FISCAL YEAR 2019
APPLICATION FOR NEW GRANTS UNDER THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

PERSONNEL DEVELOPMENT TO IMPROVE SERVICES AND
RESULTS FOR CHILDREN WITH DISABILITIES
(CFDA 84.325)

APPLICATIONS FOR NEW AWARDS;
PREPARATION OF SPECIAL EDUCATION, EARLY
INTERVENTION, AND RELATED SERVICES
LEADERSHIP PERSONNEL
(CFDA 84.325D)

DATED MATERIAL: OPEN IMMEDIATELY
CLOSING DATE: JULY 8, 2019
FORM APPROVED — OMB No. 1820-0028, EXP. DATE: 09/30/2019
CONTENTS

Applicant Letter ............................................................................................................................. A1

Notice Inviting Applications ........................................................................................................ B1
  Federal Register Notice ............................................................................................................. C1
  Grants.gov Submission Procedures and Tips for Applicants...................................................... C33

Priority Description and Selection Criteria.............................................................................. C37
  Preparation of Special Education, Early Intervention, and Related Services
  Leadership Personnel (CFDA 84.325D) ............................................................................ C38
  Selection Criteria and Format for the Applications for New Awards—Preparation of
  Special Education, Early Intervention, and Related Services Leadership Personnel
  (CFDA 84.325D) Competition ............................................................................................... C59

General Information on Completing an Application ............................................................ D1

Application Transmittal Instructions and Requirements for
Intergovernmental Review ........................................................................................................ E1
  Application Transmittal Instructions .................................................................................... E2

Appendix ..................................................................................................................................... F1
  Intergovernmental Review of Federal Programs ..................................................................... F2
  State Single Points of Contact (SPOCs) ............................................................................ F3

Notice to All Applicants Ensuring Equitable Access and Application
Forms and Instructions .............................................................................................................. G1
  Part I: Application for Federal Assistance (SF-424) ........................................................... G6
  Part II: Budget Information (Form 524) ............................................................................. G21
  Part III: Application Narrative ............................................................................................ G27
  Part IV: Assurances and Certifications ................................................................................ G28
    Assurances—Non-Construction Programs ..................................................................... G28
    Certification Regarding Lobbying ............................................................................... G31
    Disclosure of Lobbying Activities ............................................................................... G32
  Part V: Additional Information ........................................................................................... G33
    DUNS Number Instructions ......................................................................................... G33
    Grant Application Receipt Acknowledgement ........................................................... G33
    Grant and Contract Funding Information .................................................................... G33
PAPERWORK BURDEN STATEMENT

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1820-0028. The time required to complete this information collection is estimated to average 45 hours and 40 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:

U.S. Department of Education
Washington, DC 20202-4651

If you have comments or concerns regarding the status of your individual submission of this form, write directly to:

Office of Special Education Programs
U.S. Department of Education
400 Maryland Ave. SW, PCP 5008C
Washington, DC 20202-5076
APPLICANT LETTER
Dear Applicant:

This application packet contains information and the required forms for you to use in submitting a new application for funding under one program authorized by the Individuals with Disabilities Education Act (IDEA). This packet covers one competition under the Personnel Development to Improve Services and Results for Children with Disabilities (CFDA 84.325) program—Applications for New Awards; Personnel Development to Improve Services and Results for Children with Disabilities—Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CFDA No. 84.325D).

Please take the time to review all of the applicable requirements, definitions, selection criteria, and application instructions thoroughly. An application will not be evaluated for funding if the applicant does not comply with all of the procedural rules that govern the submission of the application or if the application does not contain the information required. (EDGAR §75.216 (b) and (c)).

Please note the following:

- **GRANTS.GOV APPLICATION SUBMISSION AND SAM REGISTRATION.**

  Applications for grants under this competition must be submitted electronically using the Grants.gov Apply site (www.Grants.gov). Please read carefully the Grants.gov Submission Procedures and Tips for Applicants document included on page C-32, which includes helpful tips about submitting electronically using the Grants.gov Apply site. Grants.gov registration involves many steps including registration on SAM (www.sam.gov) which may take approximately one week to complete, but could take as many as several weeks to complete. You may begin working on your application while completing the registration process, but you cannot submit an application until all of the Registration steps are complete. Please note that once your SAM registration is active, it will take 24-48 hours for the information to be available in Grants.gov. You cannot submit an application through Grants.gov until Grants.gov has received your SAM registration information. We strongly encourage you to familiarize yourself with SAM and Grants.gov and strongly recommend that you register and submit early.

  Applicants are required to upload any narrative sections and all other attachments to your application as files in either Portable Document Format (PDF) or Microsoft Word. However, it is recommended that applicants upload files as read-only flattened PDFs. Information on computer and operating system compatibility with Adobe and links to download the latest version of Adobe are available on Grants.gov. Please note that you must follow the Application Procedures as described in the Federal Register notice announcing this grant competition. Information (including dates and times) about how to submit your application electronically can also be found in section D of this application package, Application Transmittal Instructions and Requirements for Intergovernmental Review.
Additional instructions for sending applications electronically are provided on page E-5, Application Forms and Instructions for Grants.gov Applications.

- **MAXIMUM AWARD AMOUNT.**

  The competitions included in this package have maximum award amounts. Please refer to the specific information for the priority/competition to which you are submitting an application (i.e., Section B of this package) for detailed budget information for the total grant period requested. Please be advised that for the priority in this package, the maximum award amount covers all project costs including indirect costs.

- **RECOMMENDED PAGE LIMITS AND LINE SPACING OF APPLICATION NARRATIVE.**

  The competitions included in this package limit the Part III Application Narrative to a recommended number of double-spaced pages. This recommended page limit and double-line spacing applies to all material presented in the application narrative. This recommended double-line spacing applies to all titles, headings, footnotes, quotations, reference citations, and captions, as well as all text in charts, tables, figures, graphs, screen shots, and logic models included in the application narrative. (Please refer to the specific recommendations on page limits for the priority/competition to which you are submitting an application, Section B of this package).

- **FORMAT FOR OTHER SECTIONS OF THE APPLICATION.**

  Additional information regarding formatting applications has been included on Pages D-3 and D-4 of the “General Information on Completing an Application” section of this package.

  Appendix A: Reviewers will be instructed to review the content of Appendix A as they do the application narrative. Reviewers will not be required to review any other appendices. Charts, tables, figures, graphs, screen shots and logic models that provide information directly relating to the application requirements for the narrative should be the only items included in Appendix A. Appendix A should not be used for supplementary information. Please note that charts, tables, figures, graphs, screen shots, and logic models can be single-spaced when placed in an Appendix A.

  **Abstract:** For the application Abstract, applicants should use the template located at: [https://www2.ed.gov/fund/grant/apply/osep/new-osep-grants.html](https://www2.ed.gov/fund/grant/apply/osep/new-osep-grants.html).

- **ABSOLUTE PRIORITIES AND COMPETITIVE PREFERENCE PRIORITIES.**

  This competition includes two absolute priorities and three competitive preference priorities. The Department will use peer reviewers to review and score applications on the selection criteria.

  Applicants under Absolute Priority 1 must demonstrate matching support for the proposed project at 10 percent of the total amount of the grant, as specified in (d)(10) of the priority...
requirements, for an application to be reviewed and be considered eligible to receive an award.

Prior to the peer review, Department staff will determine if an application has met one of the absolute priorities and is eligible for peer review. An application that has not met one of the absolute priorities will not be considered for funding and may not be reviewed. Department staff will assign competitive preference priority points to applications meeting one or more of the competitive preference priorities, up to a total of 13 points.

• **PROTECTION OF HUMAN SUBJECTS IN RESEARCH.**
  The discretionary grant Application Form SF-424 requires applicants to indicate whether they plan to conduct research involving human subjects at any time during the proposed project period. The Protection of Human Subjects in Research Attachment is an integral part of the SF-424 form. It includes information that applicants need to complete the protection of human subjects item and, as appropriate, to provide additional information to the Department regarding human subjects research projects. Additional information on completing the protection of human subjects item is also available and can be accessed on the internet at:
  
  www.ed.gov/about/offices/list/ocfo/gcsindex.html
  www.ed.gov/about/offices/list/ocfo/humansub.html

• **RESPONSE TO GPRA.**
  As required by the Government Performance and Results Modernization Act (GPRA) of 2010 the Office of Special Education Programs (OSEP) has developed a strategic plan for measuring GPRA performance. The program included in this announcement is authorized under Part D - National Activities to Improve Education of Children with Disabilities of the Individuals with Disabilities Education Act. Projects funded under this competition are required to submit data on GPRA performance measures as directed by OSEP. See Performance Measures included in the Priority Description section of this application package. Applicants are encouraged to consider this information when preparing their applications.

• **COPIES OF THE APPLICATION.**
  Unless you qualify for an exception in accordance with the instructions found in the Notice inviting applications, you must submit your application electronically. Therefore, you do not need to submit paper copies of the application. If you are granted an exception, current Government-wide policy requires that an original and two paper copies need to be submitted. Please note: If an application is recommended for funding and a grant award is issued, we will contact the applicant to request an electronic copy of the application in MS Word or a PDF file. The Department is moving toward an electronic grant filing system and an electronic copy of all applications that are being funded will facilitate this effort.
ADDITIONAL INFORMATION

OSEP also provides information on developing performance measures and logic models at https://www.osepideasthatwork.org/logicModel to assist you in preparing a quality application. For information about other U.S. Department of Education grant and contract opportunities, we encourage you to use the Department's grant information web page which can be accessed on the internet at:

http://www.ed.gov/about/offices/list/ocfo/grants/grants.html

We appreciate your efforts to improve the provision of services for individuals with disabilities.

Sincerely,

/s/

Lawrence J. Wexler, Ed.D.
Directory
Research to Practice Division
Office of Special Education Programs
NOTICE INVITING APPLICATIONS
FEDERAL REGISTER NOTICE

4000-01-U

DEPARTMENT OF EDUCATION

Applications for New Awards; Personnel Development to Improve Services and Results for Children with Disabilities--Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel

AGENCY: Office of Special Education and Rehabilitative Services, Department of Education.

ACTION: Notice.

SUMMARY:

The mission of the Office of Special Education and Rehabilitative Services (OSERS) is to improve early childhood, educational, and employment outcomes and raise expectations for all people with disabilities, their families, their communities, and the Nation. As such, the Department of Education (Department) is issuing a notice inviting applications for new awards for fiscal year (FY) 2019 for Personnel Development to Improve Services and Results for Children with Disabilities--Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel, Catalog of Federal Domestic Assistance (CFDA) number 84.325D. This notice relates to the approved information collection under OMB control number 1820-0028.

DATES:


Deadline for Transmittal of Applications: July 8, 2019.

Pre-Application Webinar Information: No later than May 28, 2019, OSERS will post pre-recorded informational webinars designed to provide technical assistance to interested applicants. The webinars may be found at www2.ed.gov/fund/grant/apply/osep/new-osep-grants.html.

Pre-Application Q & A Blog: No later than May 28, 2019, OSERS will open a blog where interested applicants may post questions about the application requirements for this competition and where OSERS will post answers to the questions received. OSERS will not respond to questions unrelated to the application requirements for this competition. The blog may be found at www2.ed.gov/fund/grant/apply/osep/new-osep-grants.html and will remain open until June
10, 2019. After the blog closes, applicants should direct questions to the person listed under FOR FURTHER INFORMATION CONTACT.


Addresses:

For the addresses for obtaining and submitting an application, please refer to our Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register on February 13, 2019 (84 FR 3768) and available at www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-02206.pdf.

For Further Information Contact:

Celia Rosenquist
U.S. Department of Education
400 Maryland Avenue, SW
Room 5158, Potomac Center Plaza
Washington, DC 20202-5076

Telephone: (202) 245-7373

Email: Celia.Rosenquist@ed.gov

If you use a telecommunication device for the deaf (TDD) or a text telephone (TTY), call the Federal Relay Service (FRS), toll free, at 1-800-877-8339.

SUPPLEMENTARY INFORMATION

FULL TEXT OF ANNOUNCEMENT

I. Funding Opportunity Description

Purpose of Program:

The purposes of this program are to--

(1) help address State-identified needs for personnel preparation in special education, early intervention, related services, and regular education to work with children, including infants and toddlers, with disabilities; and
(2) ensure that those personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically based research and experience, to be successful in serving those children.

Priorities:

This competition includes two absolute priorities and three competitive preference priorities. In accordance with 34 CFR 75.105(b)(2)(v), the absolute priorities and competitive preference priorities are from allowable activities specified in the statute (see sections 662 and 681 of the Individuals with Disabilities Education Act (IDEA); 20 U.S.C. 1462 and 1481).

Absolute Priorities:

For FY 2019 and any subsequent year in which we make awards from the list of unfunded applications from this competition, these priorities are absolute priorities. Under 34 CFR 75.105(c)(3), we consider only applications that meet either Absolute Priority 1 or Absolute Priority 2. Applicants may apply under both absolute priorities but must submit separate applications.

These priorities are:

Absolute Priority 1: Preparation of Special Education, Early Intervention, and Related Services Faculty.

Background:

The purpose of this priority is to support existing doctoral degree programs that prepare special education, early intervention, and related services personnel who are well-qualified for, and can act effectively in, leadership positions as researchers and preparers of special education, early intervention, and related services personnel in institutions of higher education (IHEs). This priority is consistent with Supplemental Priority 2--Promoting Innovation and Efficiency, Streamlining Education with an Increased Focus on Improving Student Outcomes, and Providing Increased Value to Students and Taxpayers; Supplemental Priority 5--Meeting the Unique Needs of Students and Children With Disabilities and/or Those with Unique Gifts and Talents; and Supplemental Priority 8--Promoting Effective Instruction in Classrooms and Schools.

There is a well-documented need for leadership personnel to fill faculty positions within IHEs in special education, early intervention, and related services (Castillo, Curtis, & Tan, 2014; Montrosse & Young, 2012; Robb, Smith, & Montrosse, 2012; Smith, Montrosse, Robb, Tyler, & Young, 2011; Smith, Robb, West, & Tyler, 2010; Woods & Snyder, 2009). These leaders
conduct research to increase the knowledge of effective interventions and services for children, including infants and toddlers, and youth with disabilities. These leaders also teach practices supported by evidence to future special education, early intervention, related services, and regular education professionals who will work in a variety of educational settings and provide services directly to these children (deBettencourt, Hoover, Rude, & Taylor, 2016; Robb et al., 2012; Smith et al., 2010; West & Hardman, 2012). Shortages in these leadership positions limit the field’s capacity to generate new knowledge of effective interventions and to prepare future professionals to improve outcomes for children with disabilities (Smith et al., 2011).

Leadership personnel in IHEs play an essential role in promoting high expectations for each child with a disability and provide, or prepare others to provide, effective interventions and services that improve outcomes for children, including infants, toddlers, and youth with disabilities. Critical competencies for special education, early intervention, and related services faculty vary depending on the type and the requirements of the preparation program but can include, for example, skills needed for postsecondary instruction, research, administration, policy development, professional practice, the use of technologies to support teaching and student learning, and leadership. However, all leadership personnel need to promote high expectations and have current knowledge of effective interventions and services that improve outcomes for children with disabilities, including high-need children with disabilities. This knowledge should be applicable to children served in a variety of educational settings (e.g., urban or rural public schools, including charter schools, or urban or rural private schools) or early childhood and early intervention settings (e.g., home, community-based, Early Head Start and Head Start, child care, or public and private preschools). The interventions and services must include those that improve early childhood, educational, and employment outcomes.

**Priority:**

The purpose of this priority is to support existing doctoral degree programs that prepare special education, early intervention, and related services personnel at the doctoral degree level who are well qualified for, and can act effectively in, faculty positions in IHEs as researchers and preparers of personnel.

This priority will provide support to help address identified needs for personnel with the knowledge and skills to establish and meet high expectations for each child with a disability. Programs must culminate in a doctoral degree, which may include a Doctor of Education (Ed.D.) degree. To be considered for funding under this absolute priority, program applicants must meet the application requirements contained in the priority. All projects funded under this absolute priority also must meet the programmatic and administrative requirements specified in the priority.
Note: Preparation programs that lead to clinical doctoral degrees in related services (e.g., a Doctor of Audiology degree or Doctor of Physical Therapy degree) are not included in this priority. These types of preparation programs are eligible to apply for funding under the Personnel Preparation in Special Education, Early Intervention, and Related Services priority (CFDA 84.325K) that the Office of Special Education Programs (OSEP) intends to fund in FY 2019.

Note: Applicants must demonstrate matching support for the proposed project at 10 percent of the total amount of the grant as specified in paragraph (d)(10) of the requirements of this priority for an application to be reviewed and be considered eligible to receive an award.

To meet the requirements of this priority, an applicant must--

(a) Demonstrate, in the narrative section of the application under “Significance,” how--

(1) The project addresses the need for leadership personnel to promote high expectations and provide, or prepare others to provide, effective interventions and services that improve outcomes for children with disabilities, including high-need children with disabilities.¹

To address this requirement, the applicant must present--

   (i) Appropriate and applicable data (e.g., national, State) demonstrating the need for the leadership personnel the applicant proposes to prepare; and

   (ii) Data demonstrating the success of the doctoral program to date in producing faculty in special education, early intervention, or related services, such as: the professional accomplishments of program graduates (e.g., public service, awards, or publications) that demonstrate their leadership in special education, early intervention, or related services; the average amount of time it takes for program graduates to complete the program; the number of program graduates; and the percentage of program graduates finding employment directly related to their preparation; and

Note: Data on the success of a doctoral program should be no older than five years prior to the start date of the project proposed in the application. When reporting percentages, the denominator (i.e., the total number of scholars or program graduates) must be provided.

(2) Scholar competencies to be acquired in the program relate to knowledge and skills needed by the leadership personnel the applicant proposes to prepare. To address this requirement, the applicant must--

1 For purposes of this priority, “high-need children with disabilities” refers to children or students (ages birth through 21, depending on the State) who are eligible for services under IDEA, and who may be at risk of educational failure or otherwise in need of special assistance or support because they: (1) are living in poverty, (2) are English learners, (3) are academically far below grade level, (4) have left school before receiving a regular high school diploma, (5) are at risk of not graduating with a regular high school diploma on time, (6) are homeless, (7) are in foster care, or (8) have been incarcerated.
(i) Identify the competencies needed by leadership personnel in order to provide, or prepare others to provide, effective interventions and services that improve outcomes for children with disabilities, including high-need children with disabilities; and

(ii) Provide the conceptual framework of the leadership preparation program, including any empirical support, that will promote the acquisition of the identified competencies needed by leadership personnel.

(b) Demonstrate, in the narrative section of the application under “Quality of project services,” how--

(1) The applicant will recruit and support high-quality scholars. The narrative must describe--

(i) The selection criteria the applicant will use to identify high-quality applicants for admission in the program;

(ii) The recruitment strategies the applicant will use to attract high-quality applicants and any specific recruitment strategies targeting high-quality applicants from groups that are underrepresented in the profession, including individuals with disabilities; and

(iii) The approach the applicant will use to help all scholars, including individuals with disabilities, complete the program; and

(2) The project is designed to promote the acquisition of the competencies needed by leadership personnel to promote high expectations and provide, or prepare others to provide, effective interventions and services that improve outcomes for children with disabilities, including high-need children with disabilities. To address this requirement, the applicant must—

(i) Describe how the components of the project, such as coursework, internship experiences, research requirements, and other opportunities provided to scholars will enable the scholars to acquire the competencies needed by leadership personnel the applicant proposes to prepare;

(ii) Describe how the components of the project are integrated in order to support the acquisition and enhancement of the identified competencies needed by leadership personnel the applicant proposes to prepare;

(iii) Describe how the components of the project prepare scholars to promote high expectations and to provide, or prepare others to provide, effective interventions and services

For the purposes of this priority, “scholar” is limited to an individual who (a) is pursuing a doctoral degree related to special education, early intervention, or related services; (b) receives scholarship assistance as authorized under section 662 of IDEA (34 CFR 304.3(g)); and (c) will be able to be employed in a position that serves children with disabilities for either 51 percent of their time or case load. See https://pdp.ed.gov/OSEP/Home/Regulation for more information.
that improve outcomes for children with disabilities, including high-need children with disabilities, in a variety of educational or early childhood and early intervention settings;

(iv) Demonstrate, through a letter of support from a public, non-traditional public, parochial, or private partnering agency, school, or program, that it will provide scholars with a high-quality internship experience in a high-need LEA, a high-poverty school, a school implementing a comprehensive support and improvement plan, a school implementing a targeted support and improvement plan for children with disabilities, an SEA, an early childhood and early intervention program located within the geographical boundaries of a high-need LEA, or an early childhood and early intervention program located within the geographical boundaries of an LEA serving the highest percentage of schools identified for comprehensive support and improvement or implementing targeted support and improvement plans in the State;

(v) Describe how the project will partner with diverse stakeholders to inform project components;

(vi) Describe how the project will use resources, as appropriate, available through technical assistance centers, which may include centers funded by the Department;

(vii) Describe the approach that faculty members will use to mentor or otherwise support scholars with the goal of helping them acquire competencies needed by leadership personnel and advancing their careers in special education, early intervention, or related services; and

(viii) Describe how the components of the project will promote the acquisition of scholars’ critical leadership skills, including communication, networking, and collaboration.

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3 For the purposes of this priority, “high-need LEA” means an LEA (a) that serves not fewer than 10,000 children from families with incomes below the poverty line; or (b) for which not less than 20 percent of the children served by the LEA are from families with incomes below the poverty line.

4 For the purposes of this priority, “high-poverty school” means a school in which at least 50 percent of students are from low-income families as determined using one of the measures of poverty specified under section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended (ESEA). For middle and high schools, eligibility may be calculated on the basis of comparable data from feeder schools. Eligibility as a high-poverty school is determined on the basis of the most currently available data.

5 For the purposes of this priority, a “school implementing a comprehensive support and improvement plan” is a school identified for comprehensive support and improvement by the State under section 1111(c)(4)(D) of the ESEA that includes (a) not less than the lowest-performing five percent of all schools receiving funds under Title I, Part A of the ESEA; (b) all public high schools in the State failing to graduate one-third or more of their students; and (c) public schools in the State described under section 1111(d)(3)(A)(i)(II) of the ESEA.

6 For the purposes of this priority, a “school implementing a targeted support and improvement plan” means a school identified for targeted support and improvement by a State that has developed and is implementing a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system as defined in section 1111(d)(2) of the ESEA.
(c) Demonstrate, in the narrative section of the application under “Quality of the project evaluation,” how the applicant will--

(1) Evaluate how well the goals or objectives of the proposed leadership project have been met. The applicant must describe the outcomes to be measured for both the project and the scholars, particularly the acquisition of scholars’ competencies; and the evaluation methodologies to be employed, including proposed instruments, data collection methods, and possible analyses;

(2) Collect, analyze, and use data on current scholars and scholars who graduate from the program to improve the proposed program on an ongoing basis; and

(3) Report the evaluation results to OSEP in the applicant’s annual and final performance reports.

(d) Demonstrate, in the narrative under “Required Project Assurances” or appendices as directed, that the following program requirements are met. The applicant must--

(1) Include in appendix B of the application--

(i) Course syllabi for all coursework in the major and any required coursework for a minor;

(ii) Course syllabi for all research methods, evaluation methods, or data analysis courses required by the degree program and elective research methods, evaluation methods, or data analysis courses that have been completed by more than one scholar enrolled in the program in the last five years; and

(iii) For new coursework, proposed syllabi;

(2) Ensure that the proposed number of scholars to be recruited into the program can graduate from the program by the end of the project period. The described scholar recruitment strategies, including recruitment of individuals with disabilities, the program components and their sequence, and proposed budget must be consistent with this requirement;

(3) Ensure scholars will not be selected based on race or national origin/ethnicity. Per the Supreme Court’s decision in *Adarand Constructors, Inc. v. Pena*, 515 U.S. 200 (1995), the Department does not allow the selection of individuals on the basis of race or national origin/ethnicity. For this reason, grantees must ensure that any discussion of the recruitment of scholars based on race or national origin/ethnicity distinguishes between increasing the pool of applicants and actually selecting scholars;

(4) Ensure that the project will meet the requirements in 34 CFR 304.23, particularly those related to (a) informing all scholarship recipients of their service obligation commitment; and (b) disbursing scholarships. Failure by a grantee to properly meet these requirements is a violation of the grant award that may result in sanctions, including the grantee being liable for returning any misused funds to the Department;
(5) Ensure that prior approval from the OSEP project officer will be obtained before admitting additional scholars beyond the number of scholars proposed in the application and before transferring a scholar to another preparation program funded by OSEP;

(6) Ensure that the project will meet the statutory requirements in section 662(e) through (h) of IDEA;

(7) Ensure that at least 65 percent of the total budget over the project period will be used for scholar support;

(8) Ensure that the IHE will not require scholars enrolled in the program to work (e.g., as graduate assistants) as a condition of receiving support (e.g., tuition, stipends) from the proposed project, unless the work is specifically related to the acquisition of scholars’ competencies or the requirements for completion of their personnel preparation program. This prohibition on work as a condition of receiving support does not apply to the service obligation requirements in section 662(h) of IDEA;

(9) Ensure that the project will be operated in a manner consistent with nondiscrimination requirements contained in the U.S. Constitution and the Federal civil rights laws;

(10) Demonstrate, in the budget information (ED Form 524, Section B) and budget narrative, matching support for the proposed project at 10 percent of the total amount of the grant. Applicants must propose the amount of cash or in-kind resources;

Note: Under 34 CFR 75.562, educational training grants under this program have an 8 percent limit on indirect costs. The difference between a grantee’s negotiated indirect cost rate and the 8 percent limit cannot be used to meet this requirement.

Matching support can be either cash or in-kind donations. Under 2 CFR 200.306, a cash expenditure or outlay of cash with respect to the matching budget by the grantee is considered a cash contribution. Certain cash contributions that the organization normally considers an indirect cost should not be counted as a direct cost for the purposes of meeting matching support. Unrecovered indirect costs cannot be used to meet the non-Federal matching support. Under 2 CFR 200.434, third-party in-kind contributions are services or property (e.g., land, buildings, equipment, materials, supplies) that are contributed by a non-Federal third party at no charge to the grantee.

(11) Ensure that the budget includes attendance by the project director at a three-day project directors’ meeting in Washington, DC, during each year of the project. The budget may also provide for the attendance of scholars at the same three-day project directors’ meetings in Washington, DC;

(12) Ensure that the project director, key personnel, and scholars will actively participate in the cross-project collaboration, advanced trainings, and cross-site learning opportunities (e.g., webinars, briefings) supported by OSEP. This network is intended to promote opportunities for
participants to share resources and generate new knowledge by addressing topics of common interest to participants across projects including Department priorities and needs in the field;

(13) Ensure that if the project maintains a website, that it will be of high quality, with an easy-to-navigate design, that meets government or industry-recognized standards for accessibility;

(14) Ensure that annual progress toward meeting project goals is posted on the project website;

(15) Ensure that scholar accomplishments (e.g., public service, awards, publications) will be reported in annual and final performance reports; and

(16) Ensure that annual data will be submitted on each scholar who receives grant support (OMB Control Number 1820-0686). The primary purposes of the data collection are to track the service obligation fulfillment of scholars who receive funds from OSEP grants and to collect data for program performance measure reporting under the Government Performance and Results Act of 1993 (GPRA). Applicants are encouraged to visit the Personnel Development Program Data Collection System (DCS) website at https://pdp.ed.gov/osep for further information about this data collection requirement. Typically, data collection begins in January of each year, and grantees are notified by email about the data collection period for their grant, although grantees may submit data as needed, year-round. This data collection must be submitted electronically by the grantee and does not supplant the annual grant performance report required of each grantee for continuation funding (see 34 CFR 75.590). Data collection includes the submission of a signed, completed Pre-Scholarship Agreement and Exit Certification for each scholar funded under an OSEP grant (see paragraph (4) of this section).

Absolute Priority 2: Preparation of Special Education and Early Intervention Administrators.

Background:

The purpose of this priority is to support existing doctoral degree programs that prepare special education or early intervention personnel who are well-qualified for, and can act effectively in, leadership positions in traditional and non-traditional public school systems, such as State educational agencies (SEAs), charter management organizations (CMOs), charter school authorizers, lead agencies (LAs), local educational agencies (LEAs), private school networks, parochial schools, early intervention services programs (EIS programs), or schools. This priority is consistent with Supplemental Priority 2--Promoting Innovation and Efficiency, Streamlining Education with an Increased Focus on Improving Student Outcomes, and Providing Increased Value to Students and Taxpayers; Supplemental Priority 5--Meeting the Unique Needs of Students and Children With Disabilities and/or Those with Unique Gifts and
Shortages of leadership personnel at State and local agencies to fill special education and early intervention administrator positions have been noted (Bellamy & Iwaszuk, 2017; Billingsley, Crockett, & Kamman, 2014). The turnover rate for leaders in State and local agencies has also increased substantially over the past decade, which impacts the ongoing efforts at the State and local levels to improve educational practices (NCSI, 2018a; NCSI, 2018b). These administrators supervise and evaluate the implementation of instructional programs to make sure that State or local agencies are meeting the needs of children with disabilities. Administrators also ensure that schools and programs meet Federal, State, and local requirements for special education, early intervention, and related services (Billingsley et al., 2014; Bruns, LaRocca, Sharp, & Sopko, 2017; Boscardin & Lashley, 2018).

Special education and early intervention administrators play an essential role in promoting high expectations for each child with a disability and supervising the provision of effective interventions and services that improve outcomes for children, including infants, toddlers, and youth with disabilities. Critical competencies for special education or early intervention administrators vary depending on the type of leadership personnel and the requirements of the preparation program but can include, for example, skills needed for implementing special education policies and laws, administration and supervision, organizational and system change, program planning and implementation, evaluation of educational programs, technology implementation, and collaboration with stakeholders (Boscardin & Lashley, 2018; Bruns et al., 2017). However, all leadership personnel need to promote high expectations and have current knowledge of effective interventions and services that improve outcomes for children with disabilities, including high-need children with disabilities. This knowledge should be applicable to children served in a variety of educational settings (e.g., urban or rural public schools, including charter schools, or urban or rural private schools) or early childhood and early intervention settings (e.g., home, community-based, Early Head Start and Head Start, child care, or public and private preschools). The interventions and services must include those that improve early childhood, educational, and employment outcomes.

Priority:

The purpose of this priority is to support existing doctoral degree programs that prepare special education or early intervention personnel to work as administrators in traditional and non-traditional public school systems such as SEAs, CMOs, charter school authorizers, LAs, LEAs, private school networks, parochial schools, EIS programs, or schools in positions such as SEA special education administrators, LEA or regional special education directors, school-based special education directors, preschool coordinators, and early intervention coordinators.

This priority will provide support to help address identified needs for personnel with the knowledge and skills to establish and meet high expectations for each child with a disability.
Doctoral programs in educational administration that include a focus on special education are eligible under this priority. Programs must culminate in a doctoral degree, which may include a Doctor of Education (Ed.D.) degree. The preparation of school principals is not included under this priority. Under this priority, applicants may propose projects that enroll scholars who are concurrently employed (e.g., as special education teachers) while enrolled in the program. To be considered for funding under this absolute priority, all applicants must meet all of the application requirements contained in the priority. All projects funded under this absolute priority also must meet all of the programmatic and administrative requirements specified in the priority.

To meet the requirements of this priority, an applicant must--

(a) Demonstrate, in the narrative section of the application under “Significance,” how--

(1) The project addresses the need for leadership personnel to promote high expectations and supervise the provision of effective interventions and services that improve outcomes for children with disabilities, including high-need children with disabilities.\(^7\) To address this requirement, the applicant must present--

   (i) Appropriate and applicable data (e.g., State, region, district, local) demonstrating the need for the special education or early intervention administrators the applicant proposes to prepare; and

   (ii) Data demonstrating the success of the doctoral program to date in producing special education or early intervention administrators, such as: the professional accomplishments of program graduates (e.g., public service, awards) that demonstrate their leadership in special education or early intervention; the average amount of time it takes for program graduates to complete the program; the number of program graduates; and the percentage of program graduates finding employment directly related to their preparation; and

Note: Data on the success of a doctoral program should be no older than five years prior to the start date of the project proposed in the application. When reporting percentages, the denominator (i.e., the total number of scholars or program graduates) must be provided.

(2) Scholar competencies to be acquired in the program relate to knowledge and skills needed by the leadership personnel the applicant proposes to prepare. To address this requirement, the applicant must--

\(^7\) For purposes of this priority, “high-need children with disabilities” refers to children or students (ages birth through 21, depending on the State) who are eligible for services under IDEA, and who may be at risk of educational failure or otherwise in need of special assistance or support because they: (1) are living in poverty, (2) are English learners, (3) are academically far below grade level, (4) have left school before receiving a regular high school diploma, (5) are at risk of not graduating with a regular high school diploma on time, (6) are homeless, (7) are in foster care, or (8) have been incarcerated.
(i) Identify the competencies needed by leadership personnel to supervise the provision of effective interventions and services that improve outcomes for children with disabilities, including high-need children with disabilities; and

(ii) Provide the conceptual framework of the leadership preparation program, including any empirical support, that will promote the acquisition of the identified competencies needed by leadership personnel.

(b) Demonstrate, in the narrative section of the application under “Quality of project services,” how--

(1) The applicant will recruit and support high-quality scholars. The narrative must describe--

(i) The selection criteria the applicant will use to identify high-quality applicants for admission in the program;

(ii) The recruitment strategies the applicant will use to attract high-quality applicants and any specific recruitment strategies targeting high-quality applicants from groups that are underrepresented in the profession, including individuals with disabilities; and

(iii) The approach the applicant will use to help all scholars, including individuals with disabilities, complete the program; and

(2) The project is designed to promote the acquisition of the competencies needed by leadership personnel to promote high expectations and supervise the provision of effective interventions and services that improve outcomes for children with disabilities, including high-need children with disabilities. To address this requirement, the applicant must--

(i) Describe how the components of the project, such as coursework, work-based experiences aligned with project components (e.g., internships, current employment), program evaluation, and other opportunities provided to scholars, will enable the scholars to acquire the competencies needed by leadership personnel the applicant proposes to prepare;

(ii) Describe how the components of the project are integrated in order to support the acquisition and enhancement of the identified competencies needed by leadership personnel the applicant proposes to prepare;

(iii) Describe how the components of the project prepare scholars to promote high expectations and to supervise the provision of effective interventions and services that improve

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8 For the purposes of this priority, “scholar” is limited to an individual who (a) is pursuing a doctoral degree related to special education, early intervention, or related services; (b) receives scholarship assistance as authorized under section 662 of IDEA (34 CFR 304.3(g)); and (c) will be able to be employed in a position that serves children with disabilities for either 51 percent of their time or case load. See https://pdp.ed.gov/OSEP/Home/Regulation for more information.
outcomes for children with disabilities, including high-need children with disabilities, in a variety of educational or early childhood and early intervention settings;

(iv) Demonstrate, through a letter of support from a public, non-traditional public, parochial, or private partnering agency, school, or program, that it will provide scholars with a high-quality internship experience in a high-need LEA, a high-poverty school, a school implementing a comprehensive support and improvement plan, a school implementing a targeted support and improvement plan for children with disabilities, an SEA, an early childhood and early intervention program located within the geographical boundaries of a high-need LEA, or an early childhood and early intervention program located within the geographical boundaries of an LEA serving the highest percentage of schools identified for comprehensive support and improvement or implementing targeted support and improvement plans in the State;

(v) Describe how the project will partner with diverse stakeholders to inform project components;

(vi) Describe how the project will use resources, as appropriate, available through technical assistance centers, which may include centers funded by the Department;

(vii) Describe the approach that faculty members will use to mentor or otherwise support scholars, including scholars who are pursuing a degree on a part-time basis or are concurrently employed on a full-time basis, with the goal of helping them acquire competencies needed by leadership personnel and advancing their careers in special education or early intervention administration; and

For the purposes of this priority, “high-need LEA” means an LEA (a) that serves not fewer than 10,000 children from families with incomes below the poverty line; or (b) for which not less than 20 percent of the children served by the LEA are from families with incomes below the poverty line.

For the purposes of this priority, “high-poverty school” means a school in which at least 50 percent of students are from low-income families as determined using one of the measures of poverty specified under section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended (ESEA). For middle and high schools, eligibility may be calculated on the basis of comparable data from feeder schools. Eligibility as a high-poverty school is determined on the basis of the most currently available data.

For the purposes of this priority, a “school implementing a comprehensive support and improvement plan” is a school identified for comprehensive support and improvement by the State under section 1111(c)(4)(D) of the ESEA that includes (a) not less than the lowest-performing five percent of all schools receiving funds under Title I, Part A of the ESEA; (b) all public high schools in the State failing to graduate one-third or more of their students; and (c) public schools in the State described under section 1111(d)(3)(A)(i)(II) of the ESEA.

For the purposes of this priority, a “school implementing a targeted support and improvement plan” means a school identified for targeted support and improvement by a State that has developed and is implementing a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system as defined in section 1111(d)(2) of the ESEA.
(viii) Describe how the components of the project will promote the acquisition of scholars’ critical leadership skills, including communication, networking, and collaboration.

(c) Demonstrate, in the narrative section of the application under “Quality of the project evaluation,” how the applicant will--

(1) Evaluate how well the goals or objectives of the proposed leadership project have been met. The applicant must describe the outcomes to be measured for both the project and the scholars, particularly the acquisition of scholars’ competencies; and the evaluation methodologies to be employed, including proposed instruments, data collection methods, and possible analyses;

(2) Collect, analyze, and use data on current scholars and scholars who graduate from the program to improve the proposed program on an ongoing basis; and

(3) Report the evaluation results to OSEP in the applicant’s annual and final performance reports.

(d) Demonstrate, in the narrative under “Required Project Assurances” or appendices as directed, that the following program requirements are met. The applicant must--

(1) Include in appendix B of the application--

(i) Course syllabi for all coursework in the major and any required coursework for a minor;

(ii) Course syllabi for all evaluation methods or data analysis courses required by the degree program and for all elective evaluation methods or data analysis courses that have been completed by more than one scholar enrolled in the program in the last five years; and

(iii) For new coursework, proposed syllabi;

(2) Ensure that the proposed number of scholars to be recruited into the program can graduate from the program by the end of the project period. The described scholar recruitment strategies, including recruitment of individuals with disabilities, the program components and their sequence, and proposed budget must be consistent with this requirement;

(3) Ensure scholars will not be selected based on race or national origin/ethnicity. Per the Supreme Court’s decision in Adarand Constructors, Inc. v. Pena, 515 U.S. 200 (1995), the Department does not allow the selection of individuals on the basis of race or national origin/ethnicity. For this reason, grantees must ensure that any discussion of the recruitment of scholars based on race or national origin/ethnicity distinguishes between increasing the pool of applicants and actually selecting scholars;

(4) Ensure that the project will meet the requirements in 34 CFR 304.23, particularly those related to (a) informing all scholarship recipients of their service obligation commitment; and (b) disbursing scholarships. Failure by a grantee to properly meet these requirements is a
violation of the grant award that may result in sanctions, including the grantee being liable for returning any misused funds to the Department;

(5) Ensure that prior approval from the OSEP project officer will be obtained before admitting additional scholars beyond the number of scholars proposed in the application and before transferring a scholar to another preparation program funded by OSEP;

(6) Ensure that the project will meet the statutory requirements in section 662(e) through (h) of IDEA;

(7) Ensure that at least 65 percent of the total budget over the project period will be used for scholar support;

(8) Ensure that the IHE will not require scholars enrolled in the program to work (e.g., as graduate assistants) as a condition of receiving support (e.g., tuition, stipends) from the proposed project, unless the work is specifically related to the acquisition of scholars’ competencies or the requirements for completion of their personnel preparation program. This prohibition on work as a condition of receiving support does not apply to the service obligation requirements in section 662(h) of IDEA;

(9) Ensure that the project will be operated in a manner consistent with nondiscrimination requirements contained in the U.S. Constitution and the Federal civil rights laws;

(10) Ensure that the budget includes attendance by the project director at a three-day project directors’ meeting in Washington, DC, during each year of the project. The budget may also provide for the attendance of scholars at the same three-day project directors’ meetings in Washington, DC;

(11) Ensure that the project director, key personnel, and scholars will actively participate in the cross-project collaboration, advanced trainings, and cross-site learning opportunities (e.g., webinars, briefings) supported by OSEP. This network is intended to promote opportunities for participants to share resources and generate new knowledge by addressing topics of common interest to participants across projects including Department priorities and needs in the field;

(12) Ensure that if the project maintains a website, that it will be of high quality, with an easy-to-navigate design, that meets government or industry-recognized standards for accessibility;

(13) Ensure that annual progress toward meeting project goals is posted on the project website;

(14) Ensure that scholar accomplishments (e.g., public service, awards, program implementation demonstrating improved child outcomes) will be reported in annual and final performance reports; and

(15) Ensure that annual data will be submitted on each scholar who receives grant support (OMB Control Number 1820-0686). The primary purposes of the data collection are to
track the service obligation fulfillment of scholars who receive funds from OSEP grants and to collect data for program performance measure reporting under the Government Performance and Results Act of 1993 (GPRA). Applicants are encouraged to visit the Personnel Development Program Data Collection System (DCS) website at https://pdp.ed.gov/osep for further information about this data collection requirement. Typically, data collection begins in January of each year, and grantees are notified by email about the data collection period for their grant, although grantees may submit data as needed, year-round. This data collection must be submitted electronically by the grantee and does not supplant the annual grant performance report required of each grantee for continuation funding (see 34 CFR 75.590). Data collection includes the submission of a signed, completed Pre-Scholarship Agreement and Exit Certification for each scholar funded under an OSEP grant (see paragraph (4) of this section).

**Competitive Preference Priorities:**

Within Absolute Priorities 1 and 2, we give competitive preference to applications that address Competitive Preference Priorities 1, 2, and 3. Under 34 CFR 75.105(c)(2)(i), we award an additional 5 points to an application that meets Competitive Preference Priority 1, up to an additional 5 points to an application that meets Competitive Preference Priority 2, depending on how well the application meets Competitive Preference Priority 2, and we award an additional 3 points to an application that meets Competitive Preference Priority 3. The total maximum points we may award an application that chooses to address all of the competitive preference priorities is 13. Applicants should indicate in the abstract which competitive preference priorities are addressed.

These priorities are:

**Competitive Preference Priority 1 (0 or 5 points).**

An application that proposes a partnership consisting of two or three IHEs in a high-need area of leadership shortages. To meet the competitive preference priority, a project must--

(a) Establish a partnership comprised of two or three IHEs with existing doctoral programs that prepare scholars to work as doctoral-level leaders in the high-need area proposed;

(b) Address in the project narrative the high-need area (e.g., early childhood behavior, secondary transition, or special education administration) in which the partnership proposes to prepare scholars;

(c) Address in the project narrative how the opportunities provided to scholars through the partnership activities will promote the competencies needed by leaders the project proposes to prepare; and
(d) Address in the project narrative how policies, procedures, standards, and fiscal
management of the partnership will be established.

Note: For additional information regarding group applications, refer to 34 CFR 75.127, 75.128,
and 75.129.

Competitive Preference Priority 2 (Up to 5 points).

An application that demonstrates matching support for the proposed project at--

(a) 20 percent of the requested Federal award (1 point);
(b) 40 percent of the total amount of the requested Federal award (2 points);
(c) 60 percent of the total amount of the requested Federal award (3 points);
(d) 80 percent of the total amount of the requested Federal award (4 points); or
(e) 100 percent of the total amount of the requested Federal award (5 points).

Applicants must address this competitive preference priority in the budget information
(ED Form 524, Section B) and budget narrative.

Competitive Preference Priority 3 (0 or 3 points).

Projects proposed by applicants that have not had an active grant award under this
program (CFDA number 84.325D) at any point in the preceding five fiscal years (i.e., FY 2014 -
FY 2018).

References:

Bellamy, T., & Iwaszuk, W. (2017, October). Responding to the need for new local special
education administrators: A case study. Retrieved from
http://ceedar.education.ufl.edu/wp-content/uploads/2018/02/Case-Study-SPED-10-29-
17.pdf.

Billingsley, B. S., Crockett, J., & Kamman, M. L. (2014). Recruiting and retaining teachers and
administrators in special education. In P. T. Sindelar, E. D. McCray, M. T. Brownell, & B.
Lignugaris/Kraft (Eds.), Handbook of research on special education teacher preparation

Boscardin, M. L., & Lashley, C. L. (2018). Expanding the leadership framework to support
socially just special education policy, preparation, and standards. In J. B. Crockett, B. S.
Billingsley, & M. L. Boscardin (Eds.), The handbook of leadership and administration for

U.S. early intervention/early childhood special education service systems: A national
survey. Infants and Young Children, 30, 304-319.


Waiver of Proposed Rulemaking:

Under the Administrative Procedure Act (APA) (5 U.S.C. 553) the Department generally offers interested parties the opportunity to comment on proposed priorities and requirements. Section 681(d) of IDEA, however, makes the public comment requirements of the APA inapplicable to the priority in this notice.
Program Authority:


Applicable Regulations:

(a) The Education Department General Administrative Regulations in 34 CFR parts 75, 77, 79, 81, 82, 84, 86, 97, 98, and 99.

(b) The Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485.

(c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended in 2 CFR part 3474.

(d) The regulations for this program in 34 CFR part 304.

Note: The regulations in 34 CFR part 86 apply to institutions of higher education (IHEs) only.
II. AWARD INFORMATION

Type of Award:

Discretionary grants.

Note: In accordance with 34 CFR 75.200(b)(4), the Department may award a cooperative agreement under this program if the Secretary determines that substantial involvement between the Department and the recipient is necessary to carry out a collaborative project.

Estimated Available Funds:

$4,250,000.

Contingent upon the availability of funds and the quality of applications, we may make additional awards in FY 2020 from the list of unfunded applications from this competition.

Estimated Range of Awards:

$225,000-$250,000 per year for an individual IHE; $450,000-$500,000 per year for a two-IHE group application; and $675,000-$750,000 for a three-IHE group application.

Estimated Average Size of Award:

$237,500 per year for an individual IHE; $475,000 per year for a two-IHE group application; and $712,500 per year for a three-IHE group application.

Maximum Award:

For a single budget period of 12 months, we will not make an award exceeding: for an individual IHE, $250,000; for a two-IHE group application, $500,000; and, for a three-IHE group application, $750,000.

Estimated Number of Awards:

Up to 17 awards for individual IHEs but the number of awards may change depending on the number of group application awards. OSEP intends to fund in FY 2019 at least 7 high-quality applications meeting the requirements for Absolute Priority 2.

Note: The Department is not bound by any estimates in this notice.
Project Period:

Up to 60 months.
III. ELIGIBILITY INFORMATION

1. Eligible Applicants:

IHEs and private nonprofit organizations.

2. Cost Sharing or Matching:

Cost sharing or matching is required for Absolute Priority 1.

3. Subgrantees:

A grantee under this competition may not award subgrants to entities to directly carry out project activities described in its application.

4. Other: General Requirements:

(a) Recipients of funding under this competition must make positive efforts to employ and advance in employment qualified individuals with disabilities (see section 606 of IDEA).

(b) Applicants for, and recipients of, funding must, with respect to the aspects of their proposed project relating to Absolute Priority 1 or 2, involve individuals with disabilities, or parents of individuals with disabilities ages birth through 26, in planning, implementing, and evaluating the project (see section 682(a)(1)(A) of IDEA).
IV. APPLICATION AND SUBMISSION INFORMATION

1. Application Submission Instructions:

Applicants are required to follow the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register on February 13, 2019 (84 FR 3768), and available at www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-02206.pdf, which contain requirements and information on how to submit an application.

2. Intergovernmental Review:

This competition is subject to Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs under Executive Order 12372 is in the application package for this competition.

3. Funding Restrictions:

We reference regulations outlining funding restrictions in the Applicable Regulations section of this notice.

4. Recommended Page Limit:

The application narrative (Part III of the application) is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. We recommend that you (1) limit the application narrative to no more than 50 pages and (2) use the following standards:

- A “page” is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, reference citations, and captions, as well as all text in charts, tables, figures, graphs, and screen shots.
- Use a font that is 12 point or larger.
- Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial.

The recommended page limit does not apply to Part I, the cover sheet; Part II, the budget section, including the narrative budget justification; Part IV, the assurances and certifications; or the abstract (follow the guidance provided in the application package for completing the abstract), the table of contents, the list of priority requirements, the resumes, the reference list, the letters of support, or the appendices. However, the recommended page limit does apply to all of the application narrative, including all text in charts, tables, figures, graphs, and screen shots.
V. APPLICATION REVIEW INFORMATION

1. Selection Criteria:

The selection criteria for this competition are from 34 CFR 75.210 and are as follows:

(a) Significance  (10 points).

(1) The Secretary considers the significance of the proposed project.

(2) In determining the significance of the proposed project, the Secretary considers the following factors:

(i) The extent to which the proposed project will prepare personnel for fields in which shortages have been demonstrated;

(ii) The importance or magnitude of the results or outcomes likely to be attained by the proposed project; and

(iii) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.

(b) Quality of project services  (45 points).

(1) The Secretary considers the quality of the services to be provided by the proposed project.

(2) In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

(3) In addition, the Secretary considers the following factors:

(i) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services;

(ii) The extent to which the proposed activities constitute a coherent, sustained program of training in the field; and

(iii) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.
(c) Quality of project evaluation  (25 points).

(1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.

(2) In determining the quality of the evaluation, the Secretary considers the following factors:

(i) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project;

(ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable;

(iii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible; and

(iv) The extent to which the methods of evaluation will provide timely guidance for quality assurance.

(d) Quality of the management plan and adequacy of resources  (20 points).

(1) The Secretary considers the quality of the management plan and the adequacy of resources for the proposed project.

(2) In determining the quality of the management plan and the adequacy of resources, the Secretary considers the following factors:

(i) The qualifications, including relevant training and experience, of key project personnel;

(ii) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;

(iii) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project;

(iv) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization; and

(v) The extent to which the budget is adequate to support the proposed project.
2. Review and Selection Process:

We remind potential applicants that in reviewing applications in any discretionary grant competition, the Secretary may consider, under 34 CFR 75.217(d)(3), the past performance of the applicant in carrying out a previous award, such as the applicant’s use of funds, achievement of project objectives, and compliance with grant conditions. The Secretary may also consider whether the applicant failed to submit a timely performance report or submitted a report of unacceptable quality.

In addition, in making a competitive grant award, the Secretary requires various assurances, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

3. Additional Review and Selection Process Factors:

In the past, the Department has had difficulty finding peer reviewers for certain competitions because so many individuals who are eligible to serve as peer reviewers have conflicts of interest. The standing panel requirements under section 682(b) of IDEA also have placed additional constraints on the availability of reviewers. Therefore, the Department has determined that for some discretionary grant competitions, applications may be separated into two or more groups and ranked and selected for funding within specific groups. This procedure will make it easier for the Department to find peer reviewers by ensuring that greater numbers of individuals who are eligible to serve as reviewers for any particular group of applicants will not have conflicts of interest. It also will increase the quality, independence, and fairness of the review process, while permitting panel members to review applications under discretionary grant competitions for which they also have submitted applications.

4. Risk Assessment and Specific Conditions:

Consistent with 2 CFR 200.205, before awarding grants under this competition the Department conducts a review of the risks posed by applicants. Under 2 CFR 3474.10, the Secretary may impose specific conditions and, in appropriate circumstances, high-risk conditions on a grant if the applicant or grantee is not financially stable; has a history of unsatisfactory performance; has a financial or other management system that does not meet the standards in 2 CFR part 200, subpart D; has not fulfilled the conditions of a prior grant; or is otherwise not responsible.

5. Integrity and Performance System:

If you are selected under this competition to receive an award that over the course of the project period may exceed the simplified acquisition threshold (currently $250,000), under 2 CFR 200.205(a)(2) we must make a judgment about your integrity, business ethics, and record of
performance under Federal awards--that is, the risk posed by you as an applicant--before we make an award. In doing so, we must consider any information about you that is in the integrity and performance system (currently referred to as the Federal Awardee Performance and Integrity Information System (FAPIIS)), accessible through the System for Award Management. You may review and comment on any information about yourself that a Federal agency previously entered and that is currently in FAPIIS.

Please note that, if the total value of your currently active grants, cooperative agreements, and procurement contracts from the Federal government exceeds $10,000,000, the reporting requirements in 2 CFR part 200, Appendix XII, require you to report certain integrity information to FAPIIS semiannually. Please review the requirements in 2 CFR part 200, Appendix XII, if this grant plus all the other Federal funds you receive exceed $10,000,000.
VI. AWARD ADMINISTRATION INFORMATION

1. Award Notices:

If your application is successful, we will notify your U.S. Representative and U.S. Senators. We will also send you a Grant Award Notification (GAN); or we may send you an email containing a link to access an electronic version of your GAN. We may notify you informally, also.

If your application is not evaluated or not selected for funding, we notify you.

2. Administrative and National Policy Requirements:

We identify administrative and national policy requirements in the application package and reference these and other requirements in the Applicable Regulations section of this notice.

We reference the regulations outlining the terms and conditions of an award in the Applicable Regulations section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

3. Open-Licensing Requirements:

Unless an exception applies, if you are awarded a grant under this competition, you will be required to openly license to the public grant deliverables created in whole, or in part, with Department grant funds. When the deliverable consists of modifications to pre-existing works, the license extends only to those modifications that can be separately identified and only to the extent that open licensing is permitted under the terms of any licenses or other legal restrictions on the use of pre-existing works. Additionally, a grantee or subgrantee that is awarded competitive grant funds must have a plan to disseminate these public grant deliverables. This dissemination plan can be developed and submitted after your application has been reviewed and selected for funding. For additional information on the open licensing requirements please refer to 2 CFR 3474.20.

4. Reporting:

(a) If you apply for a grant under this competition, you must ensure that you have in place the necessary processes and systems to comply with the reporting requirements in 2 CFR part 170 should you receive funding under the competition. This does not apply if you have an exception under 2 CFR 170.110(b).

(b) At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multiyear award, you
must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.118. The Secretary may also require more frequent performance reports under 34 CFR 75.720(c). For specific requirements on reporting, please go to www.ed.gov/fund/grant/apply/appforms/appforms.html.

5. Performance Measures:

Under GPRA, the Department has established a set of performance measures, including long-term measures that are designed to yield information on quality of the Personnel Development to Improve Services and Results for Children with Disabilities program. These measures include:

(1) the percentage of preparation programs that incorporate scientifically or evidence-based\textsuperscript{13} practices into their curricula;

(2) the percentage of scholars completing preparation programs who are knowledgeable and skilled in evidence-based practices for children with disabilities;

(3) the percentage of scholars who exit preparation programs prior to completion due to poor academic performance;

(4) the percentage of scholars completing preparation programs who are working in the area(s) in which they were prepared upon program completion; and

(5) the Federal cost per scholar who completed the preparation program.

In addition, the Department will gather information on the following outcome measures:

(1) the percentage of scholars who completed the preparation program and are employed in high-need districts;

(2) the percentage of scholars who completed the preparation program and are employed in the field of special education for at least two years; and

(3) the percentage of scholars who completed the preparation program and who are rated effective by their employers.

\textsuperscript{13} For the purposes of this priority, “evidence-based” means, at a minimum, evidence that demonstrates a rationale (as defined in 34 CFR 77.1), where a key project component included in the project's logic model is informed by research or evaluation findings that suggest the project component is likely to improve relevant outcomes.
Grantees may be asked to participate in assessing and providing information on these aspects of program quality.

6. Continuation Awards:

In making a continuation award under 34 CFR 75.253, the Secretary considers, among other things: whether a grantee has made substantial progress in achieving the goals and objectives of the project; whether the grantee has expended funds in a manner that is consistent with its approved application and budget; and, if the Secretary has established performance measurement requirements, the performance targets in the grantee's approved application.

In making a continuation grant, the Secretary also considers whether the grantee is operating in compliance with the assurances in its approved application, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).
VII. OTHER INFORMATION

Accessible Format:

Individuals with disabilities can obtain this document and a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or compact disc) by contacting the:

Management Support Services Team
U.S. Department of Education
400 Maryland Avenue SW, room 5074A
Potomac Center Plaza
Washington, DC 20202-2500

Telephone: (202) 245-7363.

If you use a TDD or a TTY, call the FRS, toll free, at 1-800-877-8339.

Electronic Access to This Document:

The official version of this document is the document published in the Federal Register. You may access the official edition of the Federal Register and the Code of Federal Regulations at www.govinfo.gov. At this site you can view this document, as well as all other documents of this Department published in the Federal Register, in text or Portable Document Format (PDF). To use PDF, you must have Adobe Acrobat Reader, which is available free at the site.

You may also access documents of the Department published in the Federal Register by using the article search feature at: www.federalregister.gov. Specifically, through the advanced search feature at this site, you can limit your search to documents published by the Department.

Dated:

/s/
Johnny W. Collett,
Assistant Secretary for Special Education and Rehabilitative Services.
To facilitate your use of Grants.gov, this document includes important submission procedures you need to be aware of to ensure your application is received in a timely manner and accepted by the Department of Education.

Browser Support

The latest versions of Microsoft Internet Explorer (IE), Mozilla Firefox, Google Chrome, and Apple Safari are supported for use with Grants.gov. However, these web browsers undergo frequent changes and updates, so we recommend you have the latest version when using Grants.gov. Legacy versions of these web browsers may be functional, but you may experience issues.

For additional information or updates, please see the Grants.gov Browser information in the Applicant FAQs: [http://www.grants.gov/web/grants/applicants/applicant-faqs.html#browser](http://www.grants.gov/web/grants/applicants/applicant-faqs.html#browser)

ATTENTION – Workspace, Adobe Forms and PDF Files

Grants.gov applicants can apply online using Workspace. Workspace is a shared, online environment where members of a grant team may simultaneously access and edit different web forms within an application. For each funding opportunity announcement (FOA), you can create individual instances of a workspace.

Below is an overview of applying on Grants.gov. For access to complete instructions on how to apply for opportunities, refer to: [https://www.grants.gov/web/grants/applicants/workspace-overview.html](https://www.grants.gov/web/grants/applicants/workspace-overview.html)

1) Create a Workspace: Creating a workspace allows you to complete it online and route it through your organization for review before submitting.

2) Complete a Workspace: Add participants to the workspace to work on the application together, complete all the required forms online or by downloading PDF versions, and check for errors before submission. The Workspace progress bar will display the state of your application process as you apply. As you apply using Workspace, you may click the blue question mark icon near the upper-right corner of each page to access context-sensitive help.

   a. Adobe Reader: If you decide not to apply by filling out web forms you can download individual PDF forms in Workspace. The individual PDF forms can be downloaded and saved to your local device storage, network drive(s), or external drives, then accessed through Adobe Reader.

   NOTE: Visit the Adobe Software Compatibility page on Grants.gov to download the appropriate version of the software at: [https://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html](https://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html)

   b. Mandatory Fields in Forms: In the forms, you will note fields marked with an asterisk and a different background color. These fields are mandatory fields that must be completed to successfully submit your application.

   c. Complete SF-424 Fields First: The forms are designed to fill in common required fields across other forms, such as the applicant name, address, and DUNS Number. Once it is completed, the information will transfer to the other forms.
3) **Submit a Workspace:** An application may be submitted through workspace by clicking the Sign and Submit button on the Manage Workspace page, under the Forms tab. Grants.gov recommends submitting your application package at least 24-48 hours prior to the close date to provide you with time to correct any potential technical issues that may disrupt the application submission.

4) **Track a Workspace Submission:** After successfully submitting a workspace application, a Grants.gov Tracking Number (GRANTXXXXXXXX) is automatically assigned to the application. The number will be listed on the Confirmation page that is generated after submission. Using the tracking number, access the Track My Application page under the Applicants tab or the Details tab in the submitted workspace.

For additional training resources, including video tutorials, refer to [https://www.grants.gov/web/grants/applicants/applicant-training.html](https://www.grants.gov/web/grants/applicants/applicant-training.html)

**Helpful Reminders**

1) **REGISTER EARLY** – Grants.gov registration involves many steps including registration on SAM ([www.sam.gov](http://www.sam.gov)) which may take approximately one week to complete, but could take upwards of several weeks to complete, depending upon the completeness and accuracy of the data entered into the SAM database by an applicant. You may begin working on your application while completing the registration process, but you cannot submit an application until all of the Registration steps are complete. Please note that once your SAM registration is active, it will take 24-48 hours for the information to be available in Grants.gov, and before you can submit an application through Grants.gov. For detailed information on the Registration Steps, please go to: [http://www.grants.gov/web/grants/register.html](http://www.grants.gov/web/grants/register.html) [Note: Your organization will need to update its SAM registration annually.]

   Primary information about SAM is available at [www.sam.gov](http://www.sam.gov). However, to further assist you with obtaining and registering your DUNS number and TIN in SAM or updating your existing SAM account the Department of Education has prepared a SAM.gov Tip Sheet which you can find at: [http://www2.ed.gov/fund/grant/apply/sam-faqs.html](http://www2.ed.gov/fund/grant/apply/sam-faqs.html)

2) **SUBMIT EARLY** – We strongly recommend that you do not wait until the last day to submit your application. Grants.gov will put a date/time stamp on your application and then process it after it is fully uploaded. The time it takes to upload an application will vary depending on a number of factors including the size of the application and the speed of your Internet connection, and the time it takes Grants.gov to process the application will vary as well. If Grants.gov rejects your application (see step three below), you will need to resubmit successfully to Grants.gov before 11:59:59 p.m. Eastern Time on the deadline date.

   **Note:** To submit successfully, you must provide the DUNS number on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov. This DUNS number is typically the same number used when your organization registered with the SAM. If you do not enter the same DUNS number on your application as the DUNS you registered with, Grants.gov will reject your application.

3) **VERIFY SUBMISSION IS OK** – You will want to verify that Grants.gov received your application submission on time and that it was validated successfully. To see the date/time your application was received, login to Grants.gov and click on the Track My Application link. For a successful submission, the date/time received should be earlier than 11:59:59 p.m. Eastern Time, on the deadline date, AND the application status should be: Validated, Received by Agency, or Agency Tracking Number Assigned. Once the Department of Education receives your application from Grants.gov, an Agency Tracking Number (PR/award number) will be assigned to your application and will be available for viewing on Grants.gov’s Track My Application link.

   If the date/time received is later than 11:59:59 p.m. Eastern Time, on the deadline date, your application is late. If your application has a status of “Received” it is still awaiting validation by Grants.gov. Once validation is complete, the status will either change to “Validated” or “Rejected with Errors.” If the status is “Rejected with Errors,” your application has not been received
successfully. Some of the reasons Grants.gov may reject an application can be found on the Grants.gov site: http://www.grants.gov/web/grants/applicants/encountering-error-messages.html. For more detailed information on troubleshooting Adobe errors, you can review the Adobe Reader Software Tip Sheet at: http://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html. If you discover your application is late or has been rejected, please see the instructions below. Note: You will receive a series of confirmations both online and via e-mail about the status of your application. Please do not rely solely on e-mail to confirm whether your application has been received timely and validated successfully.

Submission Problems – What should you do?

If you have problems submitting to Grants.gov before the closing date, please contact Grants.gov Customer Support at 1-800-518-4726 or email at: support@grants.gov or access the Grants.gov Self-Service Knowledge Base web portal at: https://grants-portal.psc.gov/Welcome.aspx?pt=Grants

If electronic submission is required, you must submit an electronic application before 11:59:59 p.m. Eastern Time, unless you follow the procedures in the Federal Register notice and qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. If electronic submission is optional and you have problems that you are unable to resolve before the deadline date and time for electronic applications, please follow the transmittal instructions for hard copy applications in the Federal Register notice and get a hard copy application postmarked by midnight on the deadline date. (See the Federal Register notice for detailed instructions.)

Helpful Hints When Working with Grants.gov


Dial-Up Internet Connections

When using a dial up connection to upload and submit your application, it can take significantly longer than when you are connected to the Internet with a high-speed connection, e.g. cable modem/DSL/T1. While times will vary depending upon the size of your application, it can take a few minutes to a few hours to complete your grant submission using a dial up connection. **If you do not have access to a high-speed connection and electronic submission is required, you may want to consider following the instructions in the Federal Register notice to obtain an exception to the electronic submission requirement no later than two weeks before the application deadline date.** (See the Federal Register notice for detailed instructions.)

Attaching Files – Additional Tips

Please note the following tips related to attaching files to your application:

- When you submit your application electronically, you must upload any narrative sections and all other attachments to your application as files in either Portable Document Format (PDF) or Microsoft Word. Although applicants have the option of uploading any narrative sections and all other attachments to their application in either PDF or Microsoft Word, we recommend applicants submit all documents as read-only flattened PDFs, meaning any fillable PDF files must be saved and submitted as non-fillable PDF files and not as interactive or fillable PDF files, to better ensure applications are processed in a more timely, accurate, and efficient manner.

- Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission. Therefore, each file uploaded to your application package should have a unique file name.
• When attaching files, applicants should follow the guidelines established by Grants.gov on the size and content of file names. Uploaded file names must be fewer than 50 characters, and, in general, applicants should not use any special characters. However, Grants.gov does allow for the following UTF-8 characters when naming your attachments: A-Z, a-z, 0-9, underscore, hyphen, space, period, parenthesis, curly braces, square brackets, ampersand, tilde, exclamation point, comma, semi colon, apostrophe, at sign, number sign, dollar sign, percent sign, plus sign, and equal sign. Applications submitted that do not comply with the Grants.gov guidelines will be rejected at Grants.gov and not forwarded to the Department.

• Applicants should limit the size of their file attachments. Documents submitted that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files. For reference, the average discretionary grant application package with all attachments is less than 5 MB. Therefore, you may want to check the total size of your package before submission.
PRIORITY DESCRIPTION AND SELECTION CRITERIA
PREPARATION OF SPECIAL EDUCATION, EARLY INTERVENTION, AND RELATED SERVICES LEADERSHIP PERSONNEL (CFDA 84.325D)

DEADLINE:

07/08/2019

ABSOLUTE PRIORITIES:

Absolute Priority 1: Preparation of Special Education, Early Intervention, and Related Services Faculty.

Background:

The purpose of this priority is to support existing doctoral degree programs that prepare special education, early intervention, and related services personnel who are well-qualified for, and can act effectively in, leadership positions as researchers and preparers of special education, early intervention, and related services personnel in institutions of higher education (IHEs). This priority is consistent with Supplemental Priority 2--Promoting Innovation and Efficiency, Streamlining Education with an Increased Focus on Improving Student Outcomes, and Providing Increased Value to Students and Taxpayers; Supplemental Priority 5--Meeting the Unique Needs of Students and Children With Disabilities and/or Those with Unique Gifts and Talents; and Supplemental Priority 8--Promoting Effective Instruction in Classrooms and Schools.

There is a well-documented need for leadership personnel to fill faculty positions within IHEs in special education, early intervention, and related services (Castillo, Curtis, & Tan, 2014; Montrosse & Young, 2012; Robb, Smith, & Montrosse, 2012; Smith, Montrosse, Robb, Tyler, & Young, 2011; Smith, Robb, West, & Tyler, 2010; Woods & Snyder, 2009). These leaders conduct research to increase the knowledge of effective interventions and services for children, including infants and toddlers, and youth with disabilities. These leaders also teach practices supported by evidence to future special education, early intervention, related services, and regular education professionals who will work in a variety of educational settings and provide services directly to these children (deBettencourt, Hoover, Rude, & Taylor, 2016; Robb et al., 2012; Smith et al., 2010; West & Hardman, 2012). Shortages in these leadership positions limit the field’s capacity to generate new knowledge of effective interventions and to prepare future professionals to improve outcomes for children with disabilities (Smith et al., 2011).
Leadership personnel in IHEs play an essential role in promoting high expectations for each child with a disability and provide, or prepare others to provide, effective interventions and services that improve outcomes for children, including infants, toddlers, and youth with disabilities. Critical competencies for special education, early intervention, and related services faculty vary depending on the type and the requirements of the preparation program but can include, for example, skills needed for postsecondary instruction, research, administration, policy development, professional practice, the use of technologies to support teaching and student learning, and leadership. However, all leadership personnel need to promote high expectations and have current knowledge of effective interventions and services that improve outcomes for children with disabilities, including high-need children with disabilities. This knowledge should be applicable to children served in a variety of educational settings (e.g., urban or rural public schools, including charter schools, or urban or rural private schools) or early childhood and early intervention settings (e.g., home, community-based, Early Head Start and Head Start, child care, or public and private preschools). The interventions and services must include those that improve early childhood, educational, and employment outcomes.

**Priority:**

The purpose of this priority is to support existing doctoral degree programs that prepare special education, early intervention, and related services personnel at the doctoral degree level who are well qualified for, and can act effectively in, faculty positions in IHEs as researchers and preparers of personnel.

This priority will provide support to help address identified needs for personnel with the knowledge and skills to establish and meet high expectations for each child with a disability. Programs must culminate in a doctoral degree, which may include a Doctor of Education (Ed.D.) degree. To be considered for funding under this absolute priority, program applicants must meet the application requirements contained in the priority. All projects funded under this absolute priority also must meet the programmatic and administrative requirements specified in the priority.

**Note:** Preparation programs that lead to clinical doctoral degrees in related services (e.g., a Doctor of Audiology degree or Doctor of Physical Therapy degree) are not included in this priority. These types of preparation programs are eligible to apply for funding under the Personnel Preparation in Special Education, Early Intervention, and Related Services priority (CFDA 84.325K) that the Office of Special Education Programs (OSEP) intends to fund in FY 2019.

**Note:** Applicants must demonstrate matching support for the proposed project at 10 percent of the total amount of the grant as specified in paragraph (d)(10) of the requirements of this priority for an application to be reviewed and be considered eligible to receive an award.
To meet the requirements of this priority, an applicant must--

(a) Demonstrate, in the narrative section of the application under “Significance,” how--

(1) The project addresses the need for leadership personnel to promote high expectations and provide, or prepare others to provide, effective interventions and services that improve outcomes for children with disabilities, including high-need children with disabilities.\(^1\)

To address this requirement, the applicant must present--

(i) Appropriate and applicable data (e.g., national, State) demonstrating the need for the leadership personnel the applicant proposes to prepare; and

(ii) Data demonstrating the success of the doctoral program to date in producing faculty in special education, early intervention, or related services, such as: the professional accomplishments of program graduates (e.g., public service, awards, or publications) that demonstrate their leadership in special education, early intervention, or related services; the average amount of time it takes for program graduates to complete the program; the number of program graduates; and the percentage of program graduates finding employment directly related to their preparation; and

Note: Data on the success of a doctoral program should be no older than five years prior to the start date of the project proposed in the application. When reporting percentages, the denominator (i.e., the total number of scholars or program graduates) must be provided.

(2) Scholar competencies to be acquired in the program relate to knowledge and skills needed by the leadership personnel the applicant proposes to prepare. To address this requirement, the applicant must--

(i) Identify the competencies needed by leadership personnel in order to provide, or prepare others to provide, effective interventions and services that improve outcomes for children with disabilities, including high-need children with disabilities; and

(ii) Provide the conceptual framework of the leadership preparation program, including any empirical support, that will promote the acquisition of the identified competencies needed by leadership personnel.

(b) Demonstrate, in the narrative section of the application under “Quality of project services,” how--

\(^1\) For purposes of this priority, “high-need children with disabilities” refers to children or students (ages birth through 21, depending on the State) who are eligible for services under IDEA, and who may be at risk of educational failure or otherwise in need of special assistance or support because they: (1) are living in poverty, (2) are English learners, (3) are academically far below grade level, (4) have left school before receiving a regular high school diploma, (5) are at risk of not graduating with a regular high school diploma on time, (6) are homeless, (7) are in foster care, or (8) have been incarcerated.
(1) The applicant will recruit and support high-quality scholars.\(^2\) The narrative must describe--

(i) The selection criteria the applicant will use to identify high-quality applicants for admission in the program;

(ii) The recruitment strategies the applicant will use to attract high-quality applicants and any specific recruitment strategies targeting high-quality applicants from groups that are underrepresented in the profession, including individuals with disabilities; and

(iii) The approach the applicant will use to help all scholars, including individuals with disabilities, complete the program; and

(2) The project is designed to promote the acquisition of the competencies needed by leadership personnel to promote high expectations and provide, or prepare others to provide, effective interventions and services that improve outcomes for children with disabilities, including high-need children with disabilities. To address this requirement, the applicant must--

(i) Describe how the components of the project, such as coursework, internship experiences, research requirements, and other opportunities provided to scholars will enable the scholars to acquire the competencies needed by leadership personnel the applicant proposes to prepare;

(ii) Describe how the components of the project are integrated in order to support the acquisition and enhancement of the identified competencies needed by leadership personnel the applicant proposes to prepare;

(iii) Describe how the components of the project prepare scholars to promote high expectations and to provide, or prepare others to provide, effective interventions and services that improve outcomes for children with disabilities, including high-need children with disabilities, in a variety of educational or early childhood and early intervention settings;

(iv) Demonstrate, through a letter of support from a public, non-traditional public, parochial, or private partnering agency, school, or program, that it will provide scholars with a high-quality internship experience in a high-need LEA,\(^3\) a high-poverty school,\(^4\) a school

\(^2\) For the purposes of this priority, “scholar” is limited to an individual who (a) is pursuing a doctoral degree related to special education, early intervention, or related services; (b) receives scholarship assistance as authorized under section 662 of IDEA (34 CFR 304.3(g)); and (c) will be able to be employed in a position that serves children with disabilities for either 51 percent of their time or case load. See https://pdp.ed.gov/OSEP/Home/Regulation for more information.

\(^3\) For the purposes of this priority, “high-need LEA” means an LEA (a) that serves not fewer than 10,000 children from families with incomes below the poverty line; or (b) for which not less than 20 percent of the children served by the LEA are from families with incomes below the poverty line.

\(^4\) For the purposes of this priority, “high-poverty school” means a school in which at least 50 percent of students are from low-income families as determined using one of the measures of poverty specified under section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended.
implementing a comprehensive support and improvement plan,\(^5\) a school implementing a targeted support and improvement plan\(^6\) for children with disabilities, an SEA, an early childhood and early intervention program located within the geographical boundaries of a high-need LEA, or an early childhood and early intervention program located within the geographical boundaries of an LEA serving the highest percentage of schools identified for comprehensive support and improvement or implementing targeted support and improvement plans in the State;

(v) Describe how the project will partner with diverse stakeholders to inform project components;

(vi) Describe how the project will use resources, as appropriate, available through technical assistance centers, which may include centers funded by the Department;

(vii) Describe the approach that faculty members will use to mentor or otherwise support scholars with the goal of helping them acquire competencies needed by leadership personnel and advancing their careers in special education, early intervention, or related services; and

(viii) Describe how the components of the project will promote the acquisition of scholars’ critical leadership skills, including communication, networking, and collaboration.

(c) Demonstrate, in the narrative section of the application under “Quality of the project evaluation,” how the applicant will--

(1) Evaluate how well the goals or objectives of the proposed leadership project have been met. The applicant must describe the outcomes to be measured for both the project and the scholars, particularly the acquisition of scholars’ competencies; and the evaluation methodologies to be employed, including proposed instruments, data collection methods, and possible analyses;

(2) Collect, analyze, and use data on current scholars and scholars who graduate from the program to improve the proposed program on an ongoing basis; and

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\(^5\) For the purposes of this priority, a “school implementing a comprehensive support and improvement plan” is a school identified for comprehensive support and improvement by the State under section 1111(c)(4)(D) of the ESEA that includes (a) not less than the lowest-performing five percent of all schools receiving funds under Title I, Part A of the ESEA; (b) all public high schools in the State failing to graduate one-third or more of their students; and (c) public schools in the State described under section 1111(d)(3)(A)(i)(II) of the ESEA.

\(^6\) For the purposes of this priority, a “school implementing a targeted support and improvement plan” means a school identified for targeted support and improvement by a State that has developed and is implementing a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system as defined in section 1111(d)(2) of the ESEA.
(3) Report the evaluation results to OSEP in the applicant’s annual and final performance reports.

(d) Demonstrate, in the narrative under “Required Project Assurances” or appendices as directed, that the following program requirements are met. The applicant must--

(1) Include in appendix B of the application--

(i) Course syllabi for all coursework in the major and any required coursework for a minor;

(ii) Course syllabi for all research methods, evaluation methods, or data analysis courses required by the degree program and elective research methods, evaluation methods, or data analysis courses that have been completed by more than one scholar enrolled in the program in the last five years; and

(iii) For new coursework, proposed syllabi;

(2) Ensure that the proposed number of scholars to be recruited into the program can graduate from the program by the end of the project period. The described scholar recruitment strategies, including recruitment of individuals with disabilities, the program components and their sequence, and proposed budget must be consistent with this requirement;

(3) Ensure scholars will not be selected based on race or national origin/ethnicity. Per the Supreme Court’s decision in Adarand Constructors, Inc. v. Pena, 515 U.S. 200 (1995), the Department does not allow the selection of individuals on the basis of race or national origin/ethnicity. For this reason, grantees must ensure that any discussion of the recruitment of scholars based on race or national origin/ethnicity distinguishes between increasing the pool of applicants and actually selecting scholars;

(4) Ensure that the project will meet the requirements in 34 CFR 304.23, particularly those related to (a) informing all scholarship recipients of their service obligation commitment; and (b) disbursing scholarships. Failure by a grantee to properly meet these requirements is a violation of the grant award that may result in sanctions, including the grantee being liable for returning any misused funds to the Department;

(5) Ensure that prior approval from the OSEP project officer will be obtained before admitting additional scholars beyond the number of scholars proposed in the application and before transferring a scholar to another preparation program funded by OSEP;

(6) Ensure that the project will meet the statutory requirements in section 662(e) through (h) of IDEA;

(7) Ensure that at least 65 percent of the total budget over the project period will be used for scholar support;

(8) Ensure that the IHE will not require scholars enrolled in the program to work (e.g., as graduate assistants) as a condition of receiving support (e.g., tuition, stipends) from the
proposed project, unless the work is specifically related to the acquisition of scholars’ competencies or the requirements for completion of their personnel preparation program. This prohibition on work as a condition of receiving support does not apply to the service obligation requirements in section 662(h) of IDEA;

(9) Ensure that the project will be operated in a manner consistent with nondiscrimination requirements contained in the U.S. Constitution and the Federal civil rights laws;

(10) Demonstrate, in the budget information (ED Form 524, Section B) and budget narrative, matching support for the proposed project at 10 percent of the total amount of the grant. Applicants must propose the amount of cash or in-kind resources;

Note: Under 34 CFR 75.562, educational training grants under this program have an 8 percent limit on indirect costs. The difference between a grantee’s negotiated indirect cost rate and the 8 percent limit cannot be used to meet this requirement.

Matching support can be either cash or in-kind donations. Under 2 CFR 200.306, a cash expenditure or outlay of cash with respect to the matching budget by the grantee is considered a cash contribution. Certain cash contributions that the organization normally considers an indirect cost should not be counted as a direct cost for the purposes of meeting matching support. Unrecovered indirect costs cannot be used to meet the non-Federal matching support. Under 2 CFR 200.434, third-party in-kind contributions are services or property (e.g., land, buildings, equipment, materials, supplies) that are contributed by a non-Federal third party at no charge to the grantee.

(11) Ensure that the budget includes attendance by the project director at a three-day project directors’ meeting in Washington, DC, during each year of the project. The budget may also provide for the attendance of scholars at the same three-day project directors’ meetings in Washington, DC;

(12) Ensure that the project director, key personnel, and scholars will actively participate in the cross-project collaboration, advanced trainings, and cross-site learning opportunities (e.g., webinars, briefings) supported by OSEP. This network is intended to promote opportunities for participants to share resources and generate new knowledge by addressing topics of common interest to participants across projects including Department priorities and needs in the field;

(13) Ensure that if the project maintains a website, that it will be of high quality, with an easy-to-navigate design, that meets government or industry-recognized standards for accessibility;

(14) Ensure that annual progress toward meeting project goals is posted on the project website;

(15) Ensure that scholar accomplishments (e.g., public service, awards, publications) will be reported in annual and final performance reports; and
(16) Ensure that annual data will be submitted on each scholar who receives grant support (OMB Control Number 1820-0686). The primary purposes of the data collection are to track the service obligation fulfillment of scholars who receive funds from OSEP grants and to collect data for program performance measure reporting under the Government Performance and Results Act of 1993 (GPRA). Applicants are encouraged to visit the Personnel Development Program Data Collection System (DCS) website at https://pdp.ed.gov/osep for further information about this data collection requirement. Typically, data collection begins in January of each year, and grantees are notified by email about the data collection period for their grant, although grantees may submit data as needed, year-round. This data collection must be submitted electronically by the grantee and does not supplant the annual grant performance report required of each grantee for continuation funding (see 34 CFR 75.590). Data collection includes the submission of a signed, completed Pre-Scholarship Agreement and Exit Certification for each scholar funded under an OSEP grant (see paragraph (4) of this section).

Absolute Priority 2: Preparation of Special Education and Early Intervention Administrators.

Background:

The purpose of this priority is to support existing doctoral degree programs that prepare special education or early intervention personnel who are well-qualified for, and can act effectively in, leadership positions in traditional and non-traditional public school systems, such as State educational agencies (SEAs), charter management organizations (CMOs), charter school authorizers, lead agencies (LAs), local educational agencies (LEAs), private school networks, parochial schools, early intervention services programs (EIS programs), or schools. This priority is consistent with Supplemental Priority 2--Promoting Innovation and Efficiency, Streamlining Education with an Increased Focus on Improving Student Outcomes, and Providing Increased Value to Students and Taxpayers; Supplemental Priority 5--Meeting the Unique Needs of Students and Children With Disabilities and/or Those with Unique Gifts and Talents; and Supplemental Priority 8--Promoting Effective Instruction in Classrooms and Schools.

Shortages of leadership personnel at State and local agencies to fill special education and early intervention administrator positions have been noted (Bellamy & Iwaszuk, 2017; Billingsley, Crockett, & Kamman, 2014). The turnover rate for leaders in State and local agencies has also increased substantially over the past decade, which impacts the ongoing efforts at the State and local levels to improve educational practices (NCSI, 2018a; NCSI, 2018b). These administrators supervise and evaluate the implementation of instructional programs to make sure that State or local agencies are meeting the needs of children with disabilities. Administrators also ensure that schools and programs meet Federal, State, and local
requirements for special education, early intervention, and related services (Billingsley et al., 2014; Bruns, LaRocca, Sharp, & Sopko, 2017; Boscardin & Lashley, 2018).

Special education and early intervention administrators play an essential role in promoting high expectations for each child with a disability and supervising the provision of effective interventions and services that improve outcomes for children, including infants, toddlers, and youth with disabilities. Critical competencies for special education or early intervention administrators vary depending on the type of leadership personnel and the requirements of the preparation program but can include, for example, skills needed for implementing special education policies and laws, administration and supervision, organizational and system change, program planning and implementation, evaluation of educational programs, technology implementation, and collaboration with stakeholders (Boscardin & Lashley, 2018; Bruns et al., 2017). However, all leadership personnel need to promote high expectations and have current knowledge of effective interventions and services that improve outcomes for children with disabilities, including high-need children with disabilities. This knowledge should be applicable to children served in a variety of educational settings (e.g., urban or rural public schools, including charter schools, or urban or rural private schools) or early childhood and early intervention settings (e.g., home, community-based, Early Head Start and Head Start, child care, or public and private preschools). The interventions and services must include those that improve early childhood, educational, and employment outcomes.

Priority:

The purpose of this priority is to support existing doctoral degree programs that prepare special education or early intervention personnel to work as administrators in traditional and non-traditional public school systems such as SEAs, CMOs, charter school authorizers, LAs, LEAs, private school networks, parochial schools, EIS programs, or schools in positions such as SEA special education administrators, LEA or regional special education directors, school-based special education directors, preschool coordinators, and early intervention coordinators.

This priority will provide support to help address identified needs for personnel with the knowledge and skills to establish and meet high expectations for each child with a disability. Doctoral programs in educational administration that include a focus on special education are eligible under this priority. Programs must culminate in a doctoral degree, which may include a Doctor of Education (Ed.D.) degree. The preparation of school principals is not included under this priority. Under this priority, applicants may propose projects that enroll scholars who are concurrently employed (e.g., as special education teachers) while enrolled in the program. To be considered for funding under this absolute priority, all applicants must meet all of the application requirements contained in the priority. All projects funded under this absolute priority also must meet all of the programmatic and administrative requirements specified in the priority.

To meet the requirements of this priority, an applicant must--
(a) Demonstrate, in the narrative section of the application under “Significance,” how--

(1) The project addresses the need for leadership personnel to promote high expectations and supervise the provision of effective interventions and services that improve outcomes for children with disabilities, including high-need children with disabilities.\(^7\) To address this requirement, the applicant must present--

(i) Appropriate and applicable data (e.g., State, region, district, local) demonstrating the need for the special education or early intervention administrators the applicant proposes to prepare; and

(ii) Data demonstrating the success of the doctoral program to date in producing special education or early intervention administrators, such as: the professional accomplishments of program graduates (e.g., public service, awards) that demonstrate their leadership in special education or early intervention; the average amount of time it takes for program graduates to complete the program; the number of program graduates; and the percentage of program graduates finding employment directly related to their preparation; and

Note: Data on the success of a doctoral program should be no older than five years prior to the start date of the project proposed in the application. When reporting percentages, the denominator (i.e., the total number of scholars or program graduates) must be provided.

(2) Scholar competencies to be acquired in the program relate to knowledge and skills needed by the leadership personnel the applicant proposes to prepare. To address this requirement, the applicant must--

(i) Identify the competencies needed by leadership personnel to supervise the provision of effective interventions and services that improve outcomes for children with disabilities, including high-need children with disabilities; and

(ii) Provide the conceptual framework of the leadership preparation program, including any empirical support, that will promote the acquisition of the identified competencies needed by leadership personnel.

(b) Demonstrate, in the narrative section of the application under “Quality of project services,” how--

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\(^7\) For purposes of this priority, “high-need children with disabilities” refers to children or students (ages birth through 21, depending on the State) who are eligible for services under IDEA, and who may be at risk of educational failure or otherwise in need of special assistance or support because they: (1) are living in poverty, (2) are English learners, (3) are academically far below grade level, (4) have left school before receiving a regular high school diploma, (5) are at risk of not graduating with a regular high school diploma on time, (6) are homeless, (7) are in foster care, or (8) have been incarcerated.
(1) The applicant will recruit and support high-quality scholars. The narrative must describe--

(i) The selection criteria the applicant will use to identify high-quality applicants for admission in the program;

(ii) The recruitment strategies the applicant will use to attract high-quality applicants and any specific recruitment strategies targeting high-quality applicants from groups that are underrepresented in the profession, including individuals with disabilities; and

(iii) The approach the applicant will use to help all scholars, including individuals with disabilities, complete the program; and

(2) The project is designed to promote the acquisition of the competencies needed by leadership personnel to promote high expectations and supervise the provision of effective interventions and services that improve outcomes for children with disabilities, including high-need children with disabilities. To address this requirement, the applicant must--

(i) Describe how the components of the project, such as coursework, work-based experiences aligned with project components (e.g., internships, current employment), program evaluation, and other opportunities provided to scholars, will enable the scholars to acquire the competencies needed by leadership personnel the applicant proposes to prepare;

(ii) Describe how the components of the project are integrated in order to support the acquisition and enhancement of the identified competencies needed by leadership personnel the applicant proposes to prepare;

(iii) Describe how the components of the project prepare scholars to promote high expectations and to supervise the provision of effective interventions and services that improve outcomes for children with disabilities, including high-need children with disabilities, in a variety of educational or early childhood and early intervention settings;

(iv) Demonstrate, through a letter of support from a public, non-traditional public, parochial, or private partnering agency, school, or program, that it will provide scholars with a high-quality internship experience in a high-need LEA\(^8\), a high-poverty school\(^9\), a school

\(^8\) For the purposes of this priority, “scholar” is limited to an individual who (a) is pursuing a doctoral degree related to special education, early intervention, or related services; (b) receives scholarship assistance as authorized under section 662 of IDEA (34 CFR 304.3(g)); and (c) will be able to be employed in a position that serves children with disabilities for either 51 percent of their time or case load. See https://pdp.ed.gov/OSEP/Home/Regulation for more information.

\(^9\) For the purposes of this priority, “high-need LEA” means an LEA (a) that serves not fewer than 10,000 children from families with incomes below the poverty line; or (b) for which not less than 20 percent of the children served by the LEA are from families with incomes below the poverty line.

\(^10\) For the purposes of this priority, “high-poverty school” means a school in which at least 50 percent of students are from low-income families as determined using one of the measures of poverty specified under section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended
implementing a comprehensive support and improvement plan,\textsuperscript{11} a school implementing a targeted support and improvement plan\textsuperscript{12} for children with disabilities, an SEA, an early childhood and early intervention program located within the geographical boundaries of a high-need LEA, or an early childhood and early intervention program located within the geographical boundaries of an LEA serving the highest percentage of schools identified for comprehensive support and improvement or implementing targeted support and improvement plans in the State;

(v) Describe how the project will partner with diverse stakeholders to inform project components;

(vi) Describe how the project will use resources, as appropriate, available through technical assistance centers, which may include centers funded by the Department;

(vii) Describe the approach that faculty members will use to mentor or otherwise support scholars, including scholars who are pursuing a degree on a part-time basis or are concurrently employed on a full-time basis, with the goal of helping them acquire competencies needed by leadership personnel and advancing their careers in special education or early intervention administration; and

(viii) Describe how the components of the project will promote the acquisition of scholars’ critical leadership skills, including communication, networking, and collaboration.

(c) Demonstrate, in the narrative section of the application under “Quality of the project evaluation,” how the applicant will--

(1) Evaluate how well the goals or objectives of the proposed leadership project have been met. The applicant must describe the outcomes to be measured for both the project and the scholars, particularly the acquisition of scholars’ competencies; and the evaluation methodologies to be employed, including proposed instruments, data collection methods, and possible analyses;

\footnote{\textsuperscript{(ESEA). For middle and high schools, eligibility may be calculated on the basis of comparable data from feeder schools. Eligibility as a high-poverty school is determined on the basis of the most currently available data.}}

\footnote{\textsuperscript{11} For the purposes of this priority, a “school implementing a comprehensive support and improvement plan” is a school identified for comprehensive support and improvement by the State under section 1111(c)(4)(D) of the ESEA that includes (a) not less than the lowest-performing five percent of all schools receiving funds under Title I, Part A of the ESEA; (b) all public high schools in the State failing to graduate one-third or more of their students; and (c) public schools in the State described under section 1111(d)(3)(A)(i)(II) of the ESEA.}

\footnote{\textsuperscript{12} For the purposes of this priority, a “school implementing a targeted support and improvement plan” means a school identified for targeted support and improvement by a State that has developed and is implementing a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system as defined in section 1111(d)(2) of the ESEA.}
(2) Collect, analyze, and use data on current scholars and scholars who graduate from the program to improve the proposed program on an ongoing basis; and

(3) Report the evaluation results to OSEP in the applicant’s annual and final performance reports.

(d) Demonstrate, in the narrative under “Required Project Assurances” or appendices as directed, that the following program requirements are met. The applicant must--

(1) Include in appendix B of the application--

(i) Course syllabi for all coursework in the major and any required coursework for a minor;

(ii) Course syllabi for all evaluation methods or data analysis courses required by the degree program and for all elective evaluation methods or data analysis courses that have been completed by more than one scholar enrolled in the program in the last five years; and

(iii) For new coursework, proposed syllabi;

(2) Ensure that the proposed number of scholars to be recruited into the program can graduate from the program by the end of the project period. The described scholar recruitment strategies, including recruitment of individuals with disabilities, the program components and their sequence, and proposed budget must be consistent with this requirement;

(3) Ensure scholars will not be selected based on race or national origin/ethnicity. Per the Supreme Court’s decision in Adarand Constructors, Inc. v. Pena, 515 U.S. 200 (1995), the Department does not allow the selection of individuals on the basis of race or national origin/ethnicity. For this reason, grantees must ensure that any discussion of the recruitment of scholars based on race or national origin/ethnicity distinguishes between increasing the pool of applicants and actually selecting scholars;

(4) Ensure that the project will meet the requirements in 34 CFR 304.23, particularly those related to (a) informing all scholarship recipients of their service obligation commitment; and (b) disbursing scholarships. Failure by a grantee to properly meet these requirements is a violation of the grant award that may result in sanctions, including the grantee being liable for returning any misused funds to the Department;

(5) Ensure that prior approval from the OSEP project officer will be obtained before admitting additional scholars beyond the number of scholars proposed in the application and before transferring a scholar to another preparation program funded by OSEP;

(6) Ensure that the project will meet the statutory requirements in section 662(e) through (h) of IDEA;

(7) Ensure that at least 65 percent of the total budget over the project period will be used for scholar support;
(8) Ensure that the IHE will not require scholars enrolled in the program to work (e.g., as graduate assistants) as a condition of receiving support (e.g., tuition, stipends) from the proposed project, unless the work is specifically related to the acquisition of scholars’ competencies or the requirements for completion of their personnel preparation program. This prohibition on work as a condition of receiving support does not apply to the service obligation requirements in section 662(h) of IDEA;

(9) Ensure that the project will be operated in a manner consistent with nondiscrimination requirements contained in the U.S. Constitution and the Federal civil rights laws;

(10) Ensure that the budget includes attendance by the project director at a three-day project directors’ meeting in Washington, DC, during each year of the project. The budget may also provide for the attendance of scholars at the same three-day project directors’ meetings in Washington, DC;

(11) Ensure that the project director, key personnel, and scholars will actively participate in the cross-project collaboration, advanced trainings, and cross-site learning opportunities (e.g., webinars, briefings) supported by OSEP. This network is intended to promote opportunities for participants to share resources and generate new knowledge by addressing topics of common interest to participants across projects including Department priorities and needs in the field;

(12) Ensure that if the project maintains a website, that it will be of high quality, with an easy-to-navigate design, that meets government or industry-recognized standards for accessibility;

(13) Ensure that annual progress toward meeting project goals is posted on the project website;

(14) Ensure that scholar accomplishments (e.g., public service, awards, program implementation demonstrating improved child outcomes) will be reported in annual and final performance reports; and

(15) Ensure that annual data will be submitted on each scholar who receives grant support (OMB Control Number 1820-0686). The primary purposes of the data collection are to track the service obligation fulfillment of scholars who receive funds from OSEP grants and to collect data for program performance measure reporting under the Government Performance and Results Act of 1993 (GPRA). Applicants are encouraged to visit the Personnel Development Program Data Collection System (DCS) website at https://pdp.ed.gov/osep for further information about this data collection requirement. Typically, data collection begins in January of each year, and grantees are notified by email about the data collection period for their grant, although grantees may submit data as needed, year-round. This data collection must be submitted electronically by the grantee and does not supplant the annual grant performance report required of each grantee for continuation funding (see 34 CFR 75.590). Data collection includes the submission of a signed, completed Pre-Scholarship Agreement and
Exit Certification for each scholar funded under an OSEP grant (see paragraph (4) of this section).

**Competitive Preference Priorities:**

Within Absolute Priorities 1 and 2, we give competitive preference to applications that address Competitive Preference Priorities 1, 2, and 3. Under 34 CFR 75.105(c)(2)(i), we award an additional 5 points to an application that meets Competitive Preference Priority 1, up to an additional 5 points to an application that meets Competitive Preference Priority 2, depending on how well the application meets Competitive Preference Priority 2, and we award an additional 3 points to an application that meets Competitive Preference Priority 3. The total maximum points we may award an application that chooses to address all of the competitive preference priorities is 13. Applicants should indicate in the abstract which competitive preference priorities are addressed.

These priorities are:

**Competitive Preference Priority 1 (0 or 5 points).**

An application that proposes a partnership consisting of two or three IHEs in a high-need area of leadership shortages. To meet the competitive preference priority, a project must--

(a) Establish a partnership comprised of two or three IHEs with existing doctoral programs that prepare scholars to work as doctoral-level leaders in the high-need area proposed;

(b) Address in the project narrative the high-need area (e.g., early childhood behavior, secondary transition, or special education administration) in which the partnership proposes to prepare scholars;

(c) Address in the project narrative how the opportunities provided to scholars through the partnership activities will promote the competencies needed by leaders the project proposes to prepare; and

(d) Address in the project narrative how policies, procedures, standards, and fiscal management of the partnership will be established.

**Note:** For additional information regarding group applications, refer to 34 CFR 75.127, 75.128, and 75.129.

**Competitive Preference Priority 2 (Up to 5 points).**

An application that demonstrates matching support for the proposed project at--

(a) 20 percent of the requested Federal award (1 point);
(b) 40 percent of the total amount of the requested Federal award (2 points);
(c) 60 percent of the total amount of the requested Federal award (3 points);
(d) 80 percent of the total amount of the requested Federal award (4 points); or
(e) 100 percent of the total amount of the requested Federal award (5 points).

Applicants must address this competitive preference priority in the budget information (ED Form 524, Section B) and budget narrative.

**Competitive Preference Priority 3 (0 or 3 points).**

Projects proposed by applicants that have not had an active grant award under this program (CFDA number 84.325D) at any point in the preceding five fiscal years (i.e., FY 2014 - FY 2018).

**References:**


Waiver of Proposed Rulemaking:

Under the Administrative Procedure Act (APA) (5 U.S.C. 553) the Department generally offers interested parties the opportunity to comment on proposed priorities and requirements. Section 681(d) of IDEA, however, makes the public comment requirements of the APA inapplicable to the priority in this notice.

Program Authority:


Performance Measures:

Under GPRA, the Department has established a set of performance measures, including long-term measures, that are designed to yield information on the quality of the Personnel Development to Improve Services and Results for Children with Disabilities program. These measures include:
(1) the percentage of preparation programs that incorporate scientifically or evidence-based\textsuperscript{13} practices into their curricula;

(2) the percentage of scholars completing preparation programs who are knowledgeable and skilled in evidence-based practices for children with disabilities;

(3) the percentage of scholars who exit preparation programs prior to completion due to poor academic performance;

(4) the percentage of scholars completing preparation programs who are working in the area(s) in which they were prepared upon program completion; and

(5) the Federal cost per scholar who completed the preparation program.

In addition, the Department will gather information on the following outcome measures:

(1) the percentage of scholars who completed the preparation program and are employed in high-need districts;

(2) the percentage of scholars who completed the preparation program and are employed in the field of special education for at least two years; and

(3) the percentage of scholars who completed the preparation program and who are rated effective by their employers.

Grantees may be asked to participate in assessing and providing information on these aspects of program quality.

**APPLICATIONS AVAILABLE:**

May 22, 2019.

**DEADLINE FOR TRANSMITTAL OF APPLICATIONS:**

July 8, 2019.

**DEADLINE FOR INTERGOVERNMENTAL REVIEW:**

September 4, 2019.

\textsuperscript{13} For the purposes of this priority, “evidence-based” means, at a minimum, evidence that demonstrates a rationale (as defined in 34 CFR 77.1), where a key project component included in the project’s logic model is informed by research or evaluation findings that suggest the project component is likely to improve relevant outcomes.
**ESTIMATED AVAILABLE FUNDS:**

$4,250,000.

Contingent upon the availability of funds and the quality of applications, we may make additional awards in FY 2020 from the list of unfunded applications from this competition.

**ESTIMATED RANGE OF AWARDS:**

$225,000-$250,000 per year for an individual IHE; $450,000-$500,000 per year for a two-IHE group application; and $675,000-$750,000 for a three-IHE group application.

**Estimated Average Size of Awards:**

$237,500 per year for an individual IHE; $475,000 per year for a two-IHE group application; and $712,500 per year for a three-IHE group application. **ESTIMATED NUMBER OF AWARDS:**

Up to 17 awards for individual IHEs but the number of awards may change depending on the number of group application awards. OSEP intends to fund in FY 2019 at least 7 high-quality applications meeting the requirements for Absolute Priority 2.

**Note:** The Department is not bound by any estimates in this notice.

**MAXIMUM AWARD:**

For a single budget period of 12 months, we will not make an award exceeding: for an individual IHE, $250,000; for a two-IHE group application, $500,000; and, for a three-IHE group application, $750,000.

**PROJECT PERIOD:**

Up to 60 months.

**RECOMMENDED PAGE LIMIT:**

The application narrative (Part III of the application) is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. We recommend that you (1) limit the application narrative to no more than 50 pages and (2) use the following standards:

- A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
• Double-space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, reference citations, and captions, as well as all text in charts, tables, figures, graphs, and screen shots.

• Use a font that is 12 point or larger.

• Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial.

The recommended page limit does not apply to Part I, the cover sheet; Part II, the budget section, including the narrative budget justification; Part IV, the assurances and certifications; or the abstract (follow the guidance provided elsewhere in the application package for completing the abstract template), the table of contents, the list priority requirements, the resumes, the reference list, the letters of support, or the appendices. However, the recommended page limit does apply to all of the application narrative, including all text in charts, tables, figures, graphs, and screen shots.

**GENERAL REQUIREMENTS:**

(a) Recipients of funding under this competition must make positive efforts to employ and advance in employment qualified individuals with disabilities in project activities (see section 606 of IDEA); and

(b) Applicants for, and recipients of, funding must, with respect to the aspects of their proposed project relating to Absolute Priority 1 or 2, involve individuals with disabilities, or parents of individuals with disabilities ages birth through 26 in planning, implementing, and evaluating the projects (see section 682(a)(1)(A) of IDEA).

**APPLICABLE REGULATIONS:**

(a) The Education Department General Administrative Regulations in 34 CFR parts 75, 77, 79, 81, 82, 84, 86, 97, 98, and 99.

(b) The Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485.

(c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended in 2 CFR part 3474.

(d) The regulations for this program in 34 CFR part 304.

**Note:** The regulations in 34 CFR part 86 apply to institutions of higher education (IHEs) only.

**ELIGIBLE APPLICANTS:**

IHEs and private nonprofit organizations.
**SUBGRANTEES:**

A grantee under this competition may not award subgrants to entities to directly carry out project activities described in its application.

**INTERGOVERNMENTAL REVIEW:**

This competition is subject to Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs under Executive Order 12372 is in the application package for this competition.

**FOR FURTHER INFORMATION ABOUT THIS PRIORITY CONTACT:**

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SELECTION CRITERIA AND FORMAT
FOR THE APPLICATIONS FOR NEW AWARDS—
PREPARATION OF SPECIAL EDUCATION, EARLY INTERVENTION,
AND RELATED SERVICES LEADERSHIP PERSONNEL
(CFDA 84.325D) COMPETITION

Part III of the application form requires a narrative that addresses the selection criteria that will be used by reviewers in evaluating individual proposals. Applications are more likely to receive favorable reviews by panels when they are organized according to the format suggested below. This format was published in the FEDERAL REGISTER as an appendix to the program regulations, and it addresses all the selection criteria used to evaluate applications required by regulations. If you prefer to use a different format, you may wish to cross-reference the sections of your application to the selection criteria to be sure that reviewers are able to find all relevant information.

The selection criteria that will be used to evaluate applications submitted to the Applications for New Awards; Personnel Development to Improve Services and Results for Children with Disabilities—Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CFDA 84.325D) competition are the selection criteria for new grants required by the EDGAR general selection criteria menu. The maximum score for all of the criteria is 100 points.

Note: This competition includes two absolute priorities and three competitive preference priorities. The Department will use peer reviewers to review and score applications on the selection criteria.

Applicants under Absolute Priority 1 must demonstrate matching support for the proposed project at 10 percent of the total amount of the grant, as specified in (d)(10) of the priority requirements, for an application to be reviewed and be considered eligible to receive an award.

Prior to the peer review, Department staff will determine if an application has met one of the absolute priorities to be eligible for peer review. An application that has not met one of the absolute priorities will not be considered for funding and may not be reviewed. Department staff will assign competitive preference priority points to applications meeting one or more of the competitive preference priorities, up to a total of 13 points.
The application narrative should include the following sections in this order:

(a) **SIGNIFICANCE** (10 POINTS)

(1) The Secretary considers the significance of the proposed project.

(2) In determining the significance of the proposed project, the Secretary considers the following factors:

   (i) The extent to which the proposed project will prepare personnel for fields in which shortages have been demonstrated;

   (ii) The importance or magnitude of the results or outcomes likely to be attained by the proposed project; and

   (iii) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.

(b) **QUALITY OF PROJECT SERVICES** (45 POINTS)

(1) The Secretary considers the quality of the services to be provided by the proposed project.

(2) In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

(3) In addition, the Secretary considers the following factors:

   (i) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services;

   (ii) The extent to which the proposed activities constitute a coherent, sustained program of training in the field; and

   (iii) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.
(c) QUALITY OF PROJECT EVALUATION (25 POINTS)

(1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.

(2) In determining the quality of the evaluation, the Secretary considers the following factors:

(i) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project;

(ii) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable;

(iii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible; and

(iv) The extent to which the methods of evaluation will provide timely guidance for quality assurance.

(d) QUALITY OF THE MANAGEMENT PLAN AND ADEQUACY OF RESOURCES (20 POINTS)

(1) The Secretary considers the quality of the management plan and the adequacy of resources for the proposed project.

(2) In determining the quality of the management plan and the adequacy of resources, the Secretary considers the following factors:

(i) The qualifications, including relevant training and experience, of key project personnel;

(ii) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;

(iii) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project;

(iv) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization; and

(v) The extent to which the budget is adequate to support the proposed project.
GENERAL INFORMATION ON COMPLETING AN APPLICATION
GENERAL INFORMATION ON COMPLETING AN APPLICATION

Potential applicants frequently direct questions to officials of the Department regarding application notices and programmatic and administrative regulations governing various direct grant programs. To assist potential applicants, the Office of Special Education Programs (OSEP) staff have assembled the following most commonly raised issues. In general, this information applies to the grant competitions covered by this application package.

EXTENSION OF DEADLINES

Waivers for individual applications are not granted, regardless of the circumstances. Under very extraordinary circumstances a closing date may be changed. Such changes are announced in the Federal Register.

COPIES OF THE APPLICATION

Unless you qualify for an exception in accordance with the instructions found in the Notice inviting applications, you must submit your application electronically. Therefore, you do not need to submit paper copies of the application. If you are granted an exception, current Government-wide policy requires that an original and two paper copies need to be submitted.

MAKING APPLICATIONS MORE ACCESSIBLE TO REVIEWERS WHO ARE BLIND OR HAVE LOW VISION

The Department will accept one copy of the application in an accessible format (i.e., IBM PC compatible WordPerfect or ASCII code diskette) along with the original and two print copies of the application. The accessible format copy can be used with available software to convert the text of the application into Braille, or with text to voice applications. If there are any differences in the print original provided on the disk and in print, the print original is assumed to be the correct version. Please note that it is not a requirement that one copy of the application be in an accessible format.

MISSED DEADLINES AND SUBMISSION UNDER OTHER COMPETITIONS

Should an application miss the deadline for a particular competition, it may be submitted for another competition. However, if an application is properly prepared to meet the specifications of one competition, it is extremely unlikely that it would be favorably evaluated under a different competition.
**Submission to More Than One Program**

Applications may be submitted to more than one Federal program if you are unsure of the most appropriate program. Each application should be prepared following the instructions for that particular program as closely as possible (which may require some reformulation). It is very helpful if each program is notified that an identical or similar application is being submitted to another program.

**Help Preparing Applications**

We are happy to provide general program information. Clearly it would *not* be appropriate for staff to participate in the actual writing of an application, but we can respond to specific questions about application requirements and evaluation criteria, or about the announced priorities. Applicants should understand that such contact is not required, nor does it in anyway guarantee the success of an application.

**Notification of Funding**

The time required to complete the evaluation of applications is variable. Once applications have been received staff must determine the areas of expertise needed to appropriately evaluate the applications, identify and contact potential reviewers, convene peer review panels, and summarize and review the recommendations of the review panels. You can expect to receive notification within 3 to 6 months of the application closing date, depending on the number of applications received and the number of competitions with closing dates at about the same time.

**Possibility of Learning the Outcome of Review Panels Prior to Official Notification**

Every year we are called by a number of applicants who have legitimate reasons for needing to know the outcome of the review prior to official notification. Some applicants need to make job decisions, some need to notify a local school district, etc. *Regardless of the reason, we cannot share information about the review with anyone until the Assistant Secretary has approved a slate of projects recommended for funding and Congressional notification is completed.* You will be notified as quickly as possible either by telephone (if your application is recommended for funding), or by email (if your application is not successful).

**Format for Applications**

The *application narrative* (Part III of the application form) should be *organized to follow the exact sequence of the components in the selection criteria used to evaluate applications.* (The selection criteria for the competitions covered by this packet are listed following the specific
competition information in section “B” of this packet. The abstract, should precede the table of contents, and application narrative. In submitting your application through Grants.gov, the abstract template should be uploaded and attached to the Abstract File. The abstract template, located at https://www2.ed.gov/fund/grant/apply/osep/new-osep-grants.html, should be completed to provide a comprehensive description of the proposed project. For the table of contents, list of priority requirements, and application narrative, you will have to upload these documents as one .PDF or Microsoft Word file, and attach to the Mandatory Project Narrative File. If you prefer to use a different format, you may wish to cross-reference the sections of your application to the selection criteria to be sure that reviewers are able to find all relevant information.

To aid in screening and reviewing the application, applicants should list after the table of contents, all general, special, and other requirements for the priority and corresponding page number (s) where requirements are addressed within the application. (All requirements are found in each priority description included in this application package.) Page limit recommendations do not apply to this list of priority requirements (see Application Forms and Instructions for Grants.gov Submission document for upload instructions). The format included below is an example of how you might provide this information in your application.

<table>
<thead>
<tr>
<th>PAGE #</th>
<th>REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>______</td>
<td>(a) Projects funded under this notice must make positive efforts to employ and advance in employment qualified individuals with disabilities in project activities. (See Section 606 of IDEA)</td>
</tr>
<tr>
<td>______</td>
<td>(b) Applicants and grant recipients funded under this notice must involve individuals with disabilities or parents of individuals with disabilities ages birth through 26 in planning, implementing, and evaluating the projects. (See Section 682(a)(1)(A) of IDEA)</td>
</tr>
<tr>
<td>______</td>
<td>(c) Applicant must describe steps to ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. (See Section 427, GEPA)</td>
</tr>
<tr>
<td>______</td>
<td>(d) Projects funded under these priorities must budget for a three-day Project’s Directors’ meeting in Washington, D.C. during each year of the project.</td>
</tr>
</tbody>
</table>

**PAGE LIMITS**

Please note that all applications submitted under the competition in this application package must adhere to the Part III—Application Narrative page limit recommendations that are specified under each priority/competition description. Your application should provide enough information
to allow the review panel to evaluate the importance and impact of the project as well as to make knowledgeable judgments about the methods you propose to use (design, participants, sampling procedures, measures, instruments, data analysis strategies, etc.). It is often helpful to have:

1. **Staff Vitae:** They should include each person’s title and role in the proposed project and contain only information that is relevant to this proposed project's activities and/or publications. Vitae/Resumes for consultants and Advisory Council members should be similarly brief.

2. **Instruments:** Except in the case of generally available and well known instruments.

3. **Agreements:** When the participation of an agency other than the applicant is critical to the project. This is particularly critical when an intervention will be implemented within an agency, or when participants will be drawn from particular agencies. Letters of cooperation should be specific, indicating agreement to implement a particular intervention or to provide access to a particular group of students.

The items listed above are not included under page limit recommendations.

**MAKING SURE APPLICATION IS ASSIGNED TO THE CORRECT COMPETITION**

Applicants should clearly indicate in Item 11 on the application (SF Form 424) the CFDA number of the program priority (e.g., 84.325D, etc.) representing the competition in which the application should be considered. **If this information is not provided, your application may inadvertently be assigned and reviewed under a different competition from the one you intended.**

**RETURN OF NON-FUNDED APPLICATIONS**

We do not return original copies of applications. Thus, applicants should retain at least one copy of the application. Copies of reviewer comments will be emailed to all applicants.

**PROPOSED STAFF AVAILABILITY TO PROJECT**

For each staff person named in the application, please provide documentation of all internal and external time commitments. In instances where a staff person is committed on a federally supported project, please provide the project name, Federal office, program title, the project federal award number, and the amount of committed time by each project year. This information (e.g., Staff: Jane Doe; Project Name: Succeeding in the General Curriculum; Federal office: Office of Special Education Programs; Program title: Personnel Development to Improve
Services and Results for Children with Disabilities; Award number: H326A030002; Time commitments: Year 1—30%; Year 2—25% and Year 3—40%) can be provided as an Appendix to the application.

In general, we will not reduce time commitments on currently funded grants from the time proposed in the original application. Therefore, we will not consider for funding any application where key staff are bid above a time commitment level that staff have available to bid. Further, the time commitments stated in newly submitted applications will not be negotiated down to permit the applicant to receive a new grant award.

**USE OF PERSON LOADING CHARTS**

It is important for applicants to include proposed time commitments for all project personnel. Also, program officials and applicants often find person loading charts useful formats for showing project personnel and their time commitments to individual activities. A person loading chart is a tabular representation of major evaluation activities by number of days spent by each key person involved in each activity, as shown in the following example.

**TABLE: PERSON LOADING CHART—TIME IN DAY(S) BY PERSON***

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time in Day(s) by Person: Person A</th>
<th>Time in Day(s) by Person: Person B</th>
<th>Time in Day(s) by Person: Person C</th>
<th>Time in Day(s) by Person: Person D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Research</td>
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<td>0</td>
<td>0</td>
</tr>
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<td>Hire Staff</td>
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<td>0</td>
</tr>
<tr>
<td>Prepare Materials</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Train Raters</td>
<td>0</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Data Collection</td>
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<tr>
<td>Data Analysis</td>
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</tr>
<tr>
<td>Dissemination (manuscripts, etc.)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Note: All figures represent FTE for the grant year.

**DELIVERING/SENDING APPLICATIONS TO THE COMPETITION MANAGER**

If you qualify for an exception to the electronic submission requirement, applications can be mailed or hand delivered, or submitted electronically but in either case must go to the Application Control Center at the address listed in the Application Transmittal Instructions. Delivering or sending the application to the competition manager in the program office may
prevent it from being logged in on time to the appropriate competition and may result in the application not being reviewed.

**ALLOWED TRAVEL UNDER THESE PROJECTS**

Travel is allowed if the travel specifically relates to the expressed goals of the project. Travel by students to further their education under the project's goals is also allowed. Travel to conferences is the travel item that is most likely to be questioned during negotiations. Such travel is sometimes allowed when it is for purposes of dissemination project information and findings, and when it is clear that a conference presentation or workshop is an effective way of reaching a particular target group.

**FUNDING OF APPROVED APPLICATIONS**

It is often the case that the number of applications recommended for approval by the reviewers exceeds the dollars available for funding projects under a particular competition. When the panel reviews are completed for a particular competition, the individual reviewer scores and applications are ranked. The higher ranked, approved applications are funded first, and there are often lower ranked, approved applications that do not receive funding. Sometimes, we place on hold one or two applications that are approved and fall next in rank order (after those projects selected for funding). If dollars become available as a result of negotiations, or if a higher ranked applicant declines the award, the projects on hold may receive funding. If you receive a letter stating that you will not receive funding, then your project has neither been selected for funding nor placed on hold.

**INDIRECT COST RATE**

For competitions under the **Personnel Development to Improve Services and Results for Children with Disabilities** (84.325) program, the indirect cost rate may not exceed eight percent of the direct costs. Some or all of the grants awarded under this program have been designated training grants. The Education Department General Administrative Regulations (EDGAR) limit reimbursement of indirect costs under training grants to non-governmental grantees (subject to 34 CFR part 74). These grantees may recover indirect costs under training grants up to the grantee’s actual indirect costs as determined by the grantee’s negotiated indirect cost agreement or a maximum of 8% of a modified total direct costs, whichever is less.

**Note:** This limitation does not apply to State agencies, local governments or Federally recognized Indian Tribal governments. [§75.562(c)(2)]

Grantees charging indirect costs to an ED training grant at the 8% rate should have a negotiated rate with their **cognizant agency**, i.e., either the Federal agency from which it has
received the most direct funding subject to indirect cost support, the particular agency specifically assigned cognizance by the Office of Management and Budget or the State agency that provides the most subgrant funds to the grantee.

Although applicants are not required to submit with their application a copy of their indirect cost agreement to claim the 8% rate for funding received in this program, they are required to have documentation available for audit that shows that their negotiated indirect cost rate is at least 8%. [§75.563(d)]

Applicants should be aware that amounts representing the difference between the 8% rate and a greater indirect cost rate negotiated with a cognizant agency may not be charged to direct cost categories, used to satisfy matching or cost-sharing requirements, or charged to another Federal award. [§75.563(c)(3)]

Please remember, that recent changes in the indirect costs calculations now removes the cost for student support; traineeships, stipends, tuition, from the direct cost line item. Students’ costs are not subject to indirect cost rates.

**Issues Raised During Discussions Prior to Award**

If your application is recommended for funding, discussions may be held prior to award to clarify technical or budget issues. These are issues that have been identified during panel and staff review. Generally, technical issues are minor issues that require clarification. Alternative approaches may be presented for your consideration, or you may be asked to provide additional information or rationale for something you have proposed to do. Sometimes, concerns are stated as "conditions". These are concerns that have been identified as so critical that the award cannot be made unless those conditions are met. Questions are also raised about the proposed budget during the discussion phase. Generally, budget issues are raised because there is inadequate justification or explanation of the particular budget item, or because the budget item does not seem critical to the successful completion of the project. A Federal project officer will present the issues to you and ask you to respond. If you do not understand the question, you should ask for clarification. In responding to discussion items you should provide any additional information or clarification requested. You may feel that an issue was addressed in the application. It may not, however, have been explained in enough detail to make it understood by reviewers, and more information should be provided. If you are asked to make changes that you feel could seriously affect the project's success, you may provide reasons for not making the changes, or provide alternative suggestions. Similarly, if proposed budget reductions will, in your opinion, seriously affect the proposed activities, you may want to explain why and provide additional justification for the proposed expenses. Your changes, explanations and alternative suggestions will be carefully evaluated by staff. In some instances, an applicant may again be contacted for additional information. An award cannot be made until all issues have been resolved and conditions met.
TREATING A PRIORITY AS TWO SEPARATE COMPETITIONS.

In the past, there have been problems in finding peer reviewers without conflicts of interest where applications are made by many entities throughout the country. The Standing Panel requirements also place additional constraints on the availability of reviewers. Therefore, the Department has determined that, for some discretionary priorities, applications may be ranked and selected for funding in two or more groups, which will ensure the availability of a much larger group of reviewers without conflicts of interest. This procedure will increase the quality, independence and fairness of the review process and will permit panel members to review applications under discretionary priorities to which they have also submitted applications.

SUCCESSFUL APPLICATIONS AND ESTIMATED/PROJECTED BUDGET AMOUNTS IN SUBSEQUENT YEARS

There is a maximum award amount specified for the priority/competitions included in this package. The Department will not make an award that exceeds the maximum award amount for any single budget period of 12 months for the priorities included in this package. Please refer to the priority description to determine the maximum award for any one particular competition. Since the yearly budgets for multi-year projects will be negotiated at the time of the initial award, applicants must include detailed budgets for each year of their proposed project. Generally, out-year funding levels most likely will not exceed 1st year budgets. However, budget modifications during the negotiation process, the findings from the previous year, or needed changes in the project design can affect your budget requirements in subsequent years, but in no case will out-year budgets exceed the maximum award amount.

REQUIREMENT TO REPORT THE RESULTS OF GRANT ACTIVITIES

The Department shall, where appropriate, require recipients of all grants, contracts and cooperative agreements under Part D of the Individuals with Disabilities Education Act to prepare reports describing their procedures, findings, and other relevant information. The Department shall require their delivery to the Department of Education and other networks as the Department may determine appropriate. (20 U.S.C. 1482)

DIFFERENCE BETWEEN A COOPERATIVE AGREEMENT AND A GRANT

A cooperative agreement is similar to a grant in that its principal purpose is to accomplish a public purpose of support or stimulation as authorized by a Federal statute. It differs from a grant in the sense that in a cooperative agreement substantial involvement is anticipated between the executive agency (in this case the Department of Education) and the recipient during the performance of project activities.
DIFFERENCE BETWEEN AN ABSOLUTE PRIORITY, AN INVITATIONAL PRIORITY, AND A COMPETITIVE PRIORITY

An absolute priority is a priority that an applicant must address in order to receive an award. If an applicant does not address an absolute priority, their application will be returned as being non-responsive to the priority.

An invitational priority is a priority that reflects a particular interest of the Department, and an applicant is encouraged to address the invitational priority along with the required absolute priority. However, an applicant choosing to address an invitational priority will not receive any competitive preference over other applications.

A competitive priority is like an invitational priority in that it reflects a particular interest of the Department, and an applicant is encouraged to address the competitive priority along with the required absolute priority. A competitive priority may be handled in one of two ways:

   1. an application may be awarded additional points depending on how effectively it addresses the competitive priority; or
   2. an application that meets a competitive priority may be selected over an application of comparable merit that does not address the competitive priority. The type of competitive priority for a particular competition is always included in the Federal Register announcement.

OBTAINING COPIES OF THE FEDERAL REGISTER, PROGRAM REGULATIONS AND FEDERAL STATUTES

Copies of these materials can usually be found at your local library. If not, they can be obtained by writing to:

   Superintendent of Documents
   U.S. Government Printing Office
   Washington, DC 20402

   Telephone: 202-512-1800

Information about the Department's funding opportunities, including copies of application notices for discretionary grant competitions, can be viewed on the Department's grant information web page which can be accessed on the Internet at:

www.ed.gov/about/offices/list/ocfo/gcsindex.html.

However, the official application notice for a discretionary grant competition is the notice published in the Federal Register.
APPLICATION TRANSMITTAL
INSTRUCTIONS AND REQUIREMENTS FOR INTERGOVERNMENTAL REVIEW
APPLICATION TRANSMITTAL INSTRUCTIONS

ATTENTION ELECTRONIC APPLICANTS:
Please note that you must follow the Application Procedures as described in the Federal Register notice announcing the grant competition. This program requires electronic submission of applications, and specific requirements and waiver instructions can be found in the Federal Register notice.

We will reject your application if you submit it in paper format unless, as described in the Federal Register notice for this competition, you qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions.

If you want to apply for a grant and be considered for funding, you must meet the following deadline requirements.

APPLICATIONS SUBMITTED ELECTRONICALLY

Applications for grants under this program must be submitted electronically using the Government-wide Grants.gov Apply site at http://www.Grants.gov. Through this site, you will be able to download a copy of the application package, complete it offline, and then upload and submit your application. You may not submit an electronic copy of a grant application to us.

Your application must be fully uploaded and submitted and must be date and time stamped by the Grants.gov system no later than 11:59:59 p.m., Washington, D.C. time, on the application deadline date. Except as otherwise noted in Federal Register notice for this competition, we will not consider your application if it is date and time stamped by the Grants.gov system later than 11:59:59 p.m., Washington, D.C. time, on the application deadline date.

You should review and follow the Grants.gov Submission Procedures and Tips for Applicants for submitting an application through Grants.gov that are included in this application package to ensure that you submit your application in a timely manner to the Grants.gov system.

Please note the following:

- You must attach any narrative sections and all other attachments of your application as files in PDF or Microsoft Word. It is recommended that applicants submit all files in a read only, flattened PDF format.
- Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission.
• When attaching files, applicants should limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application. We recommend your file names be less than 50 characters. The amount of time it can take to upload an application will vary depending on a variety of factors, including the size of the application and the speed of your Internet connection. Therefore, we strongly recommend that you do not wait until the application deadline date to begin the submission process through Grants.gov.

• Your electronic application should comply with any page-limit recommendations described in this application package.

• If you are experiencing problems submitting your application through Grants.gov, please contact the Grants.gov Support Desk, toll free, at 1-800-518-4726. You must obtain a Grants.gov Support Desk Case Number and must keep a record of it.

According to the instructions found in the Federal Register notice, only those requesting and qualifying for an Exception to the electronic submission requirement may submit an application via mail, commercial carrier or by hand delivery.

**Submission of Paper Applications by Mail:**

If you qualify for an exception to the electronic submission requirement, you may mail (through the U.S. Postal Service or a commercial carrier) your application to the Department. You must mail the original and two copies of your application, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education  
Application Control Center  
Attention: (CFDA Number 84.325D)  
LBJ Basement Level 1  
400 Maryland Avenue, SW  
Washington, DC 20202-4260

You must show proof of mailing consisting of one of the following:

(1) A legibly dated U.S. Postal Service postmark.

(2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.

(3) A dated shipping label, invoice, or receipt from a commercial carrier.

(4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.
If you mail your application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

(1) A private metered postmark.

(2) A mail receipt that is not dated by the U.S. Postal Service.

If your application is postmarked after the application deadline date, we will not consider your application.

**Note:** The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

**Submission of Paper Applications by Hand Delivery:**

If you qualify for an exception to the electronic submission requirement, you (or a courier service) may deliver your paper application to the Department by hand. You must deliver the original and two copies of your application by hand, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education  
Application Control Center  
Attention: (CFDA Number 84.325D)  
550 12th Street, SW  
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30:00 p.m., Washington, D.C. time, except on Saturdays, Sundays, and Federal holidays.

**Note for Mail or Hand Delivery of Paper Applications:**

If you mail or hand deliver your application to the Department—

(1) You must indicate on the envelope and—if not provided by the Department—in Item 11 of the SF 424 the CFDA number, including suffix letter, if any, of the competition under which you are submitting your application; and

(2) The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this notification within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.
SUBMITTING APPLICATIONS WITH ADOBE READER SOFTWARE

The compatible version of Adobe Reader is available for viewing, editing and submitting a complete grant application package for the Department of Education through Grants.gov. Applicants should confirm the compatibility of their Adobe Reader version before downloading the application. To ensure applicants have a version of Adobe Reader on their computer that is compatible with Grants.gov, applicants are encouraged to use the test package provided by Grants.gov that can be accessed at https://www.grants.gov/documents/19/18243/Adobe-Versioning-Test-Workspace-PDF-Form.pdf/fae9bae1-0f3d-f71e-377f-e3fc6e02e4e6.

IMPORTANT ISSUES TO CONSIDER:

- If the applicant opened or edited the application package with any software other than the compatible version of Adobe Reader, the application package may contain errors that will be transferred to the new package even if you later download the compatible Adobe Reader version.

- Applicants cannot copy and paste data from a package initially opened or edited with an incompatible version of Adobe Reader and will need to download an entirely new package using the compatible version of Adobe Reader.

- Some applicants using an incompatible version of Adobe Reader may have trouble opening and viewing the application package while others may find they can open, view and complete the application package but may not be able to submit the application package through Grants.gov.

- Grants.gov does not guarantee to support versions of Adobe Reader that are not compatible with Grants.gov.

- Any and all edits made to the Adobe Reader application package must be made with the compatible version of Adobe Reader.

For your convenience, the latest version of Adobe Reader is available for free download at https://get.adobe.com/reader/.

We strongly recommend that you review the information on computer and operating system compatibility with Adobe available at https://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html before downloading, completing or submitting your application.

Applicants are reminded that they should submit their application a day or two in advance of the closing date as detailed in the Federal Register Notice. If you have any questions regarding this matter, please email the Grants.gov Contact Center at support@grants.gov or call 1-800-518-4726.
APPENDIX
INTERGOVERNMENTAL REVIEW OF FEDERAL PROGRAMS

This appendix applies to each program that is subject to the requirements of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR part 79.

The objective of the executive order is to foster an intergovernmental partnership and to strengthen federalism by relying on state and local processes for state and local government coordination and review of proposed federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the state's process under Executive Order 12372. Applicants proposing to perform activities in more than one state should immediately contact the Single Point of Contact for each of those states and follow the procedure established in each of those states under the Executive order. A listing containing the Single Point of Contact for each state is included in this appendix.

In states that have not established a process or chosen a program for review, state, areawide, regional, and local entities may submit comments directly to the Department.

Any State Process Recommendation and other comments submitted by a State Single Point of Contact and any comments from state, areawide, regional and local entities must be mailed or hand-delivered by the date indicated in the actual application notice to the following address:

    The Secretary
    EO 12372—CFDA 84.325D [commenter must insert number—including suffix letter, if any]
    U.S. Department of Education, Room 7W301
    400 Maryland Avenue, SW
    Washington, DC 20202

Proof of mailing will be determined on the same basis as applications (see 34 CFR 75.102). Recommendations or comments may be hand-delivered until 4:30 p.m. (Washington, D.C. time) on the date indicated in the actual application notice.

PLEASE NOTE THAT THE ABOVE ADDRESS IS NOT THE SAME ADDRESS AS THE ONE TO WHICH THE APPLICANT SUBMITS ITS COMPLETED APPLICATION. DO NOT SEND APPLICATIONS TO THE ABOVE ADDRESS.
STATE SINGLE POINTS OF CONTACT (SPOCs)

In 2018 the Federal Government outlayed approximately $700 billion in grants to State and local governments. Executive Order 12372, "Intergovernmental Review of Federal Programs," was issued with the desire to foster the intergovernmental partnership and strengthen federalism by relying on State and local processes for the coordination and review of proposed Federal financial assistance and direct Federal development. The Order allows each State to designate an entity to perform this function. Below is the official list of those entities. For those States that have a home page for their designated entity, a direct link has been provided below by clicking on the State name.

States that are not listed on this page have chosen not to participate in the intergovernmental review process, and therefore do not have a SPOC. If you are located within a State that does not have a SPOC, you may send application materials directly to a Federal awarding agency.

Contact information for Federal agencies that award grants can be found in Appendix IV of the Catalog of Federal Domestic Assistance.

*** SPOC List as of February 7, 2019 ***
**STATE SINGLE POINTS OF CONTACT**

<table>
<thead>
<tr>
<th>State</th>
<th>Contact Information</th>
</tr>
</thead>
</table>
| Arizona     | Matthew Hanson, GPC  
Statewide Grant Administrator  
ADOA, Office of Grants and Federal Resources  
100 N. 15th Avenue, 4th Floor  
Phoenix, AZ 85007  
TEL: 602-542-7567  
Email: Matthew.Hanson@azdoa.gov |
| Arkansas    | Gwen Ervin-McLarty  
Program Manager  
Office of Intergovernmental Services  
Department of Finance and Administration  
1515 W. 7th Street, Room 412  
Little Rock, AR 72203  
TEL: (501) 682-5252  
FAX: (501) 682-5206  
Email: Gwen.ervin-McLarty@dfa.arkansas.gov |
| California  | Grants Coordination  
State Clearinghouse  
Office of Planning and Research  
P.O. Box 3044, Room 222  
Sacramento, CA 95812-3044  
TEL: (916) 445-0613  
FAX: (916) 328-3018  
Email: State.clearinghouse@opr.ca.gov |
| Delaware    | Allison Kowalchick  
Budget Development, Planning and Administration  
Office of Management and Budget  
122 Martin Luther King Jr. Blvd, South  
Dover, DE 19901  
TEL: (302) 672-5125  
Email: Allison.Kowalchick@state.de.us |
| District of Columbia | Pat Henry  
Office of Partnerships and Grant Services  
441 4th Street, NW (Judiciary Square)  
Suite 707 North  
Washington, DC 20001  
TEL: (202) 727-8900  
[http://opgs.dc.gov](http://opgs.dc.gov) |
| Florida     | Chris Stahl  
Florida State Clearinghouse  
Florida Dept. of Environmental Protection  
3800 Commonwealth Blvd.  
Mail Station 47  
Tallahassee, FL 32899-2400  
TEL: (850) 717-9076  
Email: Chris.Stahl@dep.state.fl.us  
Submissions: State.Clearinghouse@dep.state.fl.us |
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<th>STATE SINGLE POINTS OF CONTACT</th>
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<td><strong>IOWA</strong></td>
<td><strong>KENTUCKY</strong></td>
</tr>
<tr>
<td>Debra Scrowther</td>
<td>Lee Nalley</td>
</tr>
<tr>
<td>Iowa Department of Management</td>
<td>The Governor’s Office for Local</td>
</tr>
<tr>
<td>State Capitol Building Room</td>
<td>Development</td>
</tr>
<tr>
<td>G12</td>
<td>1024 Capital Center Drive,</td>
</tr>
<tr>
<td>1007 E. Grand Avenue</td>
<td>Suite 340</td>
</tr>
<tr>
<td>Des Moines, IA 50319</td>
<td>Frankfort, KY 40601</td>
</tr>
<tr>
<td>TEL: (515) 281-8834</td>
<td>TEL: (502) 573-2382 Ext. 274</td>
</tr>
<tr>
<td>FAX: (515) 281-7076</td>
<td>FAX: (502) 573-1519</td>
</tr>
<tr>
<td>Email: <a href="mailto:Debra.Scrowther@iowa.gov">Debra.Scrowther@iowa.gov</a></td>
<td>Email: <a href="mailto:Lee.Nalley@ky.gov">Lee.Nalley@ky.gov</a></td>
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<tr>
<td><strong>LOUISIANA</strong></td>
<td><strong>MARYLAND</strong></td>
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<tr>
<td>Terry Thomas</td>
<td>Jason Dubow</td>
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<tr>
<td>Louisiana SPOC for EPA Grant</td>
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<tr>
<td>Office of Management and</td>
<td>Resource Conservation &amp;</td>
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<td>Finance</td>
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<tr>
<td>LA Department of Environmental</td>
<td>Maryland Department of Planning</td>
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<tr>
<td>Quality</td>
<td>301 West Preston Street,</td>
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<tr>
<td>P.O. Box 4303</td>
<td>Room 1101</td>
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<tr>
<td>Baton Rouge, LA 70821-4303</td>
<td>Baltimore, MD 21201-2305</td>
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<tr>
<td>TEL: (225) 219-3840</td>
<td>TEL: (410) 767-4490</td>
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<tr>
<td>FAX: (225) 219-3846</td>
<td>FAX: (410) 767-4480</td>
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<tr>
<td>Email: <a href="mailto:Terry.Thomas@la.gov">Terry.Thomas@la.gov</a></td>
<td>Email: <a href="mailto:mdp.clearinghouse@maryland.gov">mdp.clearinghouse@maryland.gov</a></td>
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<td><strong>MICHIGAN</strong></td>
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<td>Ed Hug</td>
<td>Sara VanderFeltz</td>
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<td>Southeast Michigan Council of</td>
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<td>Governments</td>
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<tr>
<td>1001 Woodward, Suite 1400</td>
<td>Commissioner’s Office</td>
</tr>
<tr>
<td>Detroit, MI 48226</td>
<td>Capitol Building, Room 125</td>
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<tr>
<td>TEL: (313) 324-3335</td>
<td>Jefferson City, MO 65102</td>
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<tr>
<td>FAX: (313) 961-4869</td>
<td>TEL: (573) 751-0337</td>
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<tr>
<td>Email: <a href="mailto:hug@semcog.org">hug@semcog.org</a></td>
<td>FAX: (573) 751-1212</td>
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# State Single Points of Contact

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<tr>
<td><strong>West Virginia</strong></td>
<td>Susan K. Foster</td>
<td>Grant Management Specialist</td>
<td>West Virginia Development Office</td>
<td>(304) 957-2032</td>
<td></td>
<td><a href="mailto:Susan.K.Foster@wv.gov">Susan.K.Foster@wv.gov</a></td>
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<td>Building 3, Suite 700 Capitol Complex Charleston, WV 25305</td>
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<tr>
<td><strong>American Samoa</strong></td>
<td>Jerome Ierome</td>
<td>Administrator, Office of Grants Oversight and Accountability</td>
<td>American Samoa Government (ASG) A.P. Lutali Executive Office Building</td>
<td>(684) 633-4116</td>
<td>(684) 633-2269</td>
<td><a href="mailto:jerome.ierome@go.as.gov">jerome.ierome@go.as.gov</a></td>
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<td><strong>Guam</strong></td>
<td>Kate G. Baltazar</td>
<td>Administrator</td>
<td>Guam State Clearinghouse</td>
<td>(671) 475-9384</td>
<td>(671) 472-2288</td>
<td><a href="mailto:Kate.Baltazar@guam.gov">Kate.Baltazar@guam.gov</a></td>
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<td><strong>North Marianna Islands</strong></td>
<td>Mr. Antonio S. Muna</td>
<td>Special Assistant for Management</td>
<td>Office of Management and Budget</td>
<td>(670) 664-2289</td>
<td>(670) 328-2272</td>
<td><a href="mailto:macaranas@yahoo.com">macaranas@yahoo.com</a></td>
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<td>Jose I. Marrero Rosado</td>
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<tr>
<td>San Juan, Puerto Rico 00940-3228</td>
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<tr>
<td>TEL: (787) 725-9420</td>
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<tr>
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<tr>
<td>Email: <a href="mailto:Jmarrero@ogp.pr.gov">Jmarrero@ogp.pr.gov</a></td>
<td>Email: <a href="mailto:Julio.Rhymer@omb.vi.gov">Julio.Rhymer@omb.vi.gov</a></td>
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<td>CC: <a href="mailto:Alexandria.ortiz@ogp.pr.gov">Alexandria.ortiz@ogp.pr.gov</a></td>
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Changes to this list can be made only after OMB is notified by a State’s officially designated representative. Email messages can be sent to Hai_Tran@omb.eop.gov. If you prefer, you may send correspondence to the following postal address:

Atttn: Grants Management  
Office of Management and Budget  
New Executive Office Building, Suite 6025  
725 17th Street, NW  
Washington, DC 20503

**Please note**: Inquiries about obtaining a Federal grant should not be sent to the OMB email or postal address shown above. The best source for this information is the *Catalog of Federal Domestic Assistance* or CFDA (www.cfda.gov) and the Grants.gov Web site (www.grants.gov).
NOTICE TO ALL APPLICANTS
ENSURING EQUITABLE ACCESS AND
APPLICATION FORMS AND INSTRUCTIONS
NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about the following provision in the Department of Education’s General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America’s Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?
Section 427 of GEPA affects applicants for new grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?
Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.
What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

---

**ESTIMATED BURDEN STATEMENT FOR GEPA REQUIREMENTS**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

OMB Control No. 1894-0005 (Exp. 04/30/2020)
APPLICATION FORMS AND INSTRUCTIONS
FOR GRANTS.GOV APPLICATIONS

The electronic application on Grants.gov consists of multiple mandatory forms that must be completed as well as narrative attachment forms that should be used to upload any file attachments. While there are no file size restrictions, we strongly discourage submission of very large documents. Follow the guidance provided on Grants.gov as well as the Submission Tips document located in this application instruction document for specific information on file sizes, file naming requirements, etc. NOTE: As stated in the application notice, you must upload any narrative sections and all other attachments to your application as files in either PDF or Microsoft Word. It is recommended that applicants submit all files in a read only, flattened PDF format.

Listed below are all forms that must be completed and instructions on where to upload narratives for the application.

General Forms:

• Application for Federal Assistance (SF-424)
• Department of Education Budget Information for Non-Construction Programs (ED-524)
• Department of Education Supplemental for SF-424

Note: Instructions for all of the standard forms (SF-424, 524, and 424 Supplemental, etc.), will follow the forms included elsewhere in the application package.

Assurances and Certifications:

• Assurances for Non-Construction Programs (SF-424B)
• Disclosure of Lobbying Activities (SF-LLL)
• Grants.gov Lobbying Form (Formerly ED Form 80-0013)
• ED GEPA427 Form

Abstract:

• ED Abstract Form (Upload and attach your abstract as a PDF or Microsoft Word document (a read only, flattened PDF format is recommended). For the application Abstract, applicants should use the template located at:


Narrative Attachment Forms:

• Project Narrative Attachment Form* (Upload and attach to Mandatory Project Narrative File). Submit only one .PDF or Microsoft Word document (a read only, flattened PDF format is recommended) to the Mandatory Project Narrative File in the following order:
Table of Contents

- List of Priority Requirements and corresponding page number(s) where requirements are addressed within the application (if applicable)
- Project Narrative (required)

Other Narrative Attachments (Upload and attach to Optional Project Narrative File).

Upload the attachments as PDF or Microsoft Word documents (a read only, flattened PDF format is recommended) in the order they should appear in the application.

Suggested order...

- Reference List
- Appendix A (See Dear Applicant letter for description)
- Appendix B (Syllabi)
- Resumes/Vitaes
- Letters
- Supplementary Information
- Other Appendices

*NOTE: The Project Narrative Attachment Form should include the narrative (text) that addresses each of the selection criteria, listed elsewhere in this document. The selection criteria will be used to evaluate applications submitted for this competition. The narrative has recommended formatting and page limits (check the Page Limits section of this document for formatting and page limit recommendations for the competition to which you are applying). The table of contents and list of priority requirements, if applicable, do not count toward the recommended narrative page limit.

NOTE: The Federal Funding Opportunity Number for this program is ED-GRANTS-052219-001

NOTE: Please do not attach any narratives, supporting files, or application components to the Standard Form (SF 424) in Part I. Although this form accepts attachments, that option should not be used.
# PART I: APPLICATION FOR FEDERAL ASSISTANCE (SF-424)

**APPLICATION FOR FEDERAL ASSISTANCE—SF-424**

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- ***2. Type of Application**
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8. APPLICANT INFORMATION:

- **a. Legal Name:**

- **b. Employer/Taxpayer Identification Number (EIN/TIN):**

- **c. Organizational DUNS:**

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APPLICATION FOR FEDERAL ASSISTANCE—SF-424

9. Type of Applicant 1: Select Applicant Type:

 Type of Applicant 2: Select Applicant Type:

 Type of Applicant 3: Select Applicant Type:

 *Other (Specify):

10 Name of Federal Agency:

11. Catalog of Federal Domestic Assistance Number: _____

 CFDA Title: _____

 *12 Funding Opportunity Number: _____

 *Title: _____

13. Competition Identification Number: *Not applicable to this competition

 Title: *Not applicable to this competition

14. Areas Affected by Project (Cities, Counties, States, etc.):

15. Descriptive Title of Applicant’s Project:

*Attach supporting documents as specified in agency instructions.

16. Congressional Districts Of:

 *a. Applicant: _____

 *b. Program/Project: _____

17. Proposed Project:

 *a. Start Date: _____

 *b. End Date: _____

18. Estimated Funding ($):

 *a. Federal: __________

 *b. Applicant: __________

 *c. State: __________

 *d. Local: __________

 *e. Other: __________

 *f. Program Income: __________

 *g. TOTAL: __________

19. Is Application Subject to Review By State Under Executive Order 12372 Process?

☐ a. This application was made available to the State under the Executive Order 12372 Process for review

 on

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372

20. Is the Applicant Delinquent On Any Federal Debt? (If “Yes”, provide explanation.)

☐ Yes  ☐ No

If “Yes”, provide explanation and attach.

21. *By signing this application, I certify:

 (1) To the statements contained in the list of certifications** and

 (2) That the statements herein are true, complete and accurate to the best of my knowledge. I also provide the

 required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any

 false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties.

 (U.S. Code, Title 218, Section 1001)

 ☐ I AGREE**

 ** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the

 announcement or agency specific instructions
## Application for Federal Assistance—SF-424

### Authorized Representative:

<table>
<thead>
<tr>
<th><strong>Prefix:</strong></th>
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<tbody>
<tr>
<td><em>First Name:</em></td>
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<td><strong>Middle Name:</strong></td>
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| **Title:** |  |

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<th>Fax Number:</th>
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| *Email:* |  |

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<tr>
<th><em>Signature of Authorized Representative:</em></th>
<th><em>Date Signed:</em></th>
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<td>Completed by Grants.gov upon submission</td>
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## Instructions for the SF-424

This is a standard form required for use as a cover sheet for submission of pre-applications and applications and related information under discretionary programs. Some of the items are required and some are optional at the discretion of the applicant or the federal agency (agency). Required fields on the form are identified with an asterisk (*) and are also specified as “Required” in the instructions below. In addition to these instructions, applicants must consult agency instructions to determine other specific requirements.

1. **Type of Submission:**
   - (Required) Select one type of submission in accordance with agency instructions.
     - Pre-application
     - Application
     - Changed/Corrected Application – Check if this submission is to change or correct a previously submitted application. Unless requested by the agency, applicants may not use this form to submit changes after the closing date.

2. **Type of Application:**
   - (Required) Select one type of application in accordance with agency instructions.
     - New—An application that is being submitted to an agency for the first time.
     - Continuation—An extension for an additional funding/budget period for a project with a projected completion date. This can include renewals.

10. **Name Of Federal Agency:** (Required)
    Enter the name of the federal agency from which assistance is being requested with this application.

11. **Catalog Of Federal Domestic Assistance Number/Title:**
    Enter the Catalog of Federal Domestic Assistance number and title of the program under which assistance is requested, as found in the program announcement.

12. **Funding Opportunity Number/Title:**
    (Required) Enter the Funding Opportunity Number (FON) and title of the opportunity under which assistance is requested, as found in the program announcement.

13. **Competition Identification Number/Title:**
    Enter the competition identification number and title of the competition under which assistance is requested, if applicable.
**Revision**—Any change in the federal government’s financial obligation or contingent liability from an existing obligation. If a revision, enter the appropriate letter(s). More than one may be selected. If “Other” is selected, please specify in text box provided.

A. Increase Award  
B. Decrease Award  
C. Increase Duration  
D. Decrease Duration  
E. Other (specify)

14. **Areas Affected By Project:**  
This data element is intended for use only by programs for which the area(s) affected are likely to be different than the place(s) of performance reported on the SF-424 Project/Performance Site Location(s) Form. Add attachment to enter additional areas, if needed.

15. **Descriptive Title of Applicant’s Project:**  
(Required) Enter a brief descriptive title of the project. If appropriate, attach a map showing project location (e.g., construction or real property projects). For pre-applications, attach a summary description of the project.

16. **Congressional Districts Of:**  
16a. (Required) Enter the applicant’s congressional district.  
16b. Enter all district(s) affected by the program or project. Enter in the format: 2 characters state abbreviation – 3 characters district number, e.g., CA-005 for California 5th district, CA-012 for California 12 district, NC-103 for North Carolina’s 103 district. If all congressional districts in a state are affected, enter “all” for the district number, e.g., MD-all for all congressional districts in Maryland. If nationwide, i.e. all districts within all states are affected, enter US-all. If the program/project is outside the US, enter 00-000. This optional data element is intended for use only by programs for which the area(s) affected are likely to be different than place(s) of performance reported on the SF-424 Project/Performance Site Location(s) Form. Attach an additional list of program/project congressional districts, if needed.

17. **Proposed Project Start and End Dates:**  
(Required) Enter the proposed start date and end date of the project.
a. Legal Name: (Required) Enter the legal name of applicant that will undertake the assistance activity. This is the organization that has registered with the Central Contractor Registry (CCR). Information on registering with CCR may be obtained by visiting www.Grants.gov.

b. Employer/Taxpayer Number (EIN/TIN): (Required) Enter the employer or taxpayer identification number (EIN or TIN) as assigned by the Internal Revenue Service. If your organization is not in the US, enter 44-4444444.

c. Organizational DUNS: (Required) Enter the organization’s DUNS or DUNS+4 number received from Dun and Bradstreet. Information on obtaining a DUNS number may be obtained by visiting www.Grants.gov.

d. Address: Enter address: Street 1 (Required); city (Required); County/Parish, State (Required if country is US), Province, Country (Required), 9-digit zip/postal code (Required if country US).

e. Organizational Unit: Enter the name of the primary organizational unit, department or division that will undertake the assistance activity.

f. Name and contact information of person to be contacted on matters involving this application: Enter the first and last name (Required); prefix, middle name, suffix, title. Enter organizational affiliation if affiliated with an organization other than that in 7.a. Telephone number and email (Required); fax number.

9. Type of Applicant: (Required) Select up to three applicant type(s) in accordance with agency instructions.

18. Estimated Funding: (Required) Enter the amount requested, or to be contributed during the first funding/budget period by each contributor. Value of in-kind contributions should be included on appropriate lines, as applicable. If the action will result in a dollar change to an existing award, indicate only the amount of the change. For decreases, enclose the amounts in parentheses.

19. Is Application Subject to Review by State Under Executive Order 12372 Process? (Required) Applicants should contact the State Single Point of Contact (SPOC) for Federal Executive Order 12372 to determine whether the application is subject to the State intergovernmental review process. Select the appropriate box. If “a.” is selected, enter the date the application was submitted to the State

20. Is the Applicant Delinquent on any Federal Debt? (Required) Select the appropriate box. This question applies to the applicant organization, not the person who signs as the authorized representative. Categories of federal debt include; but may not be limited to: delinquent audit disallowances, loans and taxes. If yes, include an explanation in an attachment.

21.
<table>
<thead>
<tr>
<th>A. State Government</th>
<th>M. Nonprofit</th>
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<tr>
<td>B. County Government</td>
<td>N. Private Institution of</td>
</tr>
<tr>
<td>C. City or Township Government</td>
<td>O. Individual</td>
</tr>
<tr>
<td>D. Special District Government</td>
<td>P. For-Profit Organization (Other than Small Business)</td>
</tr>
<tr>
<td>E. Regional Organization</td>
<td>Q. Small Business</td>
</tr>
<tr>
<td>F. U.S. Territory or Possession</td>
<td>R. Hispanic-serving Institution</td>
</tr>
<tr>
<td>G. Independent School District</td>
<td>S. Historically Black Colleges and Universities (HBCUs)</td>
</tr>
<tr>
<td>H. Public/State Controlled Institution of Higher Education</td>
<td>T. Tribally Controlled Colleges and Universities (TCCUs)</td>
</tr>
<tr>
<td>I. Indian/Native American Tribal Government (Federally Recognized)</td>
<td>U. Alaska Native and Native Hawaiian Serving Institutions</td>
</tr>
<tr>
<td>J. Indian/Native American Tribal Government (Other than Federally Recognized)</td>
<td>V. Non-US Entity</td>
</tr>
<tr>
<td>K. Indian/Native American Tribally Designated Organization</td>
<td>W. Other (specify)</td>
</tr>
<tr>
<td>L. Public/Indian Housing Authority</td>
<td></td>
</tr>
</tbody>
</table>

**Authorized Representative:** To be signed and dated by the authorized representative of the applicant organization. Enter the first and last name (Required); prefix, middle name, suffix. Enter title, telephone number, email (Required); and fax number. A copy of the governing body's authorization for you to sign this application as the official representative must be on file in the applicant's office. (Certain federal agencies may require that this authorization be submitted as part of the application.)
SUPPLEMENTAL INFORMATION REQUIRED FOR THE DEPARTMENT OF EDUCATION

1. Project Director:
   Name: ______
   Prefix: ______
   *First Name: ______
   Middle Name: ______
   *Last Name: ______
   Suffix: ______

   Address
   *Street1: ______
   Street2: ______
   *City: ______
   County: ______
   *State: ______
   *Zip Code: ______
   *Country: ______

   *Phone Number (give area code): ______
   Fax Number (give area code): ______
   Email Address: ______

2. Applicant Experience:
   Novice Applicant?:   Yes ☐   No ☐   Not applicable to this program ☐

3. Human Subjects Research:
   Are any research activities involving human subjects planned at any time during the proposed project Period? Yes ☐ No ☐

   Are ALL the research activities proposed designated to be exempt from the regulations? Yes ☐ Provide Exemption(s) #: ______ No ☐ Provide Assurance #, if available: ______

   Please attach an explanation narrative: ______

G-12
1. Project Director.
   Name, address, telephone and fax numbers, and email address of the person to be contacted on
   matters involving this application.

2. Novice Applicant.
   Check “Yes” or “No” only if assistance is being requested under a program that gives special
   consideration to novice applicants. Otherwise, leave blank.

   Check “Yes” if you meet the requirements for novice applicants specified in the regulations in 34 CFR
   75.225 and included on the attached page entitled “Definitions for Department of Education
   Supplemental Information for SF 424.” By checking “Yes” the applicant certifies that it meets these
   novice applicant requirements. Check “No” if you do not meet the requirements for novice applicants.

   (See I. A. “Definitions” in attached page entitled “Definitions for Department of Education
   Supplemental Information for SF 424.”)

   If Not Human Subjects Research.
   Check “No” if research activities involving human subjects are not planned at any time during the
   proposed project period. The remaining parts of Item 3 are then not applicable.

   If Human Subjects Research.
   Check “Yes” if research activities involving human subjects are planned at any time during the
   proposed project period, either at the applicant organization or at any other performance site or
   collaborating institution. Check “Yes” even if the research is exempt from the regulations for the
   protection of human subjects. (See I. B. “Exemptions” in attached page entitled “Definitions for
   Department of Education Supplemental Information For SF 424.”)

3a. If Human Subjects Research is Exempt from the Human Subjects Regulations.
   Check “Yes” if all the research activities proposed are designated to be exempt from the regulations.
   Insert the exemption number(s) corresponding to one or more of the six exemption categories listed
   in I. B. “Exemptions.” In addition, follow the instructions in II. A. “Exempt Research Narrative” in the
   attached page entitled “Definitions for Department of Education Supplemental Information Form SF
   424.”

3a. If Human Subjects Research is Not Exempt from Human Subjects Regulations.
   Check “No” if some or all of the planned research activities are covered (not exempt). In addition, follow
   the instructions in II. B. “Nonexempt Research Narrative” in the page entitled “Definitions for Department of
   Education Supplemental Information Form SF 424

3a. Human Subjects Assurance Number.
   If the applicant has an approved Federal Wide (FWA) on file with the Office for Human Research
   Protections (OHRP), U.S. Department of Health and Human Services, that covers the specific activity,
   insert the number in the space provided. If the applicant does not have an approved assurance on file
with OHRP, enter “None.” In this case, the applicant, by signature on the SF-424, is declaring that it will comply with 34 CFR 97 and proceed to obtain the human subjects assurance upon request by the designated ED official. If the application is recommended/selected for funding, the designated ED official will request that the applicant obtain the assurance within 30 days after the specific formal request.

**NOTE ABOUT INSTITUTIONAL REVIEW BOARD APPROVAL.**

ED does not require certification of Institutional Review Board approval with the application. However, if an application that involves non-exempt human subjects research is recommended/selected for funding, the designated ED official will request that the applicant obtain and send the certification to ED within 30 days after the formal request.
According to the *Paperwork Reduction Act of 1995*, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0017. The time required to complete this information collection is estimated to average between 15 and 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the estimate(s) or suggestions for improving this form, please write to:

U.S. Department of Education
Washington, DC 20202-4700

If you have comments or concerns regarding the status of your individual submission of this form write directly to:

Application Control Center
U.S. Department of Education
550 12th St. SW, Room PCP 7076
Washington, DC 20202-4260
DEFINITIONS

Novice Applicant (See 34 CFR 75.225).
For discretionary grant programs under which the Secretary gives special consideration to novice applications, a novice applicant means any applicant for a grant from ED that—

- Has never received a grant or subgrant under the program from which it seeks funding;
- Has never been a member of a group application, submitted in accordance with 34 CFR 75.127-75.129, that received a grant under the program from which it seeks funding; and
- Has not had an active discretionary grant from the Federal government in the five years before the deadline date for applications under the program. For the purposes of this requirement, a grant is active until the end of the grant’s project or funding period, including any extensions of those periods that extend the grantee’s authority to obligate funds.

In the case of a group application submitted in accordance with 34 CFR 75.127-75.129, a group includes only parties that meet the requirements listed above.

PROTECTION OF HUMAN SUBJECTS IN RESEARCH

I. Definitions and Exemptions

A. Definitions.
A research activity involves human subjects if the activity is research, as defined in the Department’s regulations, and the research activity will involve use of human subjects, as defined in the regulations.

—Research
The ED Regulations for the Protection of Human Subjects, Title 34, Code of Federal Regulations, Part 97, define research as “a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.” If an activity follows a deliberate plan whose purpose is to develop or contribute to generalizable knowledge it is research. Activities which meet this definition constitute research whether or not they are conducted or supported under a program that is considered research for other purposes. For example, some demonstration and service programs may include research activities.

—Human Subject
The regulations define human subject as “a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction
with the individual, or (2) identifiable private information.” (1) If an activity involves obtaining information about a living person by manipulating that person or that person’s environment, as might occur when a new instructional technique is tested, or by communicating or interacting with the individual, as occurs with surveys and interviews, the definition of human subject is met. (2) If an activity involves obtaining private information about a living person in such a way that the information can be linked to that individual (the identity of the subject is or may be readily determined by the investigator or associated with the information), the definition of human subject is met. [Private information includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (for example, a school health record).]

B. Exemptions.

Research activities in which the only involvement of human subjects will be in one or more of the following six categories of exemptions are not covered by the regulations:

(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (b) any disclosure of the human subjects’ responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects’ financial standing, employability, or reputation. If the subjects are children, exemption 2 applies only to research involving educational tests and observations of public behavior when the investigator(s) do not participate in the activities being observed. Exemption 2 does not apply if children are surveyed or interviewed or if the research involves observation of public behavior and the investigator(s) participate in the activities being observed. [Children are defined as persons who have not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law or jurisdiction in which the research will be conducted.]

(3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior that is not exempt under section (2) above, if the human subjects are elected or appointed public officials or candidates for public office; or federal
statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

(4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

(5) Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) public benefit or service programs; (b) procedures for obtaining benefits or services under those programs; (c) possible changes in or alternatives to those programs or procedures; or (d) possible changes in methods or levels of payment for benefits or services under those programs.

(6) Taste and food quality evaluation and consumer acceptance studies, (a) if wholesome foods without additives are consumed or (b) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

II. Instructions for Exempt and Nonexempt Human Subjects Research Narratives

If the applicant marked “Yes” for Item 3 of Department of Education Supplemental Information for SF 424, the applicant must provide a human subjects “exempt research” or “nonexempt research” narrative. Insert the narrative(s) in the space provided. If you have multiple projects and need to provide more than one narrative, be sure to label each set of responses as to the project they address.

A. Exempt Research Narrative.

If you marked “Yes” for item 3 a. and designated exemption numbers(s), provide the “exempt research” narrative. The narrative must contain sufficient information about the involvement of human subjects in the proposed research to allow a determination by ED that the designated exemption(s) are appropriate. The narrative must be succinct.

B. Nonexempt Research Narrative.

If you marked “No” for item 3 a. you must provide the “nonexempt research” narrative. The narrative must address the following seven points. Although no specific page limitation applies to this section of the application, be succinct.

(1) Human Subjects Involvement and Characteristics: Provide a detailed description of the proposed involvement of human subjects. Describe the characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of any
subpopulation. Explain the rationale for the involvement of special classes of subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant women, prisoners, institutionalized individuals, or others who are likely to be vulnerable

(2) **Sources of Materials**: Identify the sources of research material obtained from individually identifiable living human subjects in the form of specimens, records, or data. Indicate whether the material or data will be obtained specifically for research purposes or whether use will be made of existing specimens, records, or data.

(3) **Recruitment and Informed Consent**: Describe plans for the recruitment of subjects and the consent procedures to be followed. Include the circumstances under which consent will be sought and obtained, who will seek it, the nature of the information to be provided to prospective subjects, and the method of documenting consent. State if the Institutional Review Board (IRB) has authorized a modification or waiver of the elements of consent or the requirement for documentation of consent.

(4) **Potential Risks**: Describe potential risks (physical, psychological, social, legal, or other) and assess their likelihood and seriousness. Where appropriate, describe alternative treatments and procedures that might be advantageous to the subjects.

(5) **Protection Against Risk**: Describe the procedures for protecting against or minimizing potential risks, including risks to confidentiality, and assess their likely effectiveness. Where appropriate, discuss provisions for ensuring necessary medical or professional intervention in the event of adverse effects to the subjects. Also, where appropriate, describe the provisions for monitoring the data collected to ensure the safety of the subjects.

(6) **Importance of the Knowledge to be Gained**: Discuss the importance of the knowledge gained or to be gained as a result of the proposed research. Discuss why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.

(7) **Collaborating Site(s)**: If research involving human subjects will take place at collaborating site(s) or other performance site(s), name the sites and briefly describe their involvement or role in the research.

Copies of the Department of Education’s Regulations for the Protection of Human Subjects, 34 CFR Part 97 and other pertinent materials on the protection of human subjects in research are available from:

Grants Policy and Oversight Staff  
Office of the Chief Financial Officer  
U.S. Department of Education  
Washington, DC 20202-4250  

Telephone: 202-245-6120
and on the U.S. Department of Education’s Protection of Human Subjects in Research Web Site:

www.ed.gov/about/offices/list/ocfo/human_sub.html

**NOTE:** The **State Applicant Identifier** on the SF-424 is for State Use only. Please complete it on the OMB Standard 424 in the upper right corner of the form (if applicable).
**PART II: BUDGET INFORMATION (FORM 524)**

**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

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**Name of Institution/Organization:**

Applicants requesting funding for only one year should complete the column under "Project Year 1."

Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

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**SECTION A—BUDGET SUMMARY**

**U.S. DEPARTMENT OF EDUCATION FUNDS**

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<tr>
<th>Budget Categories</th>
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<th>Project Year 2 (b)</th>
<th>Project Year 3 (c)</th>
<th>Project Year 4 (d)</th>
<th>Project Year 5 (e)</th>
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<td>1. Personnel</td>
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<td>9. Total Direct Costs (lines 1-8)</td>
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*Indirect Cost Information (To Be Completed by Your Business Office):*

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

**(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ____Yes ____No**

**(2) If yes, please provide the following information:**

   Period Covered by the Indirect Cost Rate Agreement: From: ___/___/______ To: ___/___/______ (mm/dd/yyyy)

   Approving Federal agency: ____ ED ____ Other (please specify): __________________________

   The Indirect Cost Rate is __%

**(3) For Restricted Rate Programs (check one)—Are you using a restricted indirect cost rate that:**

   ___ Is included in your approved Indirect Cost Rate Agreement? or ___ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is __%

**(4) If you do not have an an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? ____Yes ____No. If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.**

**(5) For Restricted Rate Programs (check one)—Are you using a restricted indirect cost rate that:**

   ___ Is included in your approved Indirect Cost Rate Agreement? Or ___ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is ________ %.**
| Name of Institution/Organization: | Applicants requesting funding for only one year should complete the column under "Project Year 1."
Applicants requesting funding for multi-year grants should complete all applicable columns.
Please read all instructions before completing form. |

### SECTION B—BUDGET SUMMARY

#### NON-FEDERAL FUNDS

<table>
<thead>
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<th>Budget Categories</th>
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<th>Project Year 2 (b)</th>
<th>Project Year 3 (c)</th>
<th>Project Year 4 (d)</th>
<th>Project Year 5 (e)</th>
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<td>5. Supplies</td>
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### SECTION C—BUDGET NARRATIVE

(see instructions)
INSTRUCTIONS FOR ED FORM 524

GENERAL INSTRUCTIONS

This form is used to apply to individual U.S. Department of Education (ED) discretionary grant programs. Unless directed otherwise, provide the same budget information for each year of the multi-year funding request. Pay attention to applicable program specific instructions, if attached. You may access the Education Department General Administrative Regulations, 34 CFR 74 – 86 and 97-99, on ED’s website at: http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html. You may access requirements from 2 CFR 200, “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards” cited within these instructions at: https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards.

You must consult with your Business Office prior to submitting this form.

SECTION A: BUDGET SUMMARY—U.S. DEPARTMENT OF EDUCATION FUNDS

All applicants must complete Section A and provide a breakdown by the applicable budget categories shown in lines 1-11.

Lines 1-11, columns (a)-(e): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If funding is requested for only one project year, leave this column blank.

Line 12, columns (a)-(e): Show the total budget request for each project year for which funding is requested.

Line 12, column (f): Show the total amount requested for all project years. If funding is requested for only one year, leave this space blank.

Indirect Cost Information: If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office.

Indicate whether or not your organization has an Indirect Cost Rate Agreement that was approved by the Federal government.

(1) If you checked “no,” ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:

(a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and
(b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

(2) If you checked “yes” in (1), indicate in (2) the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED or another Federal agency (Other) issued the approved agreement. If you check “Other,” specify the name of the Federal agency that issued the approved agreement.

(3) If you are applying for a grant under a Restricted Rate Program (34 CFR 75.563 or 76.563), indicate whether you are using a restricted indirect cost rate that is included on your approved Indirect Cost Rate Agreement or whether you are using a restricted indirect cost rate that complies with 34 CFR 76.564(c)(2). Note: State or local government agencies may not use the provision for a restricted indirect cost rate specified in 34 CFR 76.564(c)(2). Check only one response. Leave blank, if this item is not applicable.

**SECTION B: BUDGET SUMMARY—NON-FEDERAL FUNDS**

If you are required to provide or volunteer to provide cost-sharing or matching funds or other non-Federal resources to the project, these should be shown for each applicable budget category on lines 1-11 of Section B.

**Lines 1-11, columns (a)-(e):** For each project year, for which matching funds or other contributions are provided, show the total contribution for each applicable budget category.

**Lines 1-11, column (f):** Show the multi-year total for each budget category. If non-Federal contributions are provided for only one year, leave this column blank.

**Line 12, columns (a)-(e):** Show the total matching or other contribution for each project year.

**Line 12, column (f):** Show the total amount to be contributed for all years of the multi-year project. If non-Federal contributions are provided for only one year, leave this space blank.
SECTION C: BUDGET NARRATIVE

[Attach separate sheet(s)] Pay attention to applicable program specific instructions, if attached.

1. Provide an itemized budget breakdown, and justification by project year, for each budget category listed in Sections A and B. For grant projects that will be divided into two or more separately budgeted major activities or sub-projects, show for each budget category of a project year the breakdown of the specific expenses attributable to each sub-project or activity.

2. For non-Federal funds or resources listed in Section B that are used to meet a cost-sharing or matching requirement or provided as a voluntary cost-sharing or matching commitment, you must include:
   a. The specific costs or contributions by budget category;
   b. The source of the costs or contributions; and
   c. In the case of third-party in-kind contributions, a description of how the value was determined for the donated or contributed goods or services.

[Please review ED’s general cost sharing and matching regulations, which include specific limitations, in 34 CFR 74.23, applicable to non-governmental entities, and 80.24, applicable to governments, and the applicable Office of Management and Budget (OMB) cost principles for your entity type regarding donations, capital assets, depreciation and use allowances. OMB cost principle circulars are available on OMB’s website at: http://www.whitehouse.gov/omb/circulars/index.html

3. If applicable to this program, provide the rate and base on which fringe benefits are calculated.

4. If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. Specify the estimated amount of the base to which the indirect cost rate is applied and the total indirect expense. Depending on the grant program to which you are applying and/or your approved Indirect Cost Rate Agreement, some direct cost budget categories in your grant application budget may not be included in the base and multiplied by your indirect cost rate. For example, you must multiply the indirect cost rates of “Training grants” (34 CFR 75.562) and grants under programs with “Supplement not Supplant” requirements (“Restricted Rate” programs) by a “modified total direct cost” (MTDC) base (34 CFR 75.563 or 76.563). Please indicate which costs are included and which costs are excluded from the base to which the indirect cost rate is applied.

When calculating indirect costs (line 10) for "Training grants" or grants under "Restricted Rate" programs, you must refer to the information and examples on ED’s Web site at: www.ed.gov/fund/grant/apply/appforms/appforms.html.
Provide other explanations or comments you deem necessary.

**PAPERWORK BURDEN STATEMENT**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0008**. The time required to complete this information collection is estimated to vary from 13 to 22 hours per response, with an average of 17.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:

U.S. Department of Education  
Washington, DC 20202-4651

If you have comments or concerns regarding the status of your individual submission of this form, write directly to:

Office of Special Education Programs  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202
PART III: APPLICATION NARRATIVE

This narrative section of the application requires applicants to address the selection criteria that will be used by reviewers in evaluating individual applications. Please refer to the “Selection Criteria and Format” sections in this package for the competition to which you wish to submit an application.

Also, all of the competitions covered by this package have page limitations for the application narrative. Please refer to the “Page Limits” information for the competition to which you wish to submit an application.
PART IV: ASSURANCES AND CERTIFICATIONS

ASSURANCES—NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including 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 the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the: Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as...
amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646), which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7326) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.


10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.


14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research,
development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, “Audits of States, Local Governments, and Non-Profit Organizations.”

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

__________________________________________________________
SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL

__________________________________________________________
APPLICANT ORGANIZATION

__________________________________________________________
TITLE

__________________________________________________________
DATE SUBMITTED

OMB Approval No. 0348-0040

Standard Form 424B (Rev. 7-97) Back
CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

STATEMENT FOR LOAN GUARANTEES AND LOAN INSURANCE

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

____________________
APPLICANT’S ORGANIZATION

____________________
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

____________________  ______________________
SIGNATURE  DATE
**DISCLOSURE OF LOBBYING ACTIVITIES**

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

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<td>b. grant</td>
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<td>b. material change</td>
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<td>c. cooperative agreement</td>
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<td>e. loan guarantee</td>
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</tr>
<tr>
<td>* Street 1 Street 2</td>
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<tr>
<td>* City State</td>
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<td>Congressional District, if known:</td>
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5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

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<th>7. * Federal Program Name/Description:</th>
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<th>9. Award Amount, if known:</th>
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<th>10. a. Name and Address of Lobbying Registrant:</th>
<th>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.</th>
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<td>* Last Name Suffix</td>
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<td>* Street 1 Street 2</td>
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<td>* City State</td>
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<td>b. Individual Performing Services (including address if different from No. 10a)</td>
<td>Zip</td>
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<td>* Street 1 Street 2</td>
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<td>* City State</td>
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<tr>
<td>* Signature: *Name: Prefix * First Name Middle Name * Last Name Suffix * Title: Telephone No.: Date:</td>
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Standard form - LLL (Rev. 7-97)

G-32
PART V: ADDITIONAL INFORMATION

DUNS NUMBER INSTRUCTIONS

D-U-N-S No.

Please provide the applicant's D-U-N-S Number. You can obtain your D-U-N-S Number at no charge by calling 1-800-333-0505 or by completing a D-U-N-S Number Request Form. The form can be obtained via the Internet at the following URL:

www.dnb.com/duns-number.html

The D-U-N-S Number is a unique nine-digit number that does not convey any information about the recipient. A built in check digit helps assure the accuracy of the D-U-N-S Number. The ninth digit of each number is the check digit, which is mathematically related to the other digits. It lets computer systems determine if a D-U-N-S Number has been entered correctly.

Dun & Bradstreet, a global information services provider, has assigned D-U-N-S numbers to over 43 million companies worldwide.

GRANT APPLICATION RECEIPT ACKNOWLEDGEMENT

If you fail to receive the notification of application within fifteen (15) days from the closing date, call:

U.S. Department of Education
Application Control Center

202-245-6288

GRANT AND CONTRACT FUNDING INFORMATION

The Department of Education provides information about grant and contract opportunities electronically in several ways:

ED Internet Home Page: www.ed.gov