

U. S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
HEALTH RESOURCES AND SERVICES ADMINISTRATION
BUREAU OF HEALTH PROFESSIONS

INSTRUCTIONS FOR SCHOLARSHIPS FOR DISADVANTAGED STUDENTS
APPLICATION PROGRAM SPECIFIC FORM

Academic Years 2020-2025

PUBLIC REPORTING BURDEN STATEMENT

An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. The OMB control number for this project is 0906-0073. Public reporting burden for the applicant for this collection of information is estimated to average 31 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to HRSA Denise Sorrell, SDS Project Officer, HRSA/BHW/DHCFS, SDSProgram@hrsa.gov.

GENERAL INFORMATION

You are required to complete a program specific form for each discipline for which you are seeking support. All data reported must be on the degree program for which you are requesting funding.

To be eligible to participate in the SDS program, all data must be submitted online as part of the application process. (If your school receives SDS funding, you will be required to provide HRSA program and fiscal data and submit reports electronically via the Electronic Handbooks (EHBs). The three required reports are the annual Federal Financial Report (FFR) also known as the SF 425 (formerly the SF 269 FSR), the SDS Annual Performance Report (APR) and the annual Non-Competing Continuation Progress Report (NCC).

Your submission of the SDS Application represents an agreement between the applicant school and the Secretary of the Department of Health and Human Services (HHS) for the management and administration of the SDS Program, and is binding on all parties participating in the program.

ELIGIBILITY CRITERIA: A school must meet all of the criteria listed below to be eligible to be considered for SDS funds for fiscal year (FY) 2020. All requirements refer to full-time, U.S. citizen students (using the school's requirements for full-time):

Full-time students from disadvantaged backgrounds must be:

- 1) At least 20 percent of the total enrollment (full-time enrolled) of the degree program during Academic Years (AY) 2016-2019 (7/1/16-6/30/19) *and*
- 2) At least 20 percent of the total graduates (who were full-time students) of your program during AY 2016-2019 (7/1/16-6/30/19), *and*

If your school is a newly established school, as long as you have students enrolled for the SDS program reporting years (9/1/2017 – 6/30/2019) you may apply. Since newly established schools do not have three years of data for program enrollment and graduates, such schools shall provide at least two (2) years of student enrollment and at least one (1) year of graduation data that demonstrates at least 20 percent of the total enrollment and graduates from disadvantaged backgrounds.

PROGRAM SPECIFIC FORM INSTRUCTIONS

Current Fiscal Year – select the current fiscal year date that is provided in the current SDS Funding Opportunity Announcement Cover page)

Add Discipline – select your discipline. The subsequent questions will populate based on the discipline chosen.

A. PUBLIC OR NON-PROFIT INSTITUTION

Enter Yes or No.

B. POINT OF CONTACT

The person responsible for the application data.

C. FULL-TIME STUDENTS IN YOUR PROGRAM FOR ACADEMIC YEARS 2016-2019 (7/1/16-6/30/19) AND THEIR RACIAL/ETHNIC BACKGROUNDS

You must include all full-time students (using your school's definition of full-time) enrolled in your eligible degree program. Complete this table showing the enrollment and racial/ethnic background of full-time students enrolled in the eligible degree program for which your school is applying for SDS funds (e.g., baccalaureate nursing, public health, clinical psychology, etc.) **during Academic Years 2016-2019.**

Select the category of racial/ethnic background using the following definitions.

Race:

American Indian or Alaska Native: A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

Black or African American: A person having origins in any of the Black racial groups of Africa.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.

Native Hawaiian or Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White: A person having origins in any of the original peoples of Europe, North America, the Middle East or North Africa.

More than One Race: A person having origins from more than one race.

Race Not Reported: Race unknown

Ethnicity:

Hispanic or Latino: A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

Non-Hispanic/Non-Latino: A person not having origins of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

D. TOTAL FULL-TIME CLASS ENROLLMENT AND FULL-TIME DISADVANTAGED BACKGROUND ENROLLMENT BY CLASS YEAR FOR STUDENTS IN YOUR PROGRAM FOR ACADEMIC YEARS 2016-2019 (7/1/16-6/30/19)

TOTAL FULL-TIME CLASS ENROLLMENT - Enter full-time enrollment by class year from the previous three years (using the school's definition for full time). Space on the application is available for programs up to six years in length. Enter only Class Year data that is appropriate for the length of your program. For example, if your program is four years in length, the Fifth and Sixth years on the application would be left blank.

For the graduate degree programs with more than one type of degree (e.g. masters and doctorate,), all the students who are in the last year of their program should be included in the same year. For example, if a school has a one-year program and a two-year program, the students in the one-year program would be included in the same year as the students in the second year of the two-year program.

TOTAL FULL-TIME DISADVANTAGED BACKGROUND ENROLLMENT - Complete the table, providing three years of full-time enrollment data on students from disadvantaged backgrounds (using your school's requirements for full-time) by class year. The data should reflect the same class year and degree program as the full-time enrollment.

Enter Class Year data that is applicable for the length of your program.

An individual from a disadvantaged background is defined as someone who:

[Part I - educational/environmental] comes from an environment that has inhibited the individual from obtaining the knowledge, skill, and abilities required to enroll in and graduate from a school, or from a program providing education or training in an allied health profession.

EXAMPLES - schools are not limited to these examples only:

- (1) The individual graduated from (or last attended) a high school with low SAT score based on most recent data available.
- (2) Based on the most recent data available, the individual graduated from (or last attended) a high school with:
 - a. low percentage of seniors receive a high school diploma; or
 - b. low percentage of graduates go to college during the first year after graduation.
 - c. many of the enrolled students are eligible for free or reduced price lunches
- (3) The individual graduated from (or last attended) a high school with low per capita funding.
- (4) First generation in family to attend college
- (5) Based on the most recent annual data available, the individual graduated from (or last attended) a high school with low grade point average (2.0 cumulative on a 4.0 scale).

OR

[Part II - economic] comes from a family with an annual income below a level based on low-income thresholds according to family size published by the U.S. Bureau of the Census, adjusted annually for changes in the Consumer Price Index, and adjusted by the Secretary of Health and Human Services for use in all health professions programs.

* Of the Total Full-Time Students from Disadvantaged Backgrounds, enter the number of students who qualify as coming from a disadvantaged background under the economic (Part II) definition.

Please **NOTE**: When identifying students from disadvantaged backgrounds, minority status in itself is NOT A FACTOR for determining disadvantaged status.

For income levels that determine what constitutes a low income family for determining students from an economically disadvantaged background enrolled/graduated during AY's **2016-2019** see the "Program Definitions" section of the most recent Notice of Funding Opportunity Announcement.

The parental income will be used to determine a student's eligibility for economically disadvantaged in all cases except in those cases where the student is considered independent by being at least 24 years old and has not been listed as a dependent on his or her parents' income tax for three (3) or more years. In those cases, the students' family income will be used instead of parental family income (for parental income and students' family income use the historical poverty income level)).

Documentation must be provided to the school for age and independent status. Schools may use whichever documentation they choose, either the students' last three years income tax or the parents' last three years income taxes. For proof of age, some examples are, a drivers' license, birth certificate, or passport.

However, the school will be held accountable for the accuracy of the students' independent status.

If a student is at least 24 years old, and cannot prove independent status then he or she would be considered dependent and schools should use the parental income for economically disadvantaged.

The SDS Program requires grantee institutions to determine student eligibility and financial need, which includes utilizing information provided on the Free Application for Federal Student Aid (FAFSA). SDS grantees are responsible for selecting scholarship recipients, making reasonable determinations of need and eligibility and providing scholarships within established program requirements. In the past, SDS grantees were instructed to use the most recent version of the HRSA Poverty Guideline table to determine economically disadvantaged. This method was appropriate when the FASFA collected prior year data because the HRSA Poverty Guideline table is calculated using adjusted gross income from the prior calendar year. However, since the FASFA has begun using prior prior year data, the years will no longer match up with the most recent HRSA Poverty Guideline table. Therefore, please use the HRSA Poverty Guideline table for one (1) year preceding the data submitted on the FASFA.

E. TOTAL FULL-TIME GRADUATES AND FULL-TIME DISADVANTAGED BACKGROUND GRADUATES FOR ACADEMIC YEARS 2016-2019

* Total Full-Time Graduates:

Enter the total full-time students (using your school's requirements for full time) graduates for the academic years **2016-2019**.

*Full-Time Disadvantaged Background Graduates:

Enter total full-time students from disadvantaged backgrounds graduates for the academic years **2016-2019**

* Of the Total Full Time Graduates for Academic Years **2016-2019**, enter the number of graduates that received SDS or similar scholarships for students from disadvantaged backgrounds:

Of the number full-time graduates above, enter the total number of full-time students graduates that received SDS or similar scholarships regardless of when they received the funds.

* Of the Total Full-Time Graduates for Academic Years **2016-2019**, enter the number of students who qualify as coming from a disadvantaged background under the economic disadvantaged definition?

Of the total number of full-time graduates from disadvantaged backgrounds above, enter the number of students who qualify as coming from a disadvantaged background under the economic (Part II) definition for the academic years **2016-2019**.

F. GRADUATES FROM YOUR PROGRAM SERVING IN PRIMARY CARE AND/OR MEDICALLY UNDERSERVED COMMUNITIES:

If the graduated student is working in primary care and practicing in medically underserved communities, please include this graduate in both categories.

PRIMARY CARE

Definition: Primary Care is the provision of integrated, accessible health care services by clinicians who are accountable for addressing a large majority of personal health care needs, developing a sustained partnership with patients, and practicing in the context of family and community. (Institute of Medicine. Primary Care: *America's Health in a New Era*. Washington, D.C.: National Academy Press, 1996).

For the SDS program, primary care fields are limited to Allopathic Medicine, Osteopathic Medicine, Dentistry, Dental Hygiene, Behavioral and Mental Health, Graduate Nursing, and Physician Assistants. Disciplines other than those listed above are not eligible for providing Primary Care data.

* Number of Full-Time Graduates

For schools of allopathic and osteopathic medicine: total number of full-time graduates in academic years **7/1/12-6/30/15**

For schools of dentistry, dental hygiene, behavioral and mental health, nursing (graduate degree), and physician assistants: total number of full-time graduates in academic year 's **7/1/15-6/30/18**.

* Of the Full-Time Graduates, enter the number of graduates serving in Primary Care.

For schools of allopathic and osteopathic medicine: enter the total number of full-time graduates serving in Primary Care in Academic Years **7/1/16-6/30/19**.

For schools of dentistry, dental hygiene, behavioral and mental health, nursing (graduate degree), and physician assistants: enter the total number of full-time graduates serving in Primary Care in Academic Years **7/1/16-6/30/19**.

- * Of the Full-Time Graduates serving in Primary Care (above), enter the number of graduates that received SDS funds or similar scholarships from disadvantaged backgrounds:

For schools of allopathic and osteopathic medicine: Of the number of full-time graduates in primary care enter the total number of students who received SDS funds or similar scholarships from disadvantaged backgrounds, regardless of when they received them

For schools of dentistry, dental hygiene, mental and behavioral health, nursing (graduate degree), and physician assistants: Of the number of full-time graduates in primary care , enter the total number of students who received SDS funds or similar scholarships from disadvantaged backgrounds, regardless of when they received them

MEDICALLY UNDERSERVED COMMUNITIES (MUC)

Definition of Medically Underserved Community:

The term “Medically Underserved Community” is a geographic location or population of individuals eligible for designation by the federal government as a Health Professional Shortage Area, Medically Underserved Area, Medically Underserved Population, or Governor’s Certified Shortage Area for Rural Health Clinic purposes. As an umbrella term, MUC also includes populations such as homeless individuals, migrant or seasonal workers, and residents of public housing.

- * Number of Full-Time Graduates

For schools of allopathic and osteopathic medicine: total number of full-time graduates in academic years **7/1/12-6/30/15**

For schools of dentistry, dental hygiene, behavioral and mental health, nursing (graduate degree), and physician assistants: total number of full-time graduates in academic year ‘s **7/1/15-6/30/18**.

- * Of the Full-Time Graduates, enter the number practicing in Medically Underserved Communities.

For schools of allopathic and osteopathic medicine: enter the total number of full-time graduates serving in medically underserved communities **(residency included)** in Academic Years **7/1/16-6/30/19**.

For schools of dentistry, dental hygiene, behavioral and mental health, nursing (graduate degree), and physician assistants: enter the total number of full-time graduates serving in medically underserved communities (**residency included**) in Academic Years **7/1/16-6/30/19**.

- * Of the Full-Time Graduates practicing in Medically Underserved Communities, enter the number of graduates that received SDS funds or similar scholarships from disadvantaged backgrounds.

For schools of allopathic and osteopathic medicine: Of the number of full-time graduates practicing in medically underserved communities (above), enter the total number of **graduates** who received SDS funds or similar scholarships from disadvantaged backgrounds, regardless of when they received them

For schools of dentistry, dental hygiene, mental and behavioral health, nursing (graduate degree), and physician assistants: Of the number of full-time graduates practicing in medically underserved communities (above), enter the total number of **graduates** who received SDS funds or similar scholarships from disadvantaged backgrounds, regardless of when they received them

G. COST OF TUITION FOR FULL-TIME STUDENTS FOR THIS PROGRAM:

Enter the average cost of tuition for one year (average of in-state and out-state) for full-time students for the program you are applying for.

H. LENGTH OF PROGRAM:

Enter the length of time (in years) necessary to complete this program (Example: Nursing Baccalaureate, select 4).

I. ACCREDITATION:

Health professions and nursing schools that are interested in participating in the SDS program must be accredited by a recognized body approved for such purpose by the Secretary of Education.

Each program/discipline must be accredited by the specialized accrediting body approved for the health discipline applying for program participation.

Enter the Name of Accrediting Body (American Osteopathic Association, Commission on Dental Accreditation, Council on Education of the American Podiatric Association, National League for Nursing, etc.) that your discipline (Osteopathic Medicine, Dentistry, Podiatric Medicine, Graduate Nursing, etc.) is accredited by and accreditation expiration date, mm/dd/yyyy.

Provide proof of accreditation for the discipline(s) that you are applying for as **Attachment 8 in Grants.gov.**

J. REQUESTED AWARD AMOUNT

Enter the proposed needed amount for your school to provide one-half of the annual cost of tuition for the first year for all students from disadvantaged backgrounds in your program that have financial needs. This amount is not necessarily the amount requested in the budget, but is the amount actually needed, so the “need” amount may exceed the \$650,000 cap that has been placed on the requested amount you identified in the budget. (Requested amount cannot be less than \$ 1000)

K. STUDENTS SUPPORTED

Enter the number of students the school plans to support with the requested award amount reported in question J.

L. CERTIFICATION AND ELIGIBILITY QUESTIONS

- **Please certify that you will give preference to students for whom the cost of attendance would constitute a severe financial hardship.**
Enter Yes or No.

- **Please describe in the text box your program’s methods and standards for setting the amounts of scholarships.**
Narrative response cannot exceed 250 characters.

- **Select the method (including frequency) the program will use to disburse the SDS scholarships to students:**
 - Disburse funds directly to students
 - Apply funds towards tuition expenses
 - Disburse funds to students monthly
 - Disburse funds to students quarterly
 - Disburse funds to students per semester
 - Disburse funds to students annually

- **Check box(s) that reflect(s) how the SDS scholarships will be used:**
 - Tuition
 - Fees and other reasonable educational expenses
 - Reasonable living expenses

M. COMMUNITY COLLEGE QUESTION

Please indicate if your school is a community college. Enter Yes or No.

N. RECRUITMENT AND RETENTION ELIGIBILITY

Is your school currently carrying out a program to recruit and retain students from disadvantaged backgrounds, including students who are members of racial and ethnic minority groups? Enter Yes or No.

O. PLEASE INDICATE THE RECRUITMENT ACTIVITIES FOR STUDENTS FROM DISADVANTAGED BACKGROUNDS THAT APPLY TO YOUR PROGRAM

Please indicate what retention activities for students from disadvantaged backgrounds

apply to your program by checking all boxes that apply:

High School Recruitment

General

- College Fairs
- Summer camps/programs for high school students to receive information about programs offered
- Other; Please Specify (Maximum 100 characters):
- N/A

Specifically Targeting/Recruiting Students from Disadvantaged Backgrounds

- Attending college fairs in areas with high percentages of students from disadvantaged backgrounds locally or on a broader scale
- Training recruiters specifically to answer questions and provide information to students from disadvantaged backgrounds
- Providing specifically designed information packets on programs and accommodations your school offers for students from a disadvantaged backgrounds
- Preparatory courses for high school students from a disadvantaged background interested in careers in the health professions
- Other; please specify (Maximum 100 characters):
- N/A

College Level Recruitment

General

- Recruitment from community colleges in disadvantaged areas
- Community College joint admissions programs for students from disadvantaged backgrounds
- Other; please specify (Maximum 100 characters):
- N/A

Specifically Targeting/Recruiting Students from Disadvantaged Backgrounds

- Attending college fairs in areas with high percentages of students from disadvantaged backgrounds locally or on a broader scale
- Training recruiters specifically to answer questions and provide information to students from disadvantaged backgrounds
- Providing specifically designed information packets on programs and accommodations your school offers for students from a disadvantaged backgrounds
- Preparatory courses for high school students from a disadvantaged background interested in careers in the health professions
- Other; please specify (Maximum 100 characters):
- N/A

Application Services

- Online programs that waive or assist with application fees for students from disadvantaged backgrounds
- Other; please specify (Maximum 100 characters):
- N/A

Open Houses

- Booths or presentations on resources for students from disadvantaged backgrounds
- Targeted advertisements for open houses or other programs in areas with high percentage of students from disadvantaged backgrounds
- Other; please specify (Maximum 100 characters):
- N/A

P. PLEASE INDICATE THE RETENTION ACTIVITIES FOR STUDENTS FROM DISADVANTAGED BACKGROUNDS THAT APPLY TO YOUR PROGRAM

Please indicate what retention activities for students from disadvantaged backgrounds apply to your program by checking all boxes that apply:

Individual or Group Peer Mentor Program (Big Brother/Big Sister)

- Open to all
- Specifically designed for students from disadvantaged backgrounds
- Placing students in peer support or networks and groups
- Other; please specify (Maximum 100 characters):
- N/A

Individual Staff/Advisor Mentor Program

- Open to all
- Specifically designed for students from disadvantaged backgrounds
- Other; please specify (Maximum 100 characters):
- N/A

Specialized Pre-Attendance Orientation for Students from Disadvantaged Backgrounds

- Team and camaraderie building activities to help students feel included in the school
- Educate students from disadvantaged backgrounds on how to best use the accommodations and resources the school provides
- Introduce and build contacts between students from disadvantaged backgrounds and faculty/staff (ex: Heads of departments, Tutors, Financial aid and/or advisors)
- Specialized welcome packets for students from disadvantaged backgrounds with additional information on available resources and programs that will help them succeed
- Other; please specify (Maximum 100 characters):
- N/A

College Skills Development and Review Programs

- Summer or pre-matriculation sessions in a classroom setting teaching students from disadvantaged backgrounds skills that they will need to be successful (e.g.: study skills, note taking skills, test taking skills, and/or time management skills)
- Summer or pre-matriculation classes for students from disadvantaged backgrounds to review and strengthen prerequisite knowledge of the course work
- Individual assessment and profile of students from disadvantaged backgrounds strengths and weaknesses with advisor and plan for development of skills
- Other; please specify (Maximum 100 characters):

- N/A

Early Identification for Students at Risk

- Identify students who are falling behind early and provide assistance for them in furthering their academic career
- Develop individualized plans for struggling students from disadvantaged backgrounds to ensure success/coordination support
- Provide learning specialists for students from disadvantaged backgrounds who can identify possible learning disabilities or assess strengths and weaknesses
- Seminars and lectures specifically for students from disadvantaged backgrounds
- Other; please specify (Maximum 100 characters):
- N/A

Group or Individual Tutoring Services

- Provide faculty or peer tutors to students from disadvantaged backgrounds
- Tutors specifically trained to help students faced with difficulties and are from a disadvantaged background
- Financial mentoring/tutoring
- Other; please specify (Maximum 100 characters):
- N/A

Child Care Support

- Free
- Partially Subsidized
- Other; please specify (Maximum 100 characters):
- N/A

Professional Opportunities

- Shadowing health professional
- Interviewing health professional
- Other; please specify (Maximum 100 characters):
- N/A