SUPPORTING HISPANIC STUDENT SUCCESS IN HIGHER EDUCATION

HACU CONFERENCE
OCTOBER 9, 2016
AGENDA

• The Hispanic Serving Institution Programs’ Division

• Higher Education Programs Funding Opportunities

• Trends and Priorities in Discretionary Grant Making at ED
HSI-Designated Programs

- **Developing Hispanic-Serving Institutions (DHSI)** – Title V, Part A
- **Promoting Postbaccalaureate Opportunities for Hispanic Americans (PPOHA)** – Title V, Part B
- **Hispanic-Serving Institutions Science, Technology, Engineering, or Mathematics and Articulation (HSI STEM)** – Title III, Part F
HSI-Definition

HISPANIC-SERVING INSTITUTION. -- The term “Hispanic-Serving institution” means an institution of higher education that—

(A) is an eligible institution; and
(B) has an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students at the end of the award year immediately preceding the date of application.
(A) Eligible Institution
## Eligibility Matrix

**Total Eligibility Code 1** (Ineligible: does not meet minority criteria)

**Total Eligibility Code 2** (Ineligible: no program participants in a key category, has no Pell grants, or is not a legislatively-designated institution)

**Total Eligibility Code 3** (Ineligible: institution is a branch campus (minority enrollment data unavailable) or has a current grant on another IS program for which a grant in this program is not allowed by law)

**Total Eligibility Code 4** (Potentially eligible on minority grounds, but would need to apply for a waiver of the core expenses or needy student criteria)

**Total Eligibility Code 5** (Eligible to apply for a grant for this program)

**Total Eligibility Code 6** (Current grantee of this program)

**Total Eligibility Code E** (eligible through application or waiver)

**4R**: Religious/vocational (would be eligible if waivered, if had non-r/v curriculum)

**5R**: Religious/vocational (would be eligible, if had non-r/v curriculum)

<table>
<thead>
<tr>
<th>Unit ID</th>
<th>OPE ID</th>
<th>Institution Name</th>
<th>City</th>
<th>ST</th>
<th>Type/Control</th>
<th>UG Offered</th>
<th>Core Expenses</th>
<th>Fall FTE</th>
<th>Core Expenses per FTE</th>
<th>Core Expenses Threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>00247700</td>
<td>AT Still University of Health Sciences</td>
<td>Kirksville</td>
<td>MO</td>
<td>Pri 4yr</td>
<td>No</td>
<td>$120,921,255</td>
<td>2,611</td>
<td>$36,315</td>
<td>$31</td>
</tr>
<tr>
<td>12</td>
<td>01517500</td>
<td>Asian Pacific College</td>
<td>Harlem</td>
<td>MT</td>
<td>Pub 2yr</td>
<td>Yes</td>
<td>$7,532,470</td>
<td>127</td>
<td>$59,282</td>
<td>$1</td>
</tr>
<tr>
<td>13</td>
<td>00355000</td>
<td>Abilene Christian University</td>
<td>Abilene</td>
<td>TX</td>
<td>Pri 4yr</td>
<td>Yes</td>
<td>$86,693,045</td>
<td>4,074</td>
<td>$23,734</td>
<td>$31</td>
</tr>
<tr>
<td>14</td>
<td>00184100</td>
<td>Abraham Baldwin Agricultural College</td>
<td>Tifton</td>
<td>GA</td>
<td>Pub 4yr</td>
<td>Yes</td>
<td>$29,918,006</td>
<td>2,771</td>
<td>$10,580</td>
<td>$2</td>
</tr>
<tr>
<td>15</td>
<td>04105000</td>
<td>Academy for Five Element Acupuncture</td>
<td>Gainesville</td>
<td>FL</td>
<td>Pri 4yr</td>
<td>No</td>
<td>$1,101,492</td>
<td>277</td>
<td>$14,304</td>
<td>$2</td>
</tr>
<tr>
<td>16</td>
<td>04195500</td>
<td>Academy for Jewish Religion-California</td>
<td>Los Angeles</td>
<td>CA</td>
<td>Pri 4yr</td>
<td>No</td>
<td>$1,597,988</td>
<td>42</td>
<td>$38,047</td>
<td>$31</td>
</tr>
</tbody>
</table>
Promoting Post-baccalaureate Opportunities for Hispanic Americans (PPOHA) Program

Title V, Part B

Program Purpose
1. To expand the post-baccalaureate educational opportunities for, and improve the academic attainment of, Hispanic students; and

1. to expand the post-baccalaureate academic offerings and enhance the program quality in the institutions of higher education that are educating the majority of Hispanic college students and, helping large numbers of Hispanic and low-income students complete postsecondary degrees.
PPOHA Program Appropriations 2016

- PPOHA-$9,671,000
  - Continuations (19 grantees)

2017- Program Appropriations are requested at 2016 levels.
PPOHA 2014

- 9 grantees from CA
- 7 in CSU System
- 1 grantee from CO
- 1 grantee from FL
- 1 grantee from NM
- 4 grantees from PR
- 3 grantees from TX

Average Award: $444,163
Activities Under PPOHA Program

(1) Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.

(2) Construction, maintenance, renovation, and improvement of classrooms, libraries, laboratories, and other instructional facilities, including purchase or rental of telecommunications technology equipment or services.

(3) Purchase of library books, periodicals, technical and other scientific journals, microfilm, microfiche, and other educational materials, including telecommunications program materials.

(4) Support for low-income postbaccalaureate students including outreach, academic support services, mentoring, scholarships, fellowships, and other financial assistance to permit the enrollment of such students in postbaccalaureate certificate and postbaccalaureate degree granting programs.
Activities Under PPOHA Program

(5) Support of faculty exchanges, faculty development, faculty research, curriculum development, and academic instruction.

(6) Creating or improving facilities for Internet or other distance education technologies, including purchase or rental of telecommunications technology equipment or services.

(7) Collaboration with other institutions of higher education to expand postbaccalaureate certificate and postbaccalaureate degree offerings.

(8) Other activities proposed in the application submitted pursuant to section 514 that-

(A) contribute to carrying out the purposes of this part; and
(B) are approved by the Secretary as part of the review and acceptance of such application.
Title III, Part F (CFDA 84.031C)

The Hispanic-Serving Institutions STEM and Articulation Program supports eligible Hispanic-Serving institutions in developing and carrying out activities to increase the number of Hispanic and low-income students attaining degrees in the fields of science, technology, engineering, and math (STEM).

HSI-STEM and Articulation- $92,700,000

- $92,316,270 available for New Awards (2015 Competition)
Breakdown of applications received

• 254 applications received;
• 31 duplicates; and
• 3 applications were late;
• 2 applications were submitted in the wrong format;
• 1 application requested funding exceeding the maximum allowed in a single budget period;
• 4 applications were from ineligible institutions.
2016 HSI STEM Award Information

Institution Type

- Two Year Public Institutions: 44
- Two Year Private Institutions: 2
- Four Year Public Institutions: 28
- Four Year Private Institutions: 17

Total Two Year Institutions: 46
Total Four Year Institutions: 45

Average Award: $1,014,464
Number of Awards by State

CA = 38
TX = 14
NY = 7
NJ = 5
NM = 5
PR = 6
FL = 3
WA = 2
AZ = 2
CO = 2
MA = 1
CPP Point Distribution

Applicants Receiving 3 CPP Points:  84
Applicants Receiving 1 CPP Point:   2
Applicants Receiving 0 CPP Points:  5
Developing HSIs

- Title V, Part A (84.031S)

Program Purpose:

- To expand educational opportunities for; and improve the academic attainment of Hispanic students

- Expand and enhance the academic offerings, program quality, and institutional stability of the colleges and universities that educate the majority of Hispanic students.
Developing HSIs 2015

• The FY 2015 appropriation for the Title V, Part A, HSI program was $100,231,000.

• Of that amount, $48,977,025 was used to make 109 non-competing continuation (NCC) grant awards.

• $51,066,641 funded 96 new grants (82 Individual Development grants, and 14 Cooperative Development grants).
DHSIs Program Appropriations 2016

HSI - $107,795,000

• $15,839,229 New Awards (30 new awards)
• $91,726,260 Continuations (165 grantees)
What happened in FY 2016

Program Appropriations: $107,795,000
- Approximately $15,000,000 for FY 2016

- No grant competition was held.

- 30 applicants were “funded down” the FY 2015 slate (7 Cooperative grants and 23 Individual grants).

- Grants assigned to Program Officers by location (new for HSI)
Developing HSIs Awards

![Graph showing the number of HSIs and grants over the years 2013 to 2016. The number of HSIs increases from 356 in 2013 to 415 in 2016. The number of grants increases from 11 in 2013 to a peak of 96 in 2015, then decreases to 30 in 2016.]
2016 DHSI Grantees in Puerto Rico

- University of Puerto Rico-Medical Sciences Campus (cooperative)
- Pontifical Catholic University of Puerto Rico-Arecibo
- Universidad del Sagrado Corazon
- University of Puerto Rico, Mayaguez
- Inter American University of Puerto Rico Bayamon Campus
<table>
<thead>
<tr>
<th>Institution Name</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estrella Mountain Community College</td>
<td>AZ</td>
</tr>
<tr>
<td>California State University, Dominguez Hills</td>
<td>CA</td>
</tr>
<tr>
<td>Chabot-Las Positas Community College</td>
<td>CA</td>
</tr>
<tr>
<td>College of Sequoias</td>
<td>CA</td>
</tr>
<tr>
<td>Cuyamaca College</td>
<td>CA</td>
</tr>
<tr>
<td>Los Angeles Harbor College</td>
<td>CA</td>
</tr>
<tr>
<td>Mendocino-Lake Community College District Inc</td>
<td>CA</td>
</tr>
<tr>
<td>Palomar Community College District</td>
<td>CA</td>
</tr>
<tr>
<td>San Diego City College</td>
<td>CA</td>
</tr>
<tr>
<td>San Mateo County Community College District- Canada College</td>
<td>CA</td>
</tr>
<tr>
<td>The University Corporation, CSU Northridge</td>
<td>CA</td>
</tr>
<tr>
<td>University Enterprises Corporation at CSUSB</td>
<td>CA</td>
</tr>
<tr>
<td>University Enterprises Corporation at CSUSB</td>
<td>CA</td>
</tr>
</tbody>
</table>
## 2016 DHSI Awards - Mainland USA (Continued)

<table>
<thead>
<tr>
<th>Institution</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norwalk Community College</td>
<td>CT</td>
</tr>
<tr>
<td>Northeastern Illinois University</td>
<td>IL</td>
</tr>
<tr>
<td>Bergen Community College</td>
<td>NJ</td>
</tr>
<tr>
<td>Research Foundation of CUNY o/b/o John Jay College</td>
<td>NY</td>
</tr>
<tr>
<td>Research Foundation on behalf of Borough of Manhattan CC</td>
<td>NY</td>
</tr>
<tr>
<td>RFCUNY d/b/a- Stella and Charles Guttman Community College</td>
<td>NY</td>
</tr>
<tr>
<td>El Paso Community College</td>
<td>TX</td>
</tr>
<tr>
<td>Lee College District</td>
<td>TX</td>
</tr>
<tr>
<td>Lone Star College -North Harris</td>
<td>TX</td>
</tr>
<tr>
<td>Lone Star College Tomball</td>
<td>TX</td>
</tr>
<tr>
<td>Palo Alto College</td>
<td>TX</td>
</tr>
<tr>
<td>Yakima Community College</td>
<td>WA</td>
</tr>
</tbody>
</table>
2017 Program Appropriations (not yet final)

• $107,795,000 (Estimated current CR)
  ➢ 195 continuation awards
  ➢ Estimated $11.3 available for new awards
Overview of Common Activities

**Academic Quality**
- Faculty development
- Curriculum development
- Improvement of basic skills courses
- Acquisition of library materials and laboratory equipment

**Student Services**
- Counseling
- Tutoring and mentoring
- Establishing learning communities
- Improving student facilities and computer labs

**Student Outcomes**
- Improving student retention and graduation rates
- Increasing academic achievement
Overview of Common Activities

**Fiscal Stability**
- Establishing or improving a development office
- Strengthening Alumni relationships and fundraising
- Building an endowment
- Increase research dollars

**Institutional Management**
- Creating and maintaining Management Information Systems
- Training and developing staff other than teaching faculty
- Construction and renovation
- Improving the infrastructure for internet access
Allowable Activities
(20 U.S. Code § 1101b)

- Purchase, rental, or lease of scientific/laboratory equipment for educational, instructional, and research purposes.
- Construction, maintenance, renovation and improvement of instructional facilities.
- Support of faculty exchanges, fellowships and development; and curriculum development.
- Purchase of library books, periodicals, and other educational materials.
- Tutoring, counseling, and student services designed to improve academic success.
- Articulation agreements and student support programs designed to facilitate the transfer from two-year to four-year institutions.
- Funds management.
Allowable Activities
(20 U.S. Code § 1101b)

- Joint use of facilities, such as laboratories and libraries.
- Establishing or improving a development office.
- Establishing or improving an endowment fund.
- Creating or improving facilities for Internet or other distance education technologies.
- Establishing or enhancing a program of teacher education.
- Establishing community outreach programs that will encourage elementary and secondary students to pursue postsecondary education.
- Expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution through expanded courses and resources.
- Providing education, counseling, or financial information designed to improve financial and economic literacy of students or the students’ families.
DHSI Selection Criteria from Program Regulations

Quality of the applicant's comprehensive development plan

(1) The goals for the institution's academic programs, institutional management, and fiscal stability are realistic and based on comprehensive analysis;

(2) The goals for the institution's academic programs, institutional management, and fiscal stability are realistic and based on comprehensive analysis;
DHSI Selection Criteria from Program Regulations

Quality of the applicant's comprehensive development plan
(3) The objectives stated in the plan are measurable, related to institutional goals, and, if achieved, will contribute to the growth and self-sufficiency of the institution; and
(4) The plan clearly and comprehensively describes the methods and resources the institution will use to institutionalize practice and improvements developed under the proposed project, including, in particular, how operational costs for personnel, maintenance, and upgrades of equipment will be paid with institutional resources.
DHSI Selection Criteria from Program Regulations

Quality of activity objectives

(1) Realistic and defined in terms of measurable results;

and

(2) Directly related to the problems to be solved and to the goals of the comprehensive development plan.
Quality of implementation strategy.

(1) The implementation strategy for each activity is comprehensive;

(2) The rationale for the implementation strategy for each activity is clearly described and is supported by the results of relevant studies or projects; and

(3) The timetable for each activity is realistic and likely to be attained.
Quality of project management plan.

(1) Procedures for managing the project are likely to ensure efficient and effective project implementation; and

(2) The project coordinator and activity directors have sufficient authority to conduct the project effectively, including access to the president or chief executive officer.
DHSI Selection Criteria from Program Regulations

Quality of key personnel.

(1) The past experience and training of key professional personnel are directly related to the stated activity objectives; and

(2) The time commitment of key personnel is realistic.
DHSI Selection Criteria from Program Regulations

Quality of evaluation plan.

(1) The data elements and the data collection procedures are clearly described and appropriate to measure the attainment of activity objectives and to measure the success of the project in achieving the goals of the comprehensive development plan; and
(2) The data analysis procedures are clearly described and are likely to produce formative and summative results on attaining activity objectives and measuring the success of the project on achieving the goals of the comprehensive development plan.
DHSI Selection Criteria from Program Regulations

**Budget.**

The extent to which the proposed costs are necessary and reasonable in relation to the project's objectives and scope.
Title V Cannot Fund

- Activities not mentioned in the application
- Activities inconsistent with the applicable State higher education plans
- Religious worship
- Non-degree or non-credit courses other than basis skills courses
- Operational costs
- Salaries for college-wide officials
- Costs of organized fundraisers
- Costs for student recruitment
- Costs of publications to promote the institution
Higher Education Programs
Funding Opportunities
FUNDING OPPORTUNITIES

U.S. Department of Education

Forecast of Funding Opportunities under the Department of Education Discretionary Grant Programs for Fiscal Year (FY) 2016

This document lists virtually all programs and competitions under which the Department (we) has invited or expects to invite applications for new awards and provides actual or estimated deadline dates for the transmittal of applications under these programs. The lists are in the form of charts — organized according to the Department’s principal program offices — and include programs and competitions we have previously announced, as well as those we plan to announce at a later date. If you are interested in applying for any upcoming grants with the Department of Education, please take the time to register with SAM at www.SAM.gov, as you must have an active account in order to submit a grant application with our agency. We recommend you register now even as you are looking for eligible grant programs so that your SAM registration is active by the time the application is published. This will allow you to focus on writing the application during the period the application is available and you are not spending a portion of that time obtaining SAM registration. Please click here to refer to the SAM tip sheet for additional information.

Note: This document is advisory only and is not an official application notice of the Department of Education. We expect to provide updates to this document starting in the first week of June in a fiscal year and continuing through the following August. Please keep in mind that the dates recorded in this document are SUBJECT TO CHANGE and that the average size/number of awards are ESTIMATES.

Note on printing: For best results, print this document in landscape orientation.

Organization of this Document

We have assigned to each principal office a separate chart as follows:

Chart 1 - Institute of Education Sciences.
Chart 2 - Office of Elementary and Secondary Education.
Chart 3 - Office of Innovation and Improvement.
Chart 4 - Office of Postsecondary Education (Link to IFLE Chart)
Chart 5 - Office of Special Education and Rehabilitative Services (links to NIDRR, SEP, RSA charts).
OFFICES WITH FUNDING OPPORTUNITIES

• Institute of Education Sciences.
• Office of Elementary and Secondary Education.
• Office of Innovation and Improvement.
• Office of Postsecondary Education
• Office of Special Education and Rehabilitative Services
• Office of Career, Technical and Adult Education
• Office of English Language Acquisition
<table>
<thead>
<tr>
<th>Program Code</th>
<th>Program Title</th>
<th>Start/End Dates</th>
<th>State</th>
<th>Description</th>
<th>Contact Person</th>
<th>Email</th>
<th>Telephone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>84.335S</td>
<td>Teacher Quality Partnership</td>
<td>5/23/2016 - 7/7/2016</td>
<td>PDF</td>
<td>$500,000 - $1,500,000</td>
<td>Mia Howerton</td>
<td><a href="mailto:Mia.Howerton@ed.gov">Mia.Howerton@ed.gov</a></td>
<td>(202) 206-9086</td>
<td>205-5630</td>
</tr>
<tr>
<td>84.374A</td>
<td>Teacher Incentive Fund</td>
<td>5/31/2016 - 7/15/2016</td>
<td>PDF</td>
<td>$10,000,000</td>
<td>Connie Saunt</td>
<td><a href="mailto:TIF5@ed.gov">TIF5@ed.gov</a></td>
<td>260-2553</td>
<td></td>
</tr>
<tr>
<td>84.411A</td>
<td>Investing in Innovation (Scale up) Grants</td>
<td>5/16/2016 - 7/15/2016</td>
<td>PDF</td>
<td>$20,000,000</td>
<td>Ed.gov</td>
<td>(202) 205-5631</td>
<td></td>
<td></td>
</tr>
<tr>
<td>84.411B</td>
<td>Investing in Innovation (Validation) Grants</td>
<td>5/16/2016 - 7/15/2016</td>
<td>PDF</td>
<td>$12,000,000</td>
<td>Ed.gov</td>
<td>(202) 205-5631</td>
<td></td>
<td></td>
</tr>
<tr>
<td>84.411C</td>
<td>Investing in Innovation (Development Full Applications) Grants</td>
<td>4/25/2016 - 8/10/2016</td>
<td>PDF</td>
<td>$3,000,000</td>
<td>Ed.gov</td>
<td>(202) 205-5631</td>
<td></td>
<td></td>
</tr>
<tr>
<td>84.411P</td>
<td>Investing in Innovation (Development Pre-Applications) Grants</td>
<td>4/25/2016 - 5/25/2016</td>
<td>PDF</td>
<td>$1,785,000</td>
<td>Christine Miller</td>
<td>(202) 260-7350</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OFFICE OF INNOVATION AND IMPROVEMENT**
<table>
<thead>
<tr>
<th>Grant Program</th>
<th>Overview</th>
</tr>
</thead>
</table>
| **Minority Science and Engineering Improvement Program** | • Undergraduate and secondary-outreach program providing funds to improve science and education programs for minorities  
• Aims to increase the flow of underrepresented minorities, particularly minority women, into science and engineering careers |
| **Strengthening Institutions Program (SIP)**            | • Intended to improve academic quality, management and financial stability to help serve low-income students |
| **Student Support Services (SSS)**                      | • Objective is to increase college retention and graduation rates of participants by providing academic services, assisting with basic college requirements, or motivating students towards successful completion of their education |
| **Minorities and Retirement Security Program (MRS)**    | • Managed by OPE with Social Security Administration funding (first year)  
• Supports research by graduate students at institutions with high proportions of minority and low-income students, in areas of retirement security, financial literacy and financial decision-making |
## ADDITIONAL OPE PROGRAMS THAT MAY BE OF INTEREST

<table>
<thead>
<tr>
<th>Grant Program</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talent Search (TS)</td>
<td>• Identifies and assists individuals from disadvantaged backgrounds with academic potential by providing academic, career, and financial counseling to participants</td>
</tr>
<tr>
<td>Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)</td>
<td>• Designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education</td>
</tr>
</tbody>
</table>
Trends and Priorities in Discretionary Grant Making at ED
Strong Theory and Logic Models

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

- Distinguish strong theory from evidence

- **Strong theory** means “a rationale for the proposed process, product, strategy, or practice that includes a **logic model**”

- A **logic model** (aka a **theory of action**) means a well-specified conceptual framework that identifies **key components** of the proposed process, product, strategy, or practice, describes the **relationships** among the key components and **outcomes**
Components of a Program Logic Model

1. **Resources**: materials to implement the program

2. **Activities**: steps for program implementation

3. **Outputs**: products of the program

4. **Impacts on Outcomes**: changes in program participants’ knowledge, beliefs, or behavior
Evidence Levels in EDGAR
(Title 34 of Code of Federal Regulations, Part 77)

- **Evidence** goes beyond **theory** by having an **empirical basis** that a program works.

- **EDGAR** distinguishes three levels of evidence:
  - *Evidence of Promise*
  - *Moderate Evidence of Effectiveness*
  - *Strong Evidence of Effectiveness*
How is a logic model used?

Logic Models have multiple functions:

- Program planning
- Program management
- Evaluation
- Communication
- Within your agency
- With people outside your agency
Logic Model Components

**Inputs**
(What we invest)

**Outputs**
Activities
(What we do)
Participants
(Who we serve)

Assumptions:
What is necessary for this to happen?

Outcomes:
Short-term
(Expect)

Outcomes:
Medium
(Want)

Outcomes:
Long-term
(Hope)

External Factors:
What else may impact outcomes?
APPLICATION PROCESS

SUBMITTING AN APPLICATION

- Applications for the ED competitions must be submitted electronically using the Grants.gov site (www.Grants.gov) unless otherwise noted in the Notice Inviting Applications (NIA).

- To submit an application in Grants.gov, your organization must have an active System for Award Management (SAM) registration.
  - Please verify that your SAM registration is still active.
APPLICATION PROCESS
REGISTERING IN GRANTS.GOV

- In order to apply for a ED grants, you must complete the Grants.gov registration process.
  - Go to the “Get Registered” link on the left side of the Grants.gov homepage.
  - Tutorial on this page instructs applicants how to complete the registration process.

- The registration process can take 3-5 business days (or up to 4 weeks if all steps are completed promptly)

So please register early!
Important Dates and Information

HSI Division Contact Information

Beatriz Ceja, Division Director
beatrice.ceja@ed.gov or 202-453-6239

Njeri Clark, Title V, Part A Program Lead
njeri.clark@ed.gov or 202-453-6224

Dr. Maria Carrington
maria.carrington@ed.gov
202-453-7339

Everardo Gil
everardo.gil@ed.gov
202-453-7712

Rick Gaona
rick.gaona@ed.gov
202-453-6077

Terrance Hilton
Terrance.hilton@ed.gov
202-453-6155

Kissy Chapman-Thaw
Kissy.chapman-thaw@ed.gov
202-453-7627