA grant program.

E. Materials Available on the Internet

HSI program information will be made available on the NIFA website at <https://nifa.usda.gov/program/hispanic-serving-institutions-education-grants-program>. The following are among the materials available on the web page:

1. General information
2. Webinars
3. Collaboration Projects
4. Steam Projects
5. Regular Projects
6. Resources

APPENDIX A FOR PROJECT EVALUATION AND REPORTING

Need areas that you might be addressing in your proposed project are listed below. Underneath the need areas 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:

- a. institution field trips
- b. academic preparation workshops
- c. # 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?