CSU Hispanic Serving Institution (HSI) Community Grants

Activate. Innovate. Inspire.

An initiative of the Global Hispanic Serving Institution (HSI) Equity Innovation Hub

CSUN

CSU | The California State University

What are the CSU HSI Community Grants?

The Global Hispanic Serving Institution (HSI) Equity Innovation Hub has established CSU HSI Community Grants to cultivate promising practices at CSU HSIs that accelerate educational equity and innovation, leverage technology, and collaborations with educational, community, and industry partners to activate talent and build a more inclusive and diverse workforce. See page 8 for more information on the goals of CSU HSI Community Grants.

Intentionally Serving at CSU HSIs

As the nation's largest public system of higher education, the CSU educates the most ethnically, economically, and academically diverse student body in the nation. Today, half of all CSU students are underrepresented minorities[1] — Latinx/Hispanic, Black/African American, or Native American[1] — historically underrepresented in higher education. In addition, nearly one-third of undergraduates are the first in their families to attend college (or first-generation)[2].

Developing the ability to authentically serve Latinx/Hispanic students, the largest minoritized majority population in the CSU, enhances the capacity of institutions (i.e., through access to training, professional development, experts, thought leaders, tools, resources, and technology, etc.) to serve *all* students. While institutional resources for HSIs enhance teaching and learning experiences and create new programming and opportunities that benefit *all* students, we recognize that achieving racial equity requires institutional intentionality. Further, we recognize that the development of identity-based resources, programs, and support require intentional focus

---

[1] The California State University Fact Book 2022, page 12. https://www.calstate.edu/csu-system/about-the-csu/facts-about-the-csu/Documents/facts2022.pdf
[2] The California State University Fact Book 2022, page 12. https://www.calstate.edu/csu-system/about-the-csu/facts-about-the-csu/Documents/facts2022.pdf

on equity-centered program design, use of disaggregated student data by race/ethnicity, and institutional commitment to *intersectional* equity to intentionally serve post-traditional and underserved students,[3] including formerly incarcerated individuals, Dreamers, and first-generation college students and their families.[4]

As the CSU, we have the opportunity to dramatically alter the national economic and educational landscape through investment in innovative programming to accelerate educational equity and diversify P-20 educational pathways that lead to high-demand careers in STEM and creative and tech industries. CSU HSI Community Grants will help amplify these efforts with financial support and technology targeted to the 21 of 23 CSUs federally designated[5] HSIs, leading through institutional intentionality and innovating for student success.

Who is eligible to apply?

All CSUs federally designated as HSIs are eligible to apply.
We encourage the submission of proposals that demonstrate strong alignment with the goals of CSU HSI Community Grants and programming Focus Areas. Of additional interest are those proposals committed to cross-collaboration in California, nationally, and globally across HSIs and other institutions of higher education (including other CSUs and community colleges), K-12 educational partners, industry partners, or community partners.

Application Type

CSU HSI institutions are invited to apply according to the following three types of applications:

Individual Campus	Regional or Multi-Campus	Consortium
For those applicants with a single, individual institution.	For those applicants with one or more partners, including other CSUs, community colleges, high schools, middle schools, community organizations, industry or other partners.	For those applicants that form a CSU consortium (i.e., CSU Project Rebound).

[3] See definition for post-traditional and underserved students on page 12.
[4] This includes Latinx/Hispanic, Black/African American, APIDA, or Asian Pacific Islander Desi American, and Indigenous/Native American students and other underserved students, including formerly incarcerated individuals, Dreamers, and first-generation college students and their families.
[5] For a definition of HSI designation, please visit
https://www2.ed.gov/programs/idueshsi/definition.html

Funding a Diverse Portfolio

Proposal Type: Innovating. Enhancing. Transforming.

The Global HSI Equity Innovation Hub is committed to funding a diverse portfolio of programming ranging from new to existing innovative proposals that may be enhanced by technology, scaled, and shared nationally with other HSIs. We recognize that applicants may be at different points in developing their HSI institutional identity and programming to intentionally serve a post-traditional and diverse student population. To account for this, institutions may submit proposals under one of the three proposal types below: Innovating, Enhancing, or Transforming.

Innovating	Enhancing	Transforming
New Programs	**Existing Programs**	**Established Programs**
New programs (projects or initiatives) that are in the initial stages of design, implementation, or startup phase. These programs may be recent or newly established, including partnerships with local partners and other institutions. Funding in this category provides seed money to begin implementation.	Previously or currently existing programs (projects or initiatives) with established partnerships or funded by an existing grant. Funding in this category endeavors to enhance the program by integrating new program innovations and/or technologies to expand program or service reach or amplify equity impact.	Established programs (projects or initiatives) already experiencing and documenting success, using evidence, and looking to scale and disseminate successful practices for use by HSIs or emerging HSIs (or other institutions). Funding in this category supports next-level innovations, taking evidence-based practices to scale through innovations that leverage data and technology to accelerate equity impact.

What do we fund?

In alignment with the vision (see page 11) and programming Focus Areas of the Global HSI Equity Innovation Hub, we fund proposals committed to advancing the goals of CSU HSI Community Grants (see page 8). The primary purpose of CSU HSI Community Grants is to fund direct services and programming, including authentic use of technology and professional development aligned with six programming Focus Areas. Direct services and programming may engage:

- Pre-college students, college students and their families, in program activities and services
- CSU staff, faculty, university leaders, and P-20 educators in professional development activities
- Alumni and partners (HSIs and other institutions of higher education (including other CSUs and community colleges), K-12 educational partners, industry partners, or with community partners) to enhance programming delivery and outcomes

About the
GLOBAL HISPANIC SERVING INSTITUTION (HSI) EQUITY INNOVATION HUB

With support from Apple, the Global HSI Equity Innovation Hub at *full* capacity will serve as a catalyst for HSI programming throughout the nation, and statewide through the CSU system. This work serves to position CSU campuses as models for authentically *serving* our highly diverse student population to actualize the diverse talent needed to ensure America's future in high-demand STEM fields and in the creative and tech economy of tomorrow. By leveraging world-class technology and meaningful collaborations with educational, community, and industry partners, the Global HSI Equity Innovation Hub will facilitate connections across HSIs to activate the innovators and creators of the future and build a more inclusive and diverse workforce. This vital alliance, nationally and across the CSU, will allow our institutions to become HSI models of excellence, leveraging the Seal of *Excelencia* as a guiding framework. For more information on the vision of the Global HSI Equity Innovation Hub, please see page 11.

Six Programming Focus Areas

A CSU applicant may submit multiple applications responding to *one or more* programming Focus Areas. If programming Focus Area # 1 is selected, please see the Budget Guidance and Budget Template for more information. Our intent is to support proposals that advance institutional transformation, authentic use of technology, and promote creativity, innovation, and transformational teaching and learning experiences. To support the integration of Apple technology included in proposals, a technology webinar will be facilitated by the Apple Community Education Initiative to provide assistance with determining technology needs (See page 9 for more information on the Technical Assistance Webinar).

1 **Activate** Equity-minded leadership and institutional transformation at CSU HSIs	**2** **Innovate** P-20 Education to Career Pathways	**3** **Inspire** Innovators and Creators of the Future
Funding for institutional teams to participate in Seal of *Excelencia* ladder of engagement technical assistance sessions. Also, for those seeking to leverage the Seal of *Excelencia* framework to reframe serving through a racial equity and justice lens, and transform institutions from a culture of *enrolling* to intentionally *serving. Please see the Budget Guidance Budget Template for more information.*	Working with regional P-20 educational partners to implement interdisciplinary approaches in STEM education, leveraging the Arts, Humanities, and technology to design innovative student learning environments, inspire early connections in STEM, and advance regional models that accelerate education to career pathways.	Culturally responsive, high-impact interdisciplinary programming that can accelerate equity impact so students can see themselves as belonging in and pursuing P-20 educational pathways that lead to high-demand careers in STEM and creative and tech industries.
4 **Accelerate Justice** Bridge the prison-education-workforce divide	**5** **Amplify** Equity by Design	**6** **Create** Next-Generation Student Supports & Develop Future Leaders
Individual campus, regional multi-campus or consortium programming focused on culturally responsive practices that promote belonging in STEM and prepare formerly incarcerated individuals impacted by mass incarceration for careers in STEM fields and creative and tech industries.	Initiatives that work with campus staff and faculty to design equity-centered programming and/or inclusive curriculum and transform classroom experiences in STEM and other educational pathways with racial equity gaps, integrating culturally responsive and inclusive pedagogies and practices, leveraging Apple technologies, and disaggregated student data to accelerate equity in learning outcomes.	Innovative programming to support a primarily first-generation student population at HSIs with tools for academic success and resources to become professionals and leaders in STEM fields and creative and tech industries.

Note: Read more on page 21 for detailed examples of programming for each of the six Focus Areas.

CSU HSI Community Grant Awards

CSU HSI Community Grants provide access to grants + Apple technology. Applicants may request one year of grant funding for up to $150,000. In addition to grant awards, applicants may also request Apple technology and accessories based on the proposal needs and design. **Alternatively, applicants may decide to submit a proposal for either grant funding or an Apple Technology Award.** See page 12 for more information.

CSU HSI Community Grants Information

Grant Amount	The Global HSI Equity Innovation Hub will consider grant proposals ranging from $50,000-$150,000. Please see the FAQ section for more information on allowable and unallowable costs. Any technology requests that are not available in the Apple Store should be included as part of the budget request.
Apple Technology Award	In addition to grant funding, applicants may also request an Apple Technology Award (i.e., Apple TV, Beats Headphones, iPads, MacBooks, etc.). Apple is the technology partner and will be granting Apple-specific hardware directly to the grant recipients. This includes devices such as Mac, iPad, iPhone, Apple Watch, Beats Headphones and others available on the Apple Store website.
Grant Award Period	November 1, 2022 to November 30, 2023
Award Term	1 year. Year 2 invitation based on completion of Year 1 key milestones.

Note: Composition of the award will be at the sole discretion of Apple.

Selection Criteria

The selection criteria will reflect the goals of CSU HSI Community Grants. Therefore, applicants should strive to align proposals to the goals below:

1 **Innovate** programs and practices by applying an interdisciplinary approach in STEM education, leveraging the Arts and Humanities, engaging students in challenge-based learning, creative and disruptive thinking, and using technology to solve real-world problems.

2 **Inspire** and support students (and their families) through equity-centered programming, facilitating access to college knowledge, and realizing success and belonging in P-20 educational pathways that lead to high-demand careers in STEM and creative and tech industries.

3 **Activate** talent, mentor and prepare the next generation of professionals and leaders, to build a more inclusive and diverse workforce.

4 **Accelerate** racial equity and justice for racially minoritized students at CSU HSIs – Latinx/Hispanic, Black/African American, APIDA[6], and Indigenous/Native American students and formerly incarcerated individuals and DREAMERs – elevating educational equity and opportunities for *all* students.

Additionally, in clear alignment with one or more of the six programming Focus Areas, proposals should demonstrate specific plans for implementation and identification of needs and services provided to the desired target populations.

[6] APIDA, or Asian Pacific Islander Desi American

Key Dates

Release of RFP	July 7, 2022
Intent to Apply: Please indicate your interest in applying by emailing your 'Intent to Apply' at **GHSI.EIH@csun.edu**. Include the name of your institution and a contact person. This will facilitate communication and technical support.	July 31, 2022

Technical Assistance Webinars
   1. Proposal development and submission support
   2. Apple Community Education Initiatives Team will share examples of leveraging the power of the Apple ecosystem to inspire creativity, connection and learning (What works)
 	
Final dates of technical assistance webinars to be announced. All sessions will be recorded.
	August 2022
	
	September 2022

Applicant Office Hours (30 minutes) To request an appointment, email us at **GHSI.EIH@csun.edu**	September 6-9, 2022 September 12-15, 2022
RFP Submission Deadline Proposals due by 11:59 pm PST	September 26, 2022
CSU HSI Community Grants Selection Committee Review and select final grantees	September 28-29, 2022
Final Grantees Notified	October 7, 2022
Final Grantee Announcements	October 10, 2022
Grant Period Begins	November 1, 2022
Final Grantees to participate in the Global HSI EIH Inaugural Fall Convening	November 4, 2022
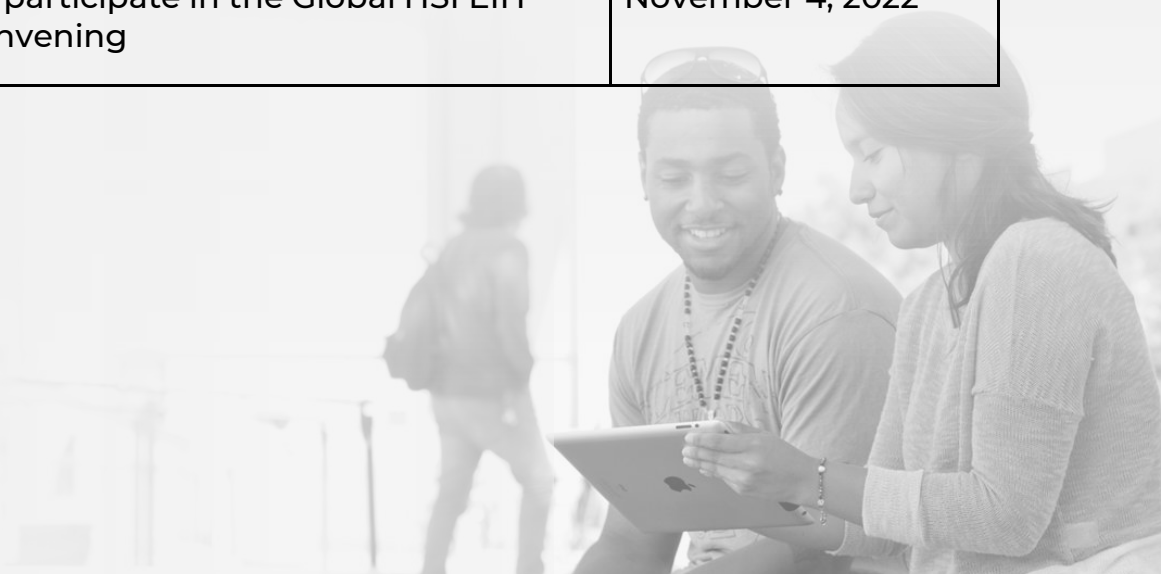
What Should Be Included in the Proposal Narrative?

Proposals should fully respond to one or more of the six programming Focus Areas and provide a general description of the overall proposal.

Additionally, the proposal narrative should include:
- ☐ Objectives for the proposal
- ☐ Description of the identified needs
- ☐ Description of services and populations to be served, including any services to be provided by partners or organizations
- ☐ Proposed timeline of key milestones, including major deliverables, accomplishments, and events
- ☐ Description of any technology integration needs (Apple technology and/or other technology)
- ☐ Brief description of what proposal success will look like at your campus (evidence), specifically how you will measure progress toward meeting proposal objectives

Application Checklist

Item	Template location	Final submission
☐ **Proposal Cover Sheet** Completed and Signed Cover Sheet. Signed by the Divisional VP and University President	Proposal Cover Sheet template (See Appendix)	Final, signed copy to be uploaded with application via Qualtrics
Completed Application	**Qualtrics Link**	
Application Submission Categories (to be submitted in the application)		
☐ Application Type • Individual • Regional, Multi-Campus • Consortium	☐ Focus Areas • Select at least one programming Focus Area	☐ Proposal Type • Innovating • Enhancing • Transforming
☐ **Proposal Narrative** • See above	No template. 5-10 pages; no more than 10 pages	To be uploaded with application via Qualtrics
☐ **Proposed Budget** For proposals including programming Focus Area #1 (Activate), please refer to the Budget Guidance and Budget Template for more information. Apple Technology Support: Please include a description of Apple technology and accessories needed to support your proposal in your budget request. Applicants may use descriptions and pricing from the Apple Store to complete this section. See Budget Template for more information.	Budget template (See Appendix)	To be uploaded with application via Qualtrics

Frequently Asked Questions

1. **What is the vision of the Global HSI Equity Innovation Hub?**
   - The vision of the Global HSI Equity Innovation Hub is to advance Equity and Racial Justice across HSIs:

     "Accelerate equity in innovation nationally, to disrupt racial inequality and intergenerational inequity in Latinx, Black, APIDA, and Indigenous communities;

     By harnessing the CSU's collective impact, HSI and eHSI (emerging HSI) network, cross-sector industry, and P-20 educational partners, we will transform institutions to activate diverse leaders and students empowered by technology.

     Our students will become the innovators and creators of the future."

2. **Are we able to include an indirect cost rate (IDC) amount in our budget?**
   - No, applicants may not apply an indirect cost rate to this grant proposal.

3. **Are cost-sharing or matching funds required?**
   - No, these grants do not require cost-sharing or matching funds.

4. **How can I use grant funding?**
   - The primary purpose of CSU HSI Community Grants is to fund *direct services* and *programming*, including integrating technology and professional development activities in alignment with the six programming focus areas and goals. Direct services and programming may engage:
     - Pre-college students, college students and their families in program activities and services.
     - CSU staff, faculty, university leaders, and P-20 educators in professional development activities.
     - Alumni and partners (P-20 education, community and industry) to enhance programming delivery and outcomes.

5. **Can I leverage CSU HSI Community Grants with other grant-funded programs?**
   - Yes, CSU HSI Community Grants are funded by a gift from Apple. You may leverage this support to enhance a program funded by an existing grant or institutional resources.
     - For example, the purpose of CSU HSI Community Grants is aligned with six programming focus areas. We recognize that many of the populations to be served might have basic needs related to transportation, housing, food insecurity and well-being. We encourage you to leverage GI 2025 funds or other grant funds established to respond to these areas of student need.
     - For example, your institution might have an HSI-STEM grant that allows for purchasing lab equipment, construction, and remodeling of labs and teaching and learning spaces, etc. However, it might be the case that you cannot fund inclusive fellowships to engage undocumented students in STEM programming; provide transportation or meals at whole-family outreach events; or fund T-shirts or other items to foster a sense of belonging in your program.
   - We encourage you to leverage existing grant and institutional resources to complement areas that CSU HSI Grants do not fund. You may leverage CSU

HSI Grants to supplement or enhance existing programming if you have constraints due to federal or state funding limitations.

6. **Can an institution be awarded both money (grant) and Apple technology?**
   ○ Yes, an applicant can submit a proposal requesting grant funding + Apple Technology Award. Requesting an Apple Technology Award does not count against your grant request. These are two separate awards.
   ○ Alternatively, an applicant may also submit a proposal either for grant funding or for an Apple Technology Award.

7. **If awarded, what demographic and disaggregated data will I be asked to submit for reporting purposes?**
   ○ As required in reporting processes, the following race and ethnicity questions/data will need to be collected throughout the grant: Indigenous, Asian/Pacific Islander, Black, Hawaiian/Pacific Islander, Hispanic/Latino, White, Other, Two or more races, and Prefer not to disclose. Data on gender include female, male and nonbinary. Data on socioeconomic status or those considered low income. Finally, we will ask that you collect data for any underserved student populations (see definition below) to be served by the proposal.

8. **How are underserved students defined?**
   ○ In alignment with the U.S. Department of Education, we embrace a broad definition for the term *underserved student* as a student in postsecondary education in one or more of the following subgroups: (a) A student living in poverty or served by schools with high concentrations of students living in poverty; (b) A student of color; (c) An English learner; (d) A disconnected youth; (e) A technologically unconnected youth; (f) A migrant student; (g) A student experiencing homelessness or housing insecurity; (h) A student without documentation of immigrant status; (i) A student who is the first in their family to attend postsecondary education; (j) A student enrolling in or seeking to enroll in postsecondary education for the first time at the age of 20 or older; (k) A student who is working full-time while enrolled in postsecondary education; (l) A student who is enrolled in or is seeking to enroll in postsecondary education who is eligible for a Pell Grant; and (m) An adult student in need of improving their basic skills or an adult student with limited English proficiency.

9. **How are post-traditional students defined?**
   ○ For the purposes of these grants, post-traditional students are defined as follows: The post-traditional student is the majority and more likely to enroll in a two-year college, delay enrollment, be older, need academic support, work 30 hours or more while enrolled, live off campus, be a student of color, serve as caretaker for children or other family members, be very worried about debt (that influences college plans) and struggle with having the time and finances to complete a degree.

10. **Is my institution able to count this award as part of its annual fundraising efforts?**
    ○ Funds awarded as part of this grant may not be counted toward your individual campus fundraising efforts. However, if your institution receives an Apple Technology Award, the market value of the award can be counted as an in-kind donation toward your individual campus fundraising efforts.

11. **In the case of a Regional, Multiple-Campus, or Consortium Proposal, how will grant and technology awards be distributed?**
    - The total grant and/or technology award will default to the primary application or institution. The primary institution may subcontract grant and technology awards to other CSU campuses and non-CSU partners.

12. **Can my institution submit multiple proposals?**
    - Yes, a single institution may submit and receive more than one award, and as a result, the full amount across all awards will be awarded to the primary institution, in the case of Consortium and Multi-Campus proposals.

13. **How should I format the proposal narrative?**
    - We suggest that you limit your proposal to ten pages and use a 12-point font.

14. **How should faculty charge their time to this grant?**
    - Generally, as an external grant, your proposal should budget actual salaries and benefits for participating faculty and staff. If you have a specific question, please contact program administrators at **GHSI.EIH@csun.edu.**

15. **What are some ways I might use Apple Technology in my proposal?**
    - Coding Club
        - You might want to request hardware, including a cart of iPad or Mac devices, an Apple TV, and a case of Sphero Robots. You might also need monetary support for program management, faculty stipend, or other related fees.

    - Podcasting Program
        - You might need Mac and iPad devices, Beats headphones, and software (GarageBand and Logic Pro) to record and edit audio. In addition, you might request monetary support for peripherals such as microphones, booms, and sound isolation materials for an audio production studio.

    - Production studio
        - You might need a few high-end Mac devices, Studio Displays, and professional video software (Final Cut Pro) for the editing bays. In addition, you might need a monetary donation for additional hardware such as tripods, lights, microphones, backdrops, etc. Other monetary requests might include curriculum development, faculty stipend, etc.

    - STEAM Lab
        - You might need a cart of iPad or Mac devices, an Apple TV, and a Sphero Bolt Powerpack (robots). In addition, you might need a monetary donation for 3D printers, webcams, and other peripherals to build out the space. You might also need monetary support for program management, etc.

16. **If I am granted an Apple Technology Award, what kind of warranty does it come with?**
    ○ All Apple technology and accessories will come with Apple's standard limited warranty that is set forth in the documentation that accompanies any Apple Product. Some products will also receive 3 years of AppleCare coverage.

17. **If I have other technology needs, can I use grant funds to purchase technology not found in the Apple Store?**
    ○ Yes. If your proposal includes technology needs for items not found in the Apple Store, please itemize them and include them as part of your proposal budget. These costs will be counted toward your total grant request and considered as part of your proposal and budget.

18. **Who can I partner with as part of my proposal?**
    ○ While the primary applicant is required to be a CSU campus federally designated as an HSI, the applicant is allowed to identify partners as needed in the proposal.

19. **Am I required to send my intent to apply?**
    ○ No, but we encourage you to complete the intent to apply by July 31st so we can prepare for the technical assistance sessions. We would also like for you to identify a contact person for your institution, to receive important updates, including the release of the technical assistance calendar and CSU HSI Community Grants landing page.

20. **Is there guidance on allowable costs and activities?**
    ○ Grant funding can be used to fund costs that are necessary and reasonable for proper and efficient oversight and implementation of direct services and programming, as follows:
        ■ **Personnel & Fringe Benefits:** Salaries for project staff and other personnel (i.e., faculty re-assigned to the project, students & professional staff), and fringe benefits.
        ■ **Travel**: Costs associated with implementing the program, including access to professional development (registration fees) to carry out the work. Other travel costs related to P-20 student participation (and their families) if outreach-related activities or field trips to campus.
        ■ **Minor Equipment:** Costs associated with leveraging non-Apple technology to transform teaching and learning spaces, including projectors, monitors, and other digital equipment needed for livestreaming, connectivity, and leveraging interactive science technology such as AI, AR/VR, embedded QR code technology, and geolocated augmented reality. Other small equipment needed to enhance learning in STEAM educational pathways, or STEAM P-20 educational toolkits, or outreach activities.
        ■ **Supplies:** Items needed to implement programming and services, including non-Apple technology, materials, printing, promotional and

branding supplies, business meals for outreach programming or related professional development sessions, and consumable supplies for STEAM-related activities.

- **Contractual:** Services to be provided by external consultants or program partners. This may include consultants needed for facilitation, content development, translation service (written and verbal), specialized expertise (website development, app development, or other applications), database creation, evaluation, data visualization of student equity analytics and infographics, videography and editing, etc.
- **Other**:
  - Other forms of student compensation, such as student stipends, inclusive fellowships (available to all students), paid internships and research experiences.
  - Rental fees, speaker fees.
  - Subscriptions for mobile tech applications needed for programming, access to software and licenses for creating, including Canva, Adobe, iStock Photos, etc.
  - Tech repair costs if not covered by Apple Warranty.

21. **Is there guidance on unallowable costs and activities?**
    - The list below is not an exhaustive list of unallowable costs and activities. The intention is to guide programming and budget development. Please contact program administrators at **GHSI.EIH@csun.edu** if you are unsure whether an activity and associated costs are allowable.
      - General office furniture and equipment
      - Direct scholarships
      - Direct cash aid
      - Bad debt
      - Construction & major renovations
      - Purchase of major scientific equipment
      - Alcoholic beverages
      - Entertainment costs
      - Public relations costs
      - Lobbying and fundraising costs
      - Resale of Apple products, technology and accessories provided to institutions. All products shall be solely for grant recipient's end-use and/or P-20 education and community partners.

Appendices A - E

Appendix A
Post-Award Support & Reporting

Apple Community Education Initiative Support
In partnership with Apple, the Global HSI Equity Innovation Hub will host technical assistance sessions for grantees, as part of post-award support, to solidify technology needs and support with the Apple Community Education Initiative (CEI) team.

Access to Technical Assistance (Post Award Support)	Consultation with Apple CEI Team: Support for technology use, integration, and access to professional learning and development opportunities leveraging the Apple ecosystem to transform and connect teaching and learning spaces.

Impact Reporting
If funded, grantees will report on evidence of program effectiveness. A sample of possible reporting metrics is provided. However, final reporting metrics will be based on the programming Focus Area(s) selected. Below is a sample of metrics to be used as part of quarterly and annual program reports:

Sample Reporting Metrics
Grantees do not need to report on all these metrics. Specific metrics will be assigned to grantees based on the programming Focus Area(s) selected in the proposal application submitted.

• Total number of participants to be served by the program • Demographic profile of your institution and desired target population, including disaggregated student data[7] by race and ethnicity and other factors of intersectionality relevant to the target population • Number of anticipated courses, class, clubs, outreach events or experiences implemented or impacted offered • Number of events • Academic and other support services provided, total number of students served • Number of learners (pre-college or college students) engaged in program activities • Accomplishment counts (certificates, etc.), if any • Accessibility considerations made during the period	• Direct outcomes as a result of attending the technical assistance workshops or trainings (i.e., Appointing an institutional team, preparing the Seal of *Excelencia* application, developing your HSI impact story, and submitting the Seal application) • Institutional directives, processes, policies, or practices disrupted, impacted, or changed as a result of technical assistance workshops or trainings • Number of new learning resources designed, implemented or scaled to accelerate education to career pathways • Number of student learning environments developed, enhanced or scaled • Total number of pathways developed, or number of regional models developed to	• Total number of students engaged in high-impact workforce connections through internships, fellowships, jobs, research opportunities, networking, mentoring or other workforce preparation or transition programming • Number of high impact interventions designed, developed or scaled • Educational and workforce impact data or outcomes, including data on supporting students in their transition to careers or advanced education • Key findings or learning in developing equity-centered programming • Qualitative data from students on tech mindset and disruptive thinking skills • Strategies, practices or modifications made in curriculum, programming,

---

[7] The following race and ethnicity demographics will need to be collected throughout the grant: Indigenous, Asian/Pacific Islander, Black, Hawaiian/Pacific Islander, Hispanic/Latino, White, Other, Two or more races and Prefer not to disclose. Data on gender include female, male and nonbinary. Finally, data on socioeconomic status or those considered low income.

• Number of institutional participants engaged by the program • Total number of Technical Assistance sessions and/or workshop hours completed • Total number of hours completed in staff and faculty program and curricular design • Number of new program design elements and curricula developed or implemented, including artifacts	accelerate education to career pathways • Total number of student connections made or established and other measures of post-completion success for students including educational and workforce outcomes in STEM and creative and tech industries	practices that leverage Apple technology • Qualitative impact stories about program impact and benefits experienced by current students, alumni, educators, families, community partners and employers • Total number of students enrolled in pathways or regional models implemented

Sample Grant Reporting Quarterly and Annual Program Reports	
Summary of achievements, challenges and opportunities, and objectives or priorities for the reporting period, including:	
• Summary of expenses against the budget and balance remaining for period • Progress made in accomplishing the approved grant objectives and progress towards achieving key milestones	• Include one Impact Story you want to elevate and amplify with the Apple Community Education Initiative Team • Any other information, such as attachments or artifacts relevant to the success or effectiveness of the program

Appendix B

Programming Focus Areas	Detailed Focus Area Descriptions and Programming Examples
1 **Activate** Equity-minded leadership and institutional transformation at CSU HSIs	Funding for institutional teams to participate in Seal of *Excelencia* ladder of engagement technical assistance sessions. Also, for those seeking to leverage the Seal of *Excelencia* framework to reframe serving through a racial equity lens and transform institutions from a culture of *enrolling* to intentionally *serving*. *Please see the Budget Guidance Budget Template for more information.* **Focus Area programming examples include:** • Activating HSI institutional transformation using the Seal of *Excelencia* as a guiding framework, the only national certification for HSIs. • Engaging Presidents and other university leaders in Seal of *Excelencia* workshops and technical assistant sessions using a ladder of engagement model to guide institutional teams of 5 members through *exploring*, *transforming*, and *serving*. Providing institutional teams with the tools to support the development of campus action plans using the data, practice and leadership framework to accelerate institutional transformation. • Supporting a campus lead to oversee efforts to earn the Seal of *Excelencia* and host and facilitate related campus convenings. • Providing support for seed funding to launch institutional change initiatives to advance progress toward earning the Seal of *Excelencia*.
2 **Innovate** P-20 Education to Career Pathways	Working with regional P-20 educational partners to implement interdisciplinary approaches in STEM education, leveraging the Arts, Humanities, and technology to design innovative student learning environments, inspire early connections in STEM, and advance regional models that accelerate education to career pathways. **Focus Area programming examples include:** • Designing and implementing innovative student learning environments that inspire the innovators and creators of the future using Apple's technology for teaching, learning, innovation, and engaging students in solving real-world problems through challenge-based and project-based learning. • Creating regional educational pathways working primarily with educational partners (high schools & community colleges) and community and/or industry partners as a model for facilitating accelerated P-20 education to career pathways in STEM fields. • Inspiring early connections and discovery empowered by technology through summer engineering and computer science institutes that expose middle and high school students to programming and activities that foster a creative tech mindset and nurture disruptive thinking skills to solve problems and build community.

3 **Inspire** Innovators and Creators of the Future	Culturally responsive, high-impact interdisciplinary programming that can accelerate equity impact so students can see themselves as belonging in and pursuing P-20 educational pathways that lead to high-demand careers in STEM and creative and tech industries. **Focus Area programming examples include:** ● Implementing a whole family outreach approach for prospective and/or existing students to inspire belonging (or retention) in STEM educational pathways, build college knowledge of STEM degree pathways, and support career exploration. ● Cultivating rising scholars in STEM and inclusive fellowship programs for DREAMERS. Build their cultural and social capital through intentional connections to a broad range of mentors, including professionals and entrepreneurs in STEM fields, creative and tech industries, and exposure to cross-sector career opportunities and as future university faculty. ● Engaging students in undergraduate research opportunities, inclusive fellowships, internships, and other culturally responsive, high-impact interdisciplinary programming that leads to careers or advanced degree educational pathways in STEM and the creative and tech industries. ● Leveraging technology to solve real-world problems serving students' communities through challenge-based learning.
4 **Accelerate Justice** Bridge the prison-education-workforce divide	Individual campus, regional multi-campus or consortium programming focused on culturally responsive practices that promote belonging in STEM and prepare formerly incarcerated individuals impacted by mass incarceration for careers in STEM fields and creative and tech industries. **Focus Area programming examples include:** ● Supporting and connecting students to paid internships, training (coding), mentorship, network building, and peer-led programming to bring other students along. ● Implementing regional multi-campus programming with community colleges to build supportive and connected pathways to a 4-year degree. ● Elevating success stories of formerly incarcerated individuals to gain more access to educational pathways that lead to successful careers in STEM and creative and tech economy industries. ● Implementing a consortium proposal to establish a CSU project Rebound alumni and employer network. ● Other consortium support or resources that impact students participating in Project Rebound and formerly incarcerated individuals at CSU campuses to pursue workforce opportunities in STEM and creative and tech industries. ● Partnering with organizations that serve formerly incarcerated individuals and placing students in STEM with these organizations to cultivate interest in STEM educational pathways and careers. ● Facilitating access to technology, skills development, and experiential learning to prepare students for high demand careers. ● Leveraging technology to solve real-world problems serving students' communities through challenge-based learning. ● Hosting regional or consortium convenings focused on bridging the prison-education-workforce divide in STEM or statewide or national conferences to connect with other HSIs serving similar populations to share best practices. ● Advancing faculty and student research and scholarship related to serving formerly incarcerated individuals, streaming opportunities to share promising or proven practices (i.e., transformative justice models in higher education, etc.)

5 **Amplify** Equity by Design	Initiatives that work with campus staff and faculty to design equity-centered programming and/or inclusive curriculum and transform classroom experiences in STEM and other educational pathways with racial equity gaps, integrating culturally responsive and inclusive pedagogies and practices, leveraging Apple technologies, and disaggregated student data to accelerate equity in learning outcomes. **Examples for this focus area include:** ● Facilitating professional development sessions and access to the nation's leading equity-minded pedagogy experts and learning designers using disaggregated student data to create inclusive online, in-person and blended learning environments in STEM and other educational pathways with racial equity gaps. ● Integrating technology, including AR/VR, to design more inclusive classroom experiences. ● Developing equity-centered programming and just-in-time interventions to accelerate improvements in student retention and student success. ● **Designing learning experiences that** leveraging technology to solve real-world problems serving students' communities through challenge-based learning.
6 **Create** Next Generation Student Supports & Develop Future Leaders	Innovative programming to support a primarily first-generation student population at HSIs with tools for academic success and resources to become professionals and leaders in STEM fields and creative and tech industries. **Examples for this focus area include:** ● Enhancing peer mentoring and tutoring, in-person and/or virtually, and tech integration with academic supports. ● Developing high-impact student jobs that infuse networking and leadership development with cross-sector professionals and nurture a creative tech mindset and disruptive thinking in problem-solving and leadership to develop the next generation of equity-minded, inclusive leaders in STEM careers, education, and civic life. ● Learning from the impacts of the COVID pandemic, leveraging technology to facilitate equitable access to in-person and virtual resources and programming. ● Developing opportunities for career mentorship, networking, and leadership skills development and transition programming to support students to become first-generation professionals. ● Leveraging industry partners and CSU regional initiatives (i.e., Incubation hubs, Greater LA CSU Diversity in Entertainment Initiative, etc.) to connect diverse students to careers and leadership in STEM fields and creative and tech industries. ● Leveraging technology to solve real-world problems serving students' communities through challenge-based learning.

CSU HSI Community Grants
An Initiative of the Global HSI Equity Innovation Hub
Activate. Innovate. Inspire.

Institutional Cover Letter

On behalf of our institution, _____, we are pleased to submit

the proposal for the _____ project. University leadership and

CSU HSI Community Grantee project staff are committed to completing the project

and agree to the following institutional commitments. If funded, we commit to:

- Engaging in CSU HSI Community Grant programming on our campus and to sharing best practices at national and regional convenings and annual conferences hosted by the Global HSI Equity Innovation Hub.

- Participating in at least **one** Apple sponsored professional learning or professional development opportunity affiliated with the purpose of this grant program to inspire creativity, connection and learning.

- Disseminating evidence-based practices in the CSU system, California and nationally through the Global HSI Equity Innovation Hub's virtual platform.

- Sharing student equity and intersectional data with the Global HSI Equity Innovation Hub team.

- Advancing educational equity, including equitable outcomes in STEM educational pathways, equitable access to workforce preparation and transition opportunities for minoritized groups at HSIs — Latinx/Hispanic, Black/African American, APIDA, and Indigenous/Native American students and underserved students.

Only for proposals under Program Focus Area #1: Activate Equity-Minded
Leadership and Institutional Transformation at HSIs

- ☐ President and University leadership commitment to using the Seal of *Excelencia* framework to advance an institutional strategy for authentically serving and advancing educational equity for Latinx/Hispanic students, recognizing that institutional intentionality enhances the capacity of the institution (i.e., through access to training, professional development, experts, thought leaders, tools, resources, and technology, etc.) to serve *all* students better, including other minoritized student groups at HSIs — Black/African American, APIDA, and Indigenous/Native American.

Certification

We understand that to receive funding, we must be able to comply with the aforementioned institutional commitments, reporting requirements, and provide and regularly track disaggregated student data by race/ethnicity as defined in the RFP.

Project Lead signature	Date

Name, Title

University President signature	Date

Name, Title

Vice-President signature	Date

Name, Title

Appendix D
Budget Template

Below is a copy of the Budget Template. If you would prefer to receive an electronic copy, please email us at: **GHSI.EIH@csun.edu**

CSU HSI Community Grants

BUDGET TEMPLATE		
Budget Categories	**YEAR 1**	**TOTAL**
1. Personnel		
Subtotal	$ -	$ -
2. Fringe Benefits		
Subtotal	$ -	$ -
3. Travel		
Subtotal	$ -	$ -
4. Minor Equipment		
Subtotal	$ -	$ -
5. Supplies		
Subtotal	$ -	$ -
6. Contractual (Include details for any Subcontracts in this Section)		
Subtotal	$ -	$ -
7. Other		
Subtotal	$ -	$ -

8. Apple Technology Request (Costs are not included in Total Direct Costs)	Quantity	Enter Pricing Per Unit
	1	$ 100.00
		$ -
		$ -
		$ -
		$ -
		$ -
Subtotal	1	$ 100.00
9. Total Direct Costs		
	$ -	$ -
10. Indirect Costs		
N/A	$ -	$ -
11. Total Costs		
	$ -	$ -

Budget Information for programming Focus Area #1 (Activate)

Below is a copy of the budget information for Focus Area 1. If you would prefer to receive an electronic copy, please email us at: **GHSI.EIH@csun.edu**

ACTIVATE

Seal of *Excelencia* Technical Assistance Institutes
Ladder of Engagement Guidance

Cost for Team Registration	Exploring	Transforming	Serving
Alignment Institute Registration	$ 5,000.00	$ 5,000.00	$ 5,000.00
Data Institute Registration	$ 5,000.00	$ 5,000.00	
Plática series: Evidence of Effectiveness to Demonstrate Intentionality to SERVE Latino Students, Intentionally SERVING Latino Students through Faculty Development, and other special topics	$ 2,000.00	$ 2,000.00	$ 2,000.00
STEM-EES Registration		$ 6,000.00	$ 6,000.00
SSITA (Seal Lite TA) Registration	$ 4,000.00		
Evidence-Based Practices Institute Registration	$ 5,000.00	$ 5,000.00	$ 5,000.00
Total Package	**$ 21,000.00**	**$ 23,000.00**	**$ 18,000.00**

	Per Person Estimate	Team Estimate	
Institutional Team (5) Travel Funds: Please adjust to your specific campus needs. These are only estimates. Institutes will rotate between East and West Coast, though we anticipate more offerings in CA in 2023. Workshops, sessions and institutes are generally a 1 to 2 day commitment.	$ 2,000.00	$ 10,000.00	

Appendix E
Budget Guidance

How to Complete the Budget Template

To facilitate the completion of your proposed Budget, use the budget template and categories provided. Please include the following information for year 1 of the proposal.

1. Personnel
   - Provide the title each position to be compensated under this proposal.
   - Explain the importance of each position to the success of the proposal.
   - Provide the salary for each position under this proposal.
   - Provide the amounts of time, such as hours or percentage of time to be expended by each position under this proposal.
   - Provide the basis for cost estimates or computations.

2. Fringe Benefits
   - Give the fringe benefit percentages of all personnel included under Personnel.
   - Provide the rate and base on which fringe benefits are calculated.

3. Travel
   - Explain the purpose of the travel, how it relates to the proposal's success, how it aligns with the objectives and which participants or staff will participate.
   - Submit an estimate for the number of trips, and purpose of travel.
   - Submit an estimate of transportation and/or subsistence costs for each trip.
   - Provide the basis for cost estimates or computations.

4. Equipment
   - Indicate the estimated unit cost for each item to be purchased.
   - Identify each type of equipment.
   - Provide adequate justification of the need for items of equipment to be purchased.
   - Explain the purpose of the equipment, and how it relates to grant success.
   - Provide the basis for cost estimates or computations.

5. Supplies
   - Provide an itemized estimate of materials and supplies by nature of expense or general category (e.g., non-Apple technology, instructional materials, program/project supplies, etc.).
   - Explain the purpose of the supplies and how they relate to grant success.
   - Provide the basis for cost estimates or computations.

6. Contractual (Include details for any Subcontracts in this Section)
   - Provide the purpose and relation to grant success.

- Describe the products to be acquired and/or the professional services to be provided.
- For professional services contracts, provide the amounts of time to be devoted to the proposal, including the costs to be charged to this proposed grant award.
- Provide the cost per party, partner or organization.

7. Other
- List and identify items by major type or category (e.g., communications, printing, postage, equipment rental, etc.).
- Provide the cost per item (printing = $500, postage = $750).
- Provide the purpose for the expenditures and relation to proposal success.
- Provide the basis for cost estimates or computations.

8. Apple Technology Request
- Please include a description, quantity, and pricing of the Apple technology and accessories needed to support your proposal's budget request. Use descriptions and pricing from the Apple Store to complete this section.

9. Total Direct Costs
- The amount that is the sum of expenditures, per budget category, of lines 1-8.

10. Indirect Costs
- Not allowable.

11. Total Costs
- Sum of direct costs, indirect costs, and stipends.
- Please provide total costs for each year of the grant as well as grand total cost for the entire proposal.

---

1 Activate
Equity-minded leadership and institutional transformation at CSU HSIs
Applicants that wish to submit a proposal under the Activate programming Focus Area, please review the budget guidance below.

Other: Please include registration costs for participation in Seal of *Excelencia* technical assistance sessions in the *other* budget category.

- Funding includes direct support for participation in Seal of *Excelencia* technical assistance sessions (registration fees) facilitated by *Excelencia* in Education and the Global HSI Equity Innovation Hub and access to ongoing consultation.
    - Interactive sessions for institutional teams facilitated by subject matter specialists, policy makers, researchers, and leaders in higher education,

and dedicated time and space for institutional teams to reflect and develop action plans.
- o Technical assistance for HSIs to define what it means to intentionally serve, moving beyond an enrollment-based federal designation. Understanding that HSIs are at different phases in their development, technical assistance sessions support a Ladder of Engagement model, guiding institutions through exploring, transforming, and serving by providing them with the tools to support the development of campus actions plans using the data, practice and leadership framework to accelerate institutional transformation.
- o Consultation and follow-up sessions with institutional leaders of HSIs to provide implementation support and advance progress.
- ▪ Consider budgeting travel funds for an institutional team of five, salary support for a campus lead to oversee these efforts, and seed funding to launch institutional change initiatives.

Budget Template "Activate" Tab: This tab provides registration and travel costs estimates for an institutional team of 5, using the tiered TA categories of exploring, transforming, and serving, as presented below.

Supporting a Ladder of Engagement
As indicated previously, many HSIs are at different points in embracing their HSI identity and intentionally *serving* Latinx/Hispanic students. Understanding the regional and institutional differences for institutions, this model proposes tailored support of individual campuses using the Ladder of Engagement model, including the following phases below, that cultivates institutional capacity to better serve Latinx/Hispanic students.

Tiered Technical Assistance and Proposal Support
1. **Exploring:** For institutions that may have only recently been designated as an HSI and are beginning to explore and understand the HSI designation.
2. **Transforming:** For those institutions who moved past the exploration phase and have begun to embrace an HSI institutional identity. This includes key characteristics such as critically examining the ability to serve Latinx/Hispanic students, conducting a systems review and interrogating administrative and other procedures, deeper disaggregation of student data to closely examine barriers of student success, among other practices to initiate, develop and implement institutional transformation.
3. **Serving:** For those institutions that have leaned into serving Latinx/Hispanic students, and *all* their students. These institutions are holding themselves accountable to intentionally *serve* Latinx/Hispanic students, have explored multiple systems and are moving towards full Latinx student-centered programming, services, including meeting graduation rate milestones and

other outcomes including retention rates, reduction or even elimination of equity gaps for Latinx/Hispanic students.

For more information on the CSU HSI Community Grants, please contact us at GHSI.EIH@csun.edu.

Dr. Amanda Quintero
Senior Advisor to the President for Inclusive Excellence
Equity Innovation Officer, Global HSI Equity Innovation Hub
CSU Northridge
amanda.quintero@csun.edu

Verónica V. Montoya
Senior Director of HSI National Initiatives
CSU Northridge
veronica.montoya@csun.edu