

**U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
REHABILITATION SERVICES ADMINISTRATION
WASHINGTON, D.C. 20202-2800**

**FY 2023—Application Kit for New Grants
Under
The Rehabilitation Services Administration
THE REHABILITATION SERVICES ADMINISTRATION DISABILITY
INNOVATION FUND (DIF) PATHWAYS TO PARTNERSHIPS
INNOVATIVE MODEL DEMONSTRATION PROJECT**

ASSISTANCE LISTING NUMBER 84.421E



FORM APPROVED
OMB No. 1894-0006, EXP. DATE: 02/29/2024
ED FORM 424, OMB APPROVED

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CLOSING DATE: JUNE 5, 2023

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PUBLIC 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 1894-0006. Public reporting burden for this collection of information is estimated to average 40 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 93-112 or 116-260). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact Rehabilitation Services Administration (RSA) Discretionary Grant Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education, 400 Maryland Avenue, SW, Potomac Center Plaza, room 5071C, Washington D.C. 20202-2800 directly.

SECTION A
DEAR APPLICANT LETTER



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
REHABILITATION SERVICES ADMINISTRATION

April 5, 2023

Dear Applicant:

The U.S. Department of Education (Department) is issuing a notice inviting applications (NIA) for fiscal year (FY) 2023 to fund the Disability Innovation Fund (DIF) Pathways to Partnerships Innovative Model Demonstration Project, Assistance Listing Number 84.421E.

This application package contains information and the required forms for you to use in submitting a new application for funding under the Pathways to Partnerships demonstration project. The awards will be discretionary grants negotiated as cooperative agreements.

As provided by the Consolidated Appropriations Act, 2022 (Pub. L. 117-103), FY23 DIF funding is to support activities aimed at increasing Competitive Integrated Employment (CIE) as defined in section 7 of the Rehabilitation Act of 1973 (Rehabilitation Act) (29 U.S.C. 705(5)), for children and youth with disabilities.

The purpose of this competition is to fund multiple innovative model demonstration projects focused on the creation of systemic approaches to transition services for children and youth with disabilities (as defined in this notice). Ensuring that key agents of change and required partners -- State vocational rehabilitation agencies (SVRAs), State educational agencies (SEAs), local educational agencies (LEAs), and federally funded Centers for Independent Living (CILs)--are actively collaborating to support coordinated transition processes is critical to the success of children and youth with disabilities. To achieve this purpose, projects funded under this priority must: (1) develop an innovative model of collaboration and partnerships, with coordination of funding from, and a seamless system of services provided by, the required partners (SVRAs, SEAs, LEAs, and CILs); (2) include an innovative approach to the provision of seamless transition services focused on career exploration, CIE aspiration, and achievement of CIE for children and youth with disabilities, leveraging the expertise of the required partners to increase the success of the transition process; (3) include training for youth service professionals and must include training for children and youth with disabilities and their support systems; (4) develop a pathway to partnerships that incorporates career exposure, internships and apprenticeships, and a project-specific website; and (5) develop collaborations into partnerships that leverage resources to

implement a cohesive service delivery model that supports successful postsecondary experiences for children and youth with disabilities and their support systems.

Please read this letter carefully as it includes important information related to the grant competition. Take the time to review all 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 procedural rules that govern the submission of the application or if the application does not contain the information required. (Education Department General Administrative Regulations (EDGAR) at 34 C.F.R. §75.216 (b) and (c)).

Please note the following:

ELIGIBLE APPLICANTS

Eligible applicants for this competition are State VR agencies and State Educational agencies

NOTICE INVITING APPLICATIONS

The Notice Inviting Applications (NIA) is published in the Federal Register, contained in Section C of this application package, and is available to download and review.

PRE-APPLICATION MEETING AND POWERPOINT PRESENTATION

The Rehabilitation Services Administration (RSA) will post a PowerPoint presentation that provides general information about RSA discretionary grants and a PowerPoint presentation specifically about the DIF Pathways to Partnerships Innovative Model Demonstration Project at <https://ncrtm.ed.gov/RSAGrantInfo.aspx>. RSA will conduct a pre-application meeting Tuesday, April 25, 2023 at 2:00 pm ET specific to this competition via conference call to respond to questions. All 84.421E questions should be submitted to the 84.421E@ed.gov mailbox by 5:00 PM (ET) on Wednesday, April 19, 2023.

Information about the pre-application meeting will be available at <https://ncrtm.ed.gov/grant-info> prior to the date of the conference call. RSA invites you to send questions to 84.421E@ed.gov in advance of the pre-application meeting. The teleconference information, including the 84.421E pre-application meeting summary of the questions and answers, will be available at <https://ncrtm.ed.gov/grant-info> within ten business days after the pre-application meeting.

APPLICATION SUBMISSION: COMMON INSTRUCTIONS FOR APPLICANTS TO DEPARTMENT OF EDUCATION DISCRETIONARY GRANT PROGRAMS

Applicants are required to follow the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register on December 7, 2022 (87 FR 75045) and available at <https://www.federalregister.gov/documents/2022/12/07/2022-26554/common-instructions-for-applicants-to-department-of-education-discretionary-grant-programs>,

which contain requirements and information on how to submit an application. Please note that these Common Instructions supersede the version published on December 27, 2021.

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 in Section D of this application package, 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. Please be aware that applications submitted to Grants.gov for the Department of Education will now be posted using Adobe forms. 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.

APPLICABLE REGULATIONS

Education Department General Administrative Regulations (EDGAR)

This program is subject to the requirements of the Education Department General Administrative Regulations at 34 CFR Parts 75, 77, 79, 81, 82, 84, 86, 97, 98, and 99. These regulations set forth all general rules affecting application submittal, review, grant awarding, and post-award administration of Department of Education grant programs.

Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement)

This program is subject to the requirements of 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.

Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)

This program is subject to the requirements of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

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.

BUDGET INFORMATION

Applicants under this competition are required to provide detailed budget information for the total grant period, including detailed budget information for each of the five years of the proposed project. Applicants may not set aside more than 5 percent of the total budget to evaluate the overall effectiveness of the proposed project. Applicants are encouraged to consider the impact of implementation of the proposed project when creating a year 1 budget. Applicants are also encouraged to consider the impact of the period of performance end date, September 30, 2028, when creating the year 5 budget.

Required Cost Sharing or Matching

This competition does not require cost sharing or matching.

Indirect Cost Rate Information

This program uses an unrestricted indirect cost rate. For more information regarding indirect costs, or to obtain a negotiated indirect cost rate, please see www2.ed.gov/about/offices/list/ocfo/intro.html.

Administrative Cost Limitation

This program does not include any program-specific limitation on administrative expenses. All administrative expenses must be reasonable and necessary and conform to the Cost Principles described in 2 CFR part 200 subpart E of the Uniform Guidance.

Subgrantees (Subawards)

Under the Consolidated Appropriations Act, 2022, a grantee under this competition may award subgrants. Under this competition, subgrants may not exceed 75 percent of the funds. Under 34 CFR 75.708(b) and (c), a grantee under this competition may award subgrants--to directly carry out project activities described in its application--to the following types of entities: public and private, nonprofit entities, SVRAs, SEAs, LEAs, and CILs. The grantee may only award subgrants to entities it has identified in an approved application. Subrecipients may not further subgrant funds received under this award.

Final Performance Report

The Final Performance Report must be completed and submitted by the end of the project period, September 30, 2028. Therefore, all project activities (other than work on

the evaluation and final performance report) must conclude earlier than 60 months to allow time for the evaluation and final performance report to be completed and submitted by the end of the project period of September 30, 2028. This should be reflected in the budget.

PRIORITY

This competition contains one absolute priority. We are establishing the absolute priority for the FY 2023 grant competition, and any subsequent year in which we make awards from the list of unfunded applications from this competition, in accordance with section 437(d)(1) of the General Education Provisions Act (GEPA), 20 U.S.C. 1232(d)(1).

Absolute Priority: Pathways to Partnerships Innovative Model Demonstration Project

Please refer to the NIA for more details about this absolute priority. Applicants must address the absolute priority in the budget information (ED Form 524, Section B) and budget narrative.

Prior to the peer review, Department staff will determine if an application has met the appropriate absolute priority and is eligible for peer review. An application that has not met the absolute priority will not be considered for funding and may not be reviewed.

APPLICATION NARRATIVE AND SELECTION CRITERIA

Part III of the Application Narrative addresses the absolute priority, particularly the Application Requirements and the Project Requirements in the NIA. The application narrative must also address the Selection Criteria, which the competition peer reviewers use to evaluate and score each application. These may be found in Section D of this application kit or Section V.1. of the NIA. Please note that peer reviewers are instructed that appendix material is considered supplemental material to support or show evidence supporting statements made in the narrative, and that they are not required to review such material. (They are neither asked nor expected to consider appendix material in rating applications.)

EVIDENCE OF EFFECTIVENESS FORM (OPTIONAL)

Applicants are not required to complete the Evidence of Effectiveness Form for this competition. However, this form is optional and contained in this application package should an applicant choose to submit it.

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 subject's 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/humansub.html

RESPONSE TO PERFORMANCE MEASURES

For this competition, applicants must develop and implement a plan to measure the innovative model demonstration project's performance and outcomes, including an evaluation of the practices and strategies implemented by the project. The performance measures will be developed in collaboration with the Department or its contractors during the first three months of the awards. Performance measures may, for example, assess the impact of project activities on effective collaboration and child and youth outcomes, access to resources, sustainability, and the replicability of project. The cooperative agreement, for year 1, will specify the program measures that will be used to assess the grantees' performance in achieving the goals and objectives of the competition.

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).

ADDITIONAL INFORMATION

For information about other U.S. Department of Education grant and contract opportunities, please 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>. Applicants may contact Cassandra Shoffler, Competition Manager, at (202) 245-7827 or 84.421E@ed.gov, to discuss any matters relating to this competition.

Sincerely,

Corinna H. Stiles, PhD, JD
Chief, Training Programs Unit
Rehabilitation Services Administration

SECTION B
NOTICE INVITING APPLICATIONS
FOR NEW AWARDS

4000-01-U

DEPARTMENT OF EDUCATION

Applications for New Awards; Disability Innovation Fund,
Pathways to Partnerships Innovative Model Demonstration
Project

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

ACTION: Notice.

SUMMARY: The U.S. Department of Education (Department) is
issuing a notice inviting applications for Federal fiscal
year (FFY) 2023 for the Disability Innovation Fund (DIF),
Pathways to Partnerships Innovative Model Demonstration
Project, Assistance Listing Number 84.421E. This notice
relates to the approved information collection under OMB
control number 1894-0006, Applications for New Grants under
the Rehabilitation Services Administration (RSA).

DATES:

Applications Available: April 5, 2023.

Deadline for Notice of Intent to Apply: April 19, 2023.

Deadline for Transmittal of Applications: June 5, 2023.

Date of Pre-Application Meeting: The Office of Special
Education and Rehabilitative Services (OSERS) will post a
PowerPoint presentation that provides general information
about the Rehabilitation Services Administration's

discretionary grants and a PowerPoint presentation specifically about the Disability Innovation Fund, Pathways to Partnerships Innovative Model Demonstration Project (84.421E) at <https://ncrtm.ed.gov/grant-info>. In addition to posting the PowerPoint, OSERS will conduct a pre-application meeting specific to this competition via conference call to respond to questions. Information about the pre-application meeting will be available at <https://ncrtm.ed.gov/grant-info> prior to the date of the call. OSERS invites interested applicants to send questions to 84.421E@ed.gov in advance of the pre-application meeting. The teleconference information, including a summary of the 84.421E pre-application meeting questions and answers, will be available at <https://ncrtm.ed.gov/grant-info> within 10 business days after the pre-application meeting.

Deadline for Intergovernmental Review: August 3, 2023.

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 December 7, 2022 (87 FR 75045) and available at <https://www.federalregister.gov/documents/2022/12/07/2022-26554/common-instructions-for-applicants-to-department-of->

[education-discretionary-grant-programs](#). Please note that these Common Instructions supersede the version published on December 27, 2021.

FOR FURTHER INFORMATION CONTACT: Cassandra P. Shoffler,
U.S. Department of Education, 400 Maryland Avenue, SW, room
5065A, Potomac Center Plaza, Washington, DC 20202-2800.
Telephone: (202) 245-7827. Email: 84.421E@ed.gov.

If you are deaf, hard of hearing, or have a speech disability and wish to access telecommunications relay services, please dial 7-1-1.

SUPPLEMENTARY INFORMATION:

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The purpose of the Disability Innovation Fund (DIF) Program, as provided by the Consolidated Appropriations Act, 2022 (Pub. L. 117-103), is to support innovative (as defined in this notice) activities aimed at increasing competitive integrated employment (CIE) as defined in section 7 of the Rehabilitation Act of 1973 (Rehabilitation Act) (29 U.S.C. 705(5))¹, for youth and other individuals with disabilities.

¹ This regulatory definition further clarifies the statutory definition of CIE found in the Rehabilitation Act. Competitive integrated employment means work that--

For FFY 2023, the Department intends to fund multiple innovative model demonstration projects focused on the creation of systemic approaches to transition services for children and youth with disabilities (as defined in this notice). Ensuring that key agents of change and required partners (as defined in this notice) -- State vocational rehabilitation agencies (SVRAs), State educational agencies (SEAs), local educational agencies (LEAs), and federally funded Centers for Independent Living (CILs)--are actively collaborating to support coordinated transition processes

(i) Is performed on a full-time or part-time basis (including self-employment) and for which an individual is compensated at a rate that--

(A) Is not less than the higher of the rate specified in section 6(a)(1) of the Fair Labor Standards Act of 1938 (29 U.S.C. 206(a)(1)) or the rate required under the applicable State or local minimum wage law for the place of employment;

(B) Is not less than the customary rate paid by the employer for the same or similar work performed by other employees who are not individuals with disabilities and who are similarly situated in similar occupations by the same employer and who have similar training, experience, and skills; and

(C) In the case of an individual who is self-employed, yields an income that is comparable to the income received by other individuals who are not individuals with disabilities and who are self-employed in similar occupations or on similar tasks and who have similar training, experience, and skills; and

(D) Is eligible for the level of benefits provided to other employees; and

(ii) Is at a location--

(A) Typically found in the community; and

(B) Where the employee with a disability interacts for the purpose of performing the duties of the position with other employees within the particular work unit and the entire work site, and, as appropriate to the work performed, other persons (e.g., customers and vendors), who are not individuals with disabilities (not including supervisory personnel or individuals who are providing services to such employee) to the same extent that employees who are not individuals with disabilities and who are in comparable positions interact with these persons; and

(iii) Presents, as appropriate, opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions. (34 CFR §§361.5(c)(9))

is critical to the success of children and youth with disabilities.

Priority: We are establishing this priority for the FFY 2023 grant competition and any subsequent year in which we make awards from the list of unfunded applications from this competition, in accordance with section 437(d)(1) of the General Education Provision Act (GEPA), 20 U.S.C. 1232(d)(1).

Absolute Priority: For FFY 2023 and any subsequent year in which we make awards from the list of unfunded applications from this competition, this is an absolute priority. Under 34 CFR 75.105(c)(3), we consider only applications that meet the absolute priority.

The priority is:

Pathways to Partnerships Innovative Model

Demonstration Project.

Background:

The Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, as amended (Rehabilitation Act) both describe the Nation's goals for people with disabilities to include achieving: equality of opportunity, full inclusion and integration in society and employment, independent living, and economic self-sufficiency (42 U.S.C. 12101(a)(7); 29 U.S.C. 701(a)(6)). Securing an

appropriate education, including transition services that lead to CIE, is one critical component that youth and adults with disabilities need to achieve the Nation's goals. As Congress found in the Rehabilitation Act, "there is a substantial need to support such students [with disabilities] as they transition from school to postsecondary life." 29 U.S.C. 701(a)(7).

Over the past several decades, States have implemented numerous federally mandated changes to improve post-school outcomes for youth with disabilities (Gingerich & Crane, 2021). For example, the changes have included greater access to the general education curriculum, which has increased the number of students with disabilities who leave high school with a standard high school diploma, and pre-employment transition services, including transition planning within the individualized education program (IEP) process beginning at age 16 (or age 14 in some States) for students with disabilities under the Individuals with Disabilities Education Act (IDEA).

However, persons with disabilities are less likely to be employed than those without disabilities. According to the U.S. Department of Labor, Office of Disability Employment Policy, in 2022 the unemployment rate for persons with disabilities ages 16-64 was 5.4 percent

compared to 3.2 percent for persons without disabilities. Similarly, the unemployment rate for youth with disabilities, ages 16-19, was 19.6 percent compared to 10.4 percent for youth without a disability. An even larger disparity exists for youth with disabilities ages 20-24, with an unemployment rate of 14.5 percent compared to 6.7 percent for youth ages 20-24 without a disability. (United States Department of Labor, n.d.)² The Department intends to begin building the evidence base regarding whether early exposure to employment and career possibilities for children and youth with disabilities will lead to successful secondary or postsecondary experiences, including employment. There are a significant number of factors contributing to disappointing transition outcomes for students with disabilities, such as limited exposure to career exploration, lack of preparation for postsecondary education, limited employment opportunities (e.g., paid internships, paid apprenticeships), and limited training for youth service professionals (as defined in this notice) (Frazier et al., 2020; Biggs & Carter, 2016; Luft, 2015; Wehman et al., 2015).

² See the Resources section of this notice for complete citations.

As children and youth with disabilities move through the school system, many do not have exposure to self-advocacy training, careers, and independent living opportunities until they transition from high school. It is important to support children and youth with disabilities and their support systems (as defined in this notice) to bridge the gap from school to adult life, independent living, and career. SVRAs, SEAs, LEAs, and CILs offer various transitional supports that could be more effective at achieving the Nation's goals for children and youth with disabilities expressed in the ADA and Rehabilitation Act if leveraged through innovative models. Oertle & Trach (2007) found that collaboration among educational professionals (as defined in this notice), VR professionals, youth service professionals, employers, and parents can improve interagency relationships and lead to successful outcomes for children and youth with disabilities, including increasing postsecondary education completion and securing CIE.

Through this priority, the Department seeks to support projects that foster the establishment of close ties among agencies, transforming collaboration into partnership. Each applicant is required to ensure that project partnerships are comprised of, at a minimum, each of the

following entities: SVRAs, SEAs, LEAs, CILs. Each partnership will demonstrate how services might be improved in the field, by developing and piloting a cohesive service delivery model that better manages its unique resources while coordinating efforts to improve outcomes for children and youth with disabilities and their support systems and facilitating successful transitions. In addition to required partners, applicants are strongly encouraged to include additional entities that may benefit the partnership, including State, local or regional employers, chambers of commerce, institutions of higher education and non-profit or private entities that promote improved transition outcomes for children and youth with disabilities.

The required partners support transition services by providing employment services, training, career exploration, and independent living skills to children and youth with disabilities and their support systems. These entities are authorized by different laws that are administered by different Federal agencies, and each entity has an important role in supporting successful secondary or postsecondary experiences for children and youth with disabilities and their support systems.

SVRAs are authorized by the title I of the Rehabilitation Act. SVRAs provide VR services for individuals with disabilities, consistent with their strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice, so that they may prepare for and engage in CIE or supported employment and achieve economic self-sufficiency.

The IDEA makes available a free appropriate public education to eligible children and youth with disabilities and ensures that special education and related services are available to those children and youth. SEAs, under 34 CFR 300.149, have responsibility for general supervision of LEAs under IDEA to ensure appropriate monitoring and oversight, technical assistance, and enforcement. LEAs, in turn, are responsible for the general supervision of schools within their jurisdictions. Under IDEA, LEAs must provide transition services to students at age 16 (or age 14 in some States).

Title VII of the Rehabilitation Act of 1973 authorizes the Independent Living Services and CIL programs. Administered by the Administration for Community Living, CILs are required to provide independent living core services (as defined in this notice) to individuals with significant disabilities to maximize the leadership,

empowerment, independence, and productivity of individuals with disabilities, and the integration and full inclusion of individuals with disabilities into the mainstream of American society.

It is through partnerships (as defined in this notice) at the State and local levels that a seamless, comprehensive system of programs, projects, and supports can be provided in a manner that raises expectations, improves engagement, and provides empowerment opportunities for children and youth with disabilities and their support systems. Over the past three decades, research on the transition of students with significant disabilities has shown that post-school outcomes of students with disabilities increase when educators, families, students, community members, and organizations work together in transition planning (Newman et al., 2016). These individuals each contribute a unique set of expertise to the collective group that, together, pave a clear and robust path as children and youth with disabilities transition from school to postsecondary endeavors, including CIE.

The research is clear that collaboration from all stakeholders in the transition process improves outcomes, but currently, there is a deficit in policies and practices

in place to serve as models (Frazier et al., 2020). The collaboration of all stakeholders will attempt to solve common challenges associated with cross-agency communication, alignment of vision and goals, resource coordination, and trust. Partnerships will reduce organizational silos and create opportunities for a unified vision; common goals; cross-partner education and training; communication; and the identification and utilization of innovative and new approaches to collaboration among partners focused on improving transition for children and youth with disabilities and their support systems.

We encourage applicants to propose innovative models of collaboration and partnerships that coordinate funding from, and provide a seamless system of services by, required partners. Such collaboration and partnerships improve the transition for children and youth with disabilities from the education system to the vocational rehabilitation system with the goal of obtaining CIE. Innovative models have the potential to increase knowledge and access to opportunities and programs for children and youth with disabilities and their support systems, as well as to challenge the field to raise expectations and secure partnerships that result in desired employment,

postsecondary education, and economic self-sufficiency outcomes for children and youth with disabilities.

Priority:

A project under this priority must develop an innovative model of collaboration and partnerships, with coordination of funding from, and a seamless system of services provided by, the required partners (SVRAs, SEAs, LEAs, and CILs). A project must include an innovative approach to the provision of seamless transition services focused on career exploration, CIE aspiration, and achievement of CIE for children and youth with disabilities, leveraging the expertise of the required partners to increase the success of the transition process. The project must include an evaluation of the training provided to—

(a) youth service professionals who are implementing the innovative model, including but not limited to service providers, aides, and other professionals who provide, for example, skills training, professional development, and cross-agency training;

(b) children and youth with disabilities (i.e., in soft skills training, career exploration training, and job readiness training); and

(c) support systems of children and youth with disabilities (i.e., in advocacy, financial planning, and transition planning).

The project must promote opportunities for career exposure for youth such as internships and apprenticeships. To promote transparency and provide tools for sharing best practices, the project also must establish a project-specific website geared toward actionable items, such as information for youth service professionals (i.e., program descriptions and information, resources, online training opportunities, etc.) or project participant resources for children and youth with disabilities (i.e., interest inventories, career exploration including virtual employer tours, job duties, educational courses that support specific careers, resources for transitioning from middle to high school or high school to post-secondary education or employment). It would also include resources, as they are being developed, that would allow for the replication of certain aspects of the project throughout the life of the project. The project must develop collaborations into partnerships that leverage resources to implement a cohesive service delivery model that supports successful postsecondary experiences for children and youth with disabilities and their support systems.

Application Requirements:

Under this priority, applicants must meet the following application requirements.

(a) *Proposed project.* Describe, in a narrative section of the application, the proposed project including a description of the defined geographic area or areas to be served by the project; how the proposed project will develop, pilot, refine, and implement, and collect and analyze data for the collaborative model that leverages the expertise of the required partners, children and youth with disabilities and their support systems, policymakers, employers, educational professionals, and youth service professionals; and other agencies and entities to assist with the proposed project. To meet this requirement, in the application, applicants must--

(1) *Develop the proposed project (In Year One).*

(i) Demonstrate that the proposed project incorporates evidence, findings, or accompanying summary reports from experts in the field, where applicable, or an existing program that has been modified to be appropriate for the proposed project;

(ii) Describe how the proposed project will develop a collaborative innovative systemic model, including ongoing professional and leadership development for youth service

professionals across agencies, to assist children and youth with disabilities and their support systems;

(iii) Identify stakeholders that have experience serving children and youth with disabilities that are diverse, such as with regard to socioeconomic status, race, ethnicity, culture, language, disability, and gender, and describe how the project will include such stakeholders in project activities;

(iv) Describe how the proposed project will identify, conduct outreach to and serve children and youth with disabilities and their support systems, required partners, policy makers, employers, educational professionals, youth service professionals, and other agencies and entities that are critical to the development and implementation of the proposed project;

(v) Describe how the proposed project will identify, conduct outreach to and serve children and youth with disabilities who have been underserved by SVRAs or SEAs, such as children and youth of color, from low-income families, from rural areas or with significant disabilities.

(vi) Identify and describe the innovative services and supports that are relevant to the proposed project to

promote smooth, coordinated transition services resulting in successful CIE outcomes for project participants;

(vii) Describe how the proposed project will develop and pilot (years 1 and 2), and refine and implement (years 2-5), a project website that is a centralized location for maintaining age-appropriate materials for youth participants and resources for youth service professionals to include: project details, project results, and training/resources for project participants that will be incorporated into the required partner websites at the end of the project and that will raise awareness among and facilitate engagement with other interested public entities and the business community;

(viii) Describe how the proposed project will create age-appropriate, in-person and virtual career experiences such as internships and apprenticeships, which may include standalone models, training modules, and customized modules to meet the unique learning needs of project participants, and which may be incorporated into the proposed project website;

(ix) Describe how the proposed project will develop, refine, and implement a program that trains project participants in economic independence, including financial literacy training (as defined in this notice), and may

include a standalone model or modules that may be incorporated into the proposed project website;

(x) Describe how the proposed project's required partners will collaborate on a product for use by personnel supporting the project participants and the project participants themselves, that supports and encourages career exploration and career assessment results and interests;

(xi) Describe how the proposed project will identify, and conduct outreach and information dissemination to, stakeholders, including youth and children with disabilities and their support systems, partners, and project participants;

(xii) Describe the proposed project plan to conduct local resource mapping (as defined in this notice); and

(xiii) Describe how the proposed project will identify and develop mechanisms to collect data from partners, improve data sharing among partners and stakeholders, and maintain outcome data;

(2) *Pilot the proposed project (No later than Quarter 1 of Year Two)*. Describe how the proposed project will pilot the proposed project no later than the first quarter of the second year of the proposed project period (October 1, 2024 - December 30, 2024), including what services will

be offered; the expected number of children and youth with disabilities served; the expected number of trainings conducted with youth service professionals, children and youth with disabilities, support systems, and other key partners and stakeholders (i.e., Workforce Boards, Businesses); and data collected and evaluated during the pilot phase; and

(3) *Refine and implement the proposed project (Year Two to Five).*

(i) Describe how the proposed project will assess the results of the pilot, including through data collection and evaluation, to determine whether components of the pilot produced the expected results as planned or will need to be altered prior to the implementation of the proposed project;

(ii) Describe how the proposed project will include a process of continuous assessment and improvement to ensure that the proposed project activities are reviewed against the proposed project goals and objectives and are refined throughout the project period; and

(iii) Describe the plan to refine the proposed project through a process for securing feedback, through various methods (e.g., in-person, phone, virtual) from project participants, partners, and stakeholders, to ensure

continuous improvement and refinement of the proposed project throughout the project period; and

(4) *Collect and analyze project data (Year One to Five).*

(i) Describe how the full implementation of the proposed project will include finalization of baseline data (first quarter of year 1); including collecting the following data elements in each year of the grant and setting appropriate targets:

(A) The number of children with disabilities who are contacted about the proposed project.

(B) The number of youth with disabilities who are contacted about the proposed project.

(C) The number of children with disabilities who are enrolled in the proposed project.

(D) The number of youth with disabilities who are enrolled in the proposed project.

(E) The number of youth with disabilities who secure competitive integrated employment.

(F) The number of youth enrolled in post-secondary education.

(G) The number of youth service professionals, broken down by program/agency (i.e., SVRAs, SEAs, LEAs, CILs, and other entities) who participate in professional development

training (i.e., cross training) to support the development of the proposed project, increasing successful pathways to partnerships;

(ii) Describe how the assessment of baseline data will be conducted prior to the start of the proposed pilot project activities (year 1); and

(iii) Describe how data collection and assessment of feedback on the proposed project and its impact on project participants, including strengths and challenges, will be collected and analyzed during the proposed project pilot (years 1-2) and refinement (years 2-5).

(b) *Memorandum of understanding (MOU)*

(1) Submit with the application letters of intent from an authorized representative to sign a formal MOU from all required partners, identifying the general responsibilities of each partner in the proposed project.

(2) Provide an assurance in the application that if the applicant receives an award, it will, within 180 days of award date, submit to the Department a formal signed MOU between the applicant and all required partners. The MOU must include, for each required partner, a scope of work describing the portions of the application that the partner will implement. These scopes of work must contain detailed

work plans and budgets that are consistent with the application, and must include--

(i) The applicant's and each partner's specific goals, activities, timelines, budgets, key personnel, and annual performance targets;

(ii) Description of a process for decision-making;

(iii) Description of a process for amending the MOU;

(iv) Identification of the fiscal agent; and

(v) Description of how the applicant and partners will communicate and exchange information.

(vi) Describe how the proposed project will establish an advisory work group or steering committee that meets at least quarterly, and includes but is not limited to, key project personnel (as defined in this notice) from the partners, with at least 10 percent of the committee members or workgroup to include children and youth with disabilities and their support systems. The advisory work group or steering committee will provide input on the development, implementation, and operationalization of partner activities that contribute to the success of project participants (as defined in this notice);

(c) *Logic model*

(1) Provide a logic model (as defined in this notice) that communicates how the proposed project will achieve its

intended outcomes that depicts, at a minimum, the goals, activities, outputs, and intended outcomes of the proposed project.

(2) Demonstrate how the proposed project components (as defined in this notice) are intended to affect the proposed project outcomes. Applicants must specifically note the proposed project activities that are supported by evidence that demonstrates a rationale and are depicted in the logic model.

Note: The following website provides more information on logic models: "Logic models: "Logic models: A tool for designing and monitoring program evaluations"
https://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/rel_2014007.pdf.

(d) *Proposed project management plan.* In the narrative section of the application under "Quality of the management plan," describe how--

(1) The proposed management plan will ensure that the intended project outcomes will be achieved on time and within budget. To address this requirement, the applicant must include--

(i) Clearly defined responsibilities for key project personnel, including level of effort, consultants, and subcontractors, as applicable;

(ii) Identification of required and additional partners involved in completing the proposed project, including roles;

(iii) Timelines, milestones, and deliverables for accomplishing the project tasks;

(iv) A description of how time commitments of key project personnel and any consultants and subcontractors will be allocated and how these allocations are appropriate and adequate to achieve the intended project outcomes;

(v) The proposed management plan that ensures that the products and services provided are of high quality, relevant, and useful to recipients;

(vi) A description of how the proposed project will include a diversity of perspectives, including those of children and youth with disabilities and their support systems; the required partners; policymakers, employers, educational professionals, and youth service professionals; and other agencies and entities in its development and operation; and

(vii) A detailed description of how activities will continue to be sustained once the grant performance period is over.

(e) *Proposed project evaluation.* In the narrative section of the application under "Quality of the project

evaluation," include an evaluation plan for the proposed project as described in the following paragraphs. The evaluation plan must describe measures of progress in implementation, including the criteria for determining the extent to which the proposed project's products and services have met the goals for reaching its target population; measures of intended outcomes or results of the proposed project activities to evaluate those activities; and how well the goals or objectives of the proposed project, as described in its logic model, have been met. Grantees must dedicate sufficient funds throughout the project period to cover the costs of developing, refining, and implementing the project evaluation plan, as well as the costs associated with collaborating throughout the period of performance with an independent evaluator identified by RSA. The evaluation plan and process must--

(1) Identify formative and summative evaluation questions that align to the logic model;

(2) Describe how progress in and fidelity of implementation, as well as project outcomes, will be measured to answer the evaluation questions;

(3) Specify the measures and associated instruments or sources for data appropriate to the evaluation

questions. Include information regarding reliability and validity of measures where appropriate;

(4) Describe strategies for analyzing data and how data collected as part of this proposed project will be used to inform and refine the logic model and evaluation plan, including subsequent data collection;

(5) Include a timeline for conducting the evaluation and include staff assignments for completing the plan. The timeline must indicate that data will be available bi-annually, for the annual performance report (October 1 - March 31) and end of year performance report (October 1 - September 30);

(6) Describe how the proposed project will collect data regarding the project participants, including but not limited to, demographics (e.g., gender, race, ethnic group) and regional information;

(7) Describe how the proposed project will identify and evaluate the innovative strategies that were effective for systemic change in partnerships (e.g., relationship building, resource sharing, funding mechanism for services);

(8) Describe how the proposed project will evaluate the relationship between project participants' engagement

with or use of specific practices and strategies

implemented by the proposed project and key outcomes;

(9) Describe how the proposed project will make broadly available the results of any evaluations conducted of funded activities, digitally and free of charge, through formal (e.g., peer reviewed journals) or informal (e.g., newsletters) mechanisms;

(10) Describe how the proposed project will ensure that data from the grantee's evaluation are made available to an independent evaluator identified by RSA consistent with applicable privacy requirements;

(11) Describe how the proposed project will leverage data collection, analysis, and research methodologies to result in an evaluation that can build evidence at least at the level of promising evidence (as defined in this notice); and

(12) Include an assurance that the project will cooperate on an ongoing basis with any technical assistance provided by the Department or its contractors and comply with the requirements of any other evaluation of the program conducted by the Department, including the need to share project data.

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Definitions:

For the FFY 2023 grant competition and any subsequent year in which we make awards from the list of unfunded applications from this competition, in accordance with section 437(d)(1) of GEPA, we establish definitions of "children and youth with disabilities," "educational professional," "financial literacy training," "independent living core services," "innovative," "key project personnel," "local resource mapping," "partnership," "project participants," "promising evidence," "required partners," "support systems," and "youth service professionals." The remaining definitions are from 34 CFR 77.1. The authority for each definition is noted following the text of the definition.

"Children and youth with disabilities" means children (ages 10-13) and youth (ages 14-24) with disabilities who meets the definition of "child with a disability" in 34 CFR 300.8 or a person who (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment. (Section 437(d)(1) of GEPA.)

"Educational professional" means a professional providing educational services either at a school, academy, or other educational facility, or at a private facility or

residence, as a teacher, professor, tutor, aide, administrator, or other education professional. (Section 437(d) (1) of GEPA.)

“Financial literacy training” means the education and understanding of knowing how money is made, spent, and saved as well as the skills and ability to use financial resources to make decisions. (Section 437(d) (1) of GEPA.)

“Independent living core services” means (i) information and referral services; (ii) independent living skills training; (iii) peer counseling (including cross-disability peer counseling); (iv) individual and systems advocacy; and (v) services that— (A) facilitate the transition of individuals with significant disabilities from nursing homes and other institutions to home and community-based residences, with the requisite supports and services; (B) provide assistance to individuals with significant disabilities who are at risk of entering institutions so that the individuals may remain in the community; and (C) facilitate the transition of youth who are individuals with significant disabilities, who were eligible for individualized education programs under section 614(d) of the IDEA (20 U.S.C. 1414(d)), and who have completed their secondary education or otherwise left

school, to postsecondary life. (Section 437(d)(1) of GEPA.)

“Innovative” means featuring new methods, ideas, or approaches. (Section 437(d)(1) of GEPA.)

“Key project personnel” means, at a minimum, the project director or principal investigator with the grantee responsible for defining and identifying all other key personnel positions in their applications. (Section 437(d)(1) of GEPA.)

“Local resource mapping” means a strategy for identifying and analyzing the programs, people, services, and other resources that currently exist. (Section 437(d)(1) of GEPA.)

“Logic model” (also referred to as a theory of action) means a framework that identifies key proposed project components (as defined in 34 CFR 77.1) of the proposed project (i.e., the active “ingredients” that are hypothesized to be critical to achieving the relevant outcomes (as defined in 34 CFR 77.1)) and describes the theoretical and operational relationships among the key proposed project components and relevant outcomes. (34 CFR 77.1.)

“Partnership” means an entity in which two or more co-owners contribute resources, share in success and loss, and

are individually liable for the entity's actions.

(Section 437(d)(1) of GEPA.)

"Project component" means an activity, strategy, intervention, process, product, practice, or policy included in a project. Evidence may pertain to an individual project component or to a combination of project components (e.g., training teachers on instructional practices for English learners and follow-on coaching for these teachers). (34 CFR 77.1.)

"Project participants" means individuals participating in the project, including but not limited to children and youth with disabilities and their support system and youth service professionals. (Section 437(d)(1) of GEPA.)

"Promising evidence" means that there is evidence of the effectiveness of a key project component in improving a relevant outcome, based on a relevant finding that includes at least one statistically significant and positive (i.e., favorable) effect on a relevant outcome. (Section 437(d)(1) of GEPA.)

"Required partners" mean SVRAs, SEAs, LEAs, and CILs. (Section 437(d)(1) of GEPA.)

"Support systems" means a network of people, including family members, guardians, advocates, friends, and peers,

who provide an individual with practical or emotional support. (Section 437(d)(1) of GEPA.)

“Youth service professionals” means adults, who have competencies in many fields (youth development, education, workforce development, disability, etc.) and work directly with children and youth with disabilities, ages 10 - 24, in order to effectively guide youth in transition and maximize their potential. (Section 437(d)(1) of GEPA.)

Waiver of Proposed Rulemaking: Under the Administrative Procedure Act (5 U.S.C. 553), the Department generally offers interested parties the opportunity to comment on proposed priorities, selection criteria, requirements, and definitions. Section 437(d)(1) of GEPA, however, allows the Secretary to exempt from rulemaking requirements regulations governing the first grant competition under a new or substantially revised program authority. This is the first grant competition for this program under the authority given in the Consolidated Appropriations Act, 2022, and, therefore, qualifies for this exemption. In order to ensure timely grant awards, the Secretary has decided to forego public comment on the priority, requirements, definitions, and selection criteria under section 437(d)(1) of GEPA. The priority, requirements, definitions, and selection criteria will apply to the FFY

2023 grant competition and any subsequent year in which we make awards from the list of unfunded applications for this competition.

Program Authority: Consolidated Appropriations Act, 2022 (Pub. L. 117-103), 136 Stat. 49.

Note: Proposed projects will be awarded and must be operated in a manner consistent with the nondiscrimination requirements contained in Federal civil rights laws.

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 (Uniform Guidance) in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

II. Award Information

Type of Award: Discretionary grants negotiated as cooperative agreements.

Estimated Available Funds: \$224,023,590.00.

Contingent upon the availability of funds and the quality of applications, we may make additional awards in FY 2024 from the list of unfunded applications from this competition.

Estimated Range of Awards: \$4,000,000 - \$10,000,000

(frontloaded for the 60-month project period).

Estimated Average Size: \$7,000,000.

Estimated Number of Awards: 22-32.

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

Project Period: Up to 60 months.

Note: The Final Performance Report must be completed and submitted by the end of the project period, September 30, 2028. Therefore, the project must complete core project activities to allow sufficient time for the evaluation and final performance report to be completed and submitted by the end of the project period on September 30, 2028.

Note: Applicants under this competition are required to provide detailed budget information for the total grant period, including detailed budget information for each of the five years of the proposed project. Applicants may not set aside more than 5 percent of the total budget to evaluate the overall effectiveness of the proposed project. Applicants are encouraged to consider the impact of

implementation of the proposed project when creating a year 1 budget. Applicants are also encouraged to consider the impact of the period of performance end date, September 30, 2028, when creating the year 5 budget.

Note: Grantees are expected to complete at least monthly drawdowns of expenditures.

Note: Subgrantees are expected to report monthly invoices of expenditures to the grantee.

III. Eligibility Information

1. Eligible Applicants: SVRAs and SEAs.

2. a. Cost Sharing or Matching: This competition does not require cost sharing or matching.

b. Indirect Cost Rate Information: This program uses an unrestricted indirect cost rate. For more information regarding indirect costs, or to obtain a negotiated indirect cost rate, please see www2.ed.gov/about/offices/list/ocfo/intro.html.

c. Administrative Cost Limitation: This program does not include any program-specific limitation on administrative expenses. All administrative expenses must be reasonable and necessary and conform to the Cost Principles described in 2 CFR part 200 subpart E of the Uniform Guidance.

d. Administrative Expenses:

(i) All administrative expenses incurred under the DIF program must be reasonable and necessary for the administration of the DIF program and must conform to the requirements of the Federal Cost Principles described in 2 CFR 200.403 through 200.405.

(ii) Although, in certain circumstances, proposed project participants served and services provided are the same under both the DIF programs and the SVRA programs, these programs are separate and distinct programs with separate and distinct funding streams and requirements. As such, when allocating administrative costs between the DIF programs and SVRA programs, grantees must allocate the costs in accordance with the requirements of 2 CFR 200.405. This means that both DIF program and SVRA program funds could be used to pay administrative costs associated with staff time providing services; however, with respect to those administrative activities limited to the DIF program, such as submitting progress reports, grantees must use only DIF program funds (or other allowable funds) to pay these costs. This applies to grantees and subgrantees.

(iii) SVRA program funds and non-Federal funds used for match under the VR program can only pay for allowable costs under the VR program, including administrative costs, in accordance with 2 CFR 200.403 through 200.405.

3. Subgrantees: Under the Consolidated Appropriations Act, 2022, a grantee under this competition may award subgrants. Under this competition, subgrants may not exceed 75 percent of the funds. Under 34 CFR 75.708(b) and (c), a grantee under this competition may award subgrants--to directly carry out project activities described in its application--to the following types of entities: public and private, nonprofit entities, SVRAs, SEAs, LEAs, and CILs. The grantee may only award subgrants to entities it has identified in an approved application. Subrecipients may not further subgrant funds received under this award.

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 December 7, 2022 (87 FR 75045) and available at <https://www.federalregister.gov/documents/2022/12/07/2022-26554/common-instructions-for-applicants-to-department-of-education-discretionary-grant-programs>, which contain requirements and information on how to submit an application. Please note that these Common Instructions supersede the version published on December 27, 2021.

2. Submission of Proprietary Information: Given the types of proposed projects that may be proposed in applications for the DIF, your application may include business information that you consider proprietary. In 34 CFR 5.11 we define "business information" and describe the process we use in determining whether any of that information is proprietary and, thus, protected from disclosure under Exemption 4 of the Freedom of Information Act (5 U.S.C. 552, as amended).

Because we plan to make successful applications available to the public, you may wish to request confidentiality of business information.

Consistent with Executive Order 12600, please designate in your application any information that you believe is exempt from disclosure under Exemption 4. In the appropriate Appendix section of your application, under "Other Attachments Form," please list the page number or numbers on which we can find this information. For additional information please see 34 CFR 5.11(c).

3. 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.

4. Funding Restrictions: We reference regulations outlining funding restrictions in the Applicable Regulations section of this notice.

5. Recommended Page Limit: The application narrative 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 45 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, references, and captions, as well as all text in charts, tables, figures, and graphs.

- Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch).

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

The recommended page limit does not apply to the cover sheet; the budget section, including the narrative budget justification; the assurances and certifications; or the one-page abstract, the resumes, the bibliography, or the

letters of support. However, the recommended page limit does apply to the application narrative.

6. Notice of Intent To Apply: The Department will be able to review grant applications more efficiently if we know the approximate number of applicants that intend to apply. Therefore, we strongly encourage each potential applicant to notify us of their intent to submit an application. To do so, please email the program contact person listed under FOR FURTHER INFORMATION CONTACT with the subject line "Intent To Apply," and include the applicant's name and a contact person's name and email address. Applicants that do not submit a notice of intent to apply may still apply for funding; applicants that do submit a notice of intent to apply are not bound to apply or bound by the information provided.

V. Application Review Information

1. Selection Criteria: The selection criteria for this competition are from 34 CFR 75.210 or are established for the FFY 2023 grant competition and any subsequent year in which we make awards from the list of unfunded applications from this competition, in accordance with section 437(d)(1) of GEPA, and are as follows:

(a) Need for project and significance of the project
(10 points)

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

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

(i) The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project.

(ii) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

(b) Quality of the project design (20 points)

(1) The Secretary considers the quality of the design of the proposed project.

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

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

(ii) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

(iii) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies. (Section 437(d)(1) of GEPA.)

(iv) The extent to which the proposed project represents an exceptional innovative approach to the priority established for the competition.

(v) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.

(c) Quality of project services (20 points)

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

(2) In determining the quality of 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 proposed 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 services to be provided by the proposed project involve the collaboration of

appropriate partners for maximizing the effectiveness and seamlessness of proposed project services. (Section 437(d)(1) of GEPA.)

(ii) The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services.

(iii) The likely impact of the services to be provided by the proposed project on the intended recipients of those services.

(d) Quality of the project evaluation (20 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 evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

(e) Quality of project personnel (15 points)

(1) The Secretary considers the quality of the personnel who will carry out the proposed project.

(2) In determining the quality of proposed project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons 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 qualifications, including relevant training and experience, of key project personnel.

(ii) The extent to which the time commitments of the project director and principal investigator and other key personnel are appropriate and adequate to meet the objectives of the proposed project. (Section 437(d)(1) of GEPA.)

(f) Adequacy of resources (15 points)

(1) The Secretary considers the adequacy of resources for the proposed project.

(2) In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(i) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

(ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

(iii) The potential for the incorporation of proposed project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of the Federal funding.

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

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 proposed 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).

For the FFY 2023 grant competition and any subsequent year in which we make awards from the list of unfunded applications from this competition, in accordance with section 437(d)(1) of GEPA, in selecting an application for an award under this program, we also consider the geographical distribution of projects in the DIF program throughout the country. This factor will be applied after non-Federal reviewers score the applications. The geographical distribution of projects factor will be applied to fund applications out of rank order if the top-ranked applications do not represent a geographical distribution throughout the country.

3. Risk Assessment and Specific Conditions:

Consistent with 2 CFR 200.206, before awarding grants under this competition the Department conducts a review of the risks posed by applicants. Under 2 CFR 200.208, the Secretary may impose specific conditions and, under 2 CFR 3474.10, 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.

4. Integrity and Performance System: If you are selected under this competition to receive an award that over the course of the proposed project period may exceed the simplified acquisition threshold (currently \$250,000), under 2 CFR 200.206(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.

5. In General: In accordance with the Office of Management and Budget's guidance located at 2 CFR part 200, all applicable Federal laws, and relevant Executive guidance, the Department will review and consider applications for funding pursuant to this notice inviting applications in accordance with:

(a) Selecting recipients most likely to be successful in delivering results based on the program objectives through an objective process of evaluating Federal award applications (2 CFR 200.205);

(b) Prohibiting the purchase of certain telecommunication and video surveillance services or equipment in alignment with section 889 of the National Defense Authorization Act of 2019 (Pub. L. No. 115-232) (2 CFR 200.216).

(c) Providing a preference, to the extent permitted by law, to maximize use of goods, products, and materials produced in the United States (2 CFR 200.322); and

(d) Terminating agreements in whole or in part to the greatest extent authorized by law if an award no longer

effectuates the program goals or agency priorities (2 CFR 200.340).

VI. Award Administration Information

1. Award Notices: If your application is successful, we notify your U.S. Representative and U.S. Senators and 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 also may notify you informally.

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 the project period, September 30, 2028, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multiyear award, you must submit annual

performance reports and end of year performance reports that provide 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.

(c) Under 34 CFR 75.250(b), the Secretary may provide a grantee with additional funding for data collection analysis and reporting. In this case, the Secretary establishes a data collection period.

5. Performance Measures: Under the absolute priority, grant recipients must develop and implement a plan to measure the innovative model demonstration project's performance and outcomes, including an evaluation of the practices and strategies implemented by the project. The performance measures will be developed in collaboration with the Department or its contracted independent evaluators during the first three months of the awards. Performance measures may, for example, assess the impact of project activities on effective collaboration and child and youth outcomes, access to resources, sustainability, and the replicability of project. The cooperative agreement, for year 1, will specify the program

measures that will be used to assess the grantees' performance in achieving the goals and objectives of the competition.

VII. Other Information

Accessible Format: On request to the program contact person listed under FOR FURTHER INFORMATION CONTACT, individuals with disabilities can obtain this document and a copy of the application package in an accessible format. The Department will provide the requestor with an accessible format that may include Rich Text Format (RTF) or text format (txt), a thumb drive, an MP3 file, braille, large print, audiotape, or compact disc, or other accessible format.

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:

Katherine Neas,
Deputy Assistant Secretary.
*Delegated the authority to perform
the functions and duties of the
Assistant Secretary for the Office
of Special Education and
Rehabilitative Services.*

SECTION C
SELECTION CRITERIA FOR APPLICATIONS

SELECTION CRITERIA FOR APPLICATIONS

The Secretary uses the following selection criteria taken from 34 CFR 75.210 to evaluate applications for new grants under this competition. The maximum score for all these criteria is 100 points. The maximum score for each criterion is indicated in parentheses. Because no points are assigned to the selected factors, the Secretary evaluates each factor within each criterion equally.

The criteria are--

(a) Need for project and significance of the project **(10 points)**

- (1) The Secretary considers the need for the proposed project and the significance of the proposed project.
- (2) In determining the need for the proposed project and the significance of the proposed project, the Secretary considers the following factors:
 - (i) The national significance of the proposed project.
 - (ii) The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project.

(b) Quality of the project design **(20 points)**

- (1) The Secretary considers the quality of the design of the proposed project.
- (2) In determining the quality of the design of the proposed project, the Secretary considers the following factors:
 - (i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
 - (ii) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.
 - (iii) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies. (Section 437(d)(1) of GEPA.)
 - (iv) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.
 - (v) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.

(c) Quality of project services **(20 points)**

- (1) The Secretary considers the quality of the services to be provided by the proposed project.
- (2) In determining the quality of 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 services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services. (Section 437(d)(1) of GEPA.)

(ii) The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services.

(iii) The likely impact of the services to be provided by the proposed project on the intended recipients of those services.

(d) Quality of the project evaluation (20 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 evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

(e) Quality of project personnel (15 points)

(1) The Secretary considers the quality of the personnel who will carry out the proposed project.

(2) In determining the quality of project personnel, Secretary considers the extent to which the applicant encourages applications for employment from persons 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 qualifications, including relevant training and experience, of the project director or principal investigator.

(ii) The extent to which time commitments of the project director and other key personnel are appropriate and adequate to meet the objectives of the proposed project.

(f) Adequacy of resources (15 points)

(1) The Secretary considers the adequacy of resources for the proposed project.

(2) In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(i) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

(ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

(iii) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency or organization at the end of the Federal funding.

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

SECTION D
APPLICATION TRANSMITTAL INSTRUCTIONS

IMPORTANT – PLEASE READ FIRST

U.S. Department of Education

GRANTS.GOV SUBMISSION PROCEDURES AND TIPS FOR APPLICANTS

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. Grants.gov no longer provides support for Microsoft Internet Explorer 9 or below.

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>

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>

- 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>

- (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 Unique Entity Identifier (UEI) 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>.

Helpful Reminders

- 1) **REGISTER EARLY** — Grants.gov registration involves many steps including registration on SAM (www.sam.gov), which usually takes approximately 7 to 10 business days, but can take longer depending on 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>. Please note that your organization will need to update its SAM registration annually.

To register in SAM.gov, click on the “Get Started” link under the “Register Your Entity...” heading in SAM.gov. Grantees, and other entities wanting to do business with the U.S. Department of Education (e.g., entities applying for a grant), that are not already registered in SAM.gov must complete the “Register Entity” registration option and NOT the “Get a Unique Entity ID” option. The “Get a Unique Entity ID” option, which is not a full registration, is only available to entities for reporting purposes. Failing to complete the “Register Entity” option may result in loss of funding, loss of applicant eligibility, and/or delays in receiving a grant award. Information about SAM is available at www.SAM.gov. To further assist you with registering in SAM or updating your existing SAM registration, see the [Quick Start Guide for Grant Registrations](#) and the Entity Registration Video at <https://sam.gov/content/entity-registration>.

- 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.

You must provide the UEI on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov. This UEI is assigned to your organization in SAM at the time your organization registers in SAM. If you do not enter the UEI assigned by SAM on your application, 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: <mailto:support@grants.gov> or access the Grants.gov Self-Service Knowledge Base web portal at: <https://grants-portal.psc.gov/Welcome.aspx?pt=Grants>

We discourage paper applications, but if electronic submission is not possible (e.g., you do not have access to the internet), (1) you must provide a prior written notification that you intend to submit a paper application and (2) your paper application must be postmarked by the application deadline date. If you submit your prior written notification by email, it must be received by the Department no later than 14 calendar days before the application deadline date. If you mail your notification to the Department, it must be postmarked no later than 14 calendar days before the application deadline date (See the [2022 Common Instructions](#) for detailed instructions regarding this procedure).

Helpful Hints When Working with Grants.gov

Please go to <http://www.grants.gov/web/grants/support.html> for help with Grants.gov. For additional tips related to submitting grant applications, please refer to the Grants.gov Applicant FAQs found at this Grants.gov link: <http://www.grants.gov/web/grants/applicants/applicant-faqs.html> as well as additional information on Workspace at <https://www.grants.gov/web/grants/applicants/applicant-faqs.html#workspace>.

Slow Internet Connections

When using a slow internet connection, such as 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. Failure to fully upload an application by the deadline date and time will result in your application being marked late in the G5 system. **If you do not have access to a high-speed internet connection, 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 14 calendar days before the application deadline date.** (See the Federal Register notice for detailed instructions and the [2022 Common 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.

SECTION E
APPLICATION ABSTRACT INSTRUCTIONS

PROJECT ABSTRACT

Applicants are required to submit a **one-page** project abstract with their application. The abstract must include the following information:

1. **Name of Applicant** (agency or institution applying for award, not the individual submitting the application)
2. **City and state** where the agency or institution is located
3. **The congressional district** where the agency or institution is located (number)
4. **The name of the Project Director and contact information** and the **percentage of time** the Project Director will manage the project or **level of effort (LOE)**. Please note: The Department's G5 grants management system will only accept one Project Director. If co-Directors are named in the application, please specify which Director should receive primary access to G5.

Geographical location(s) covered by project

Questions regarding the project abstract or any other components of the application should be directed to the competition manager before the closing date.

SECTION F
EVALUATION LANGUAGE FOR
GENERIC APPLICATION PACKAGES

EVALUATION LANGUAGE FOR GENERIC APPLICATION PACKAGES

A strong evaluation plan should be included in the application narrative and should be used, as appropriate, to shape the development of the project from the beginning of the grant period. The plan should include benchmarks to monitor progress toward specific project objectives and also outcome measures to assess the impact on teaching and learning or other important outcomes for project participants. More specifically, the plan should identify the individual and/or organization that have agreed to serve as evaluator for the project and describe the qualifications of that evaluator. The plan should describe the evaluation design, indicating:

- (1) what types of data will be collected;
- (2) when various types of data will be collected;
- (3) what methods will be used;
- (4) what instruments will be developed and when;
- (5) how the data will be analyzed;
- (6) when reports of results and outcomes will be available; and
- (7) how the applicant will use the information collected through the evaluation to monitor progress of the funded project and to provide accountability information both about success at the initial site and effective strategies for replication in other settings. Applicants are encouraged to devote an appropriate level of resources to project evaluation.

Successful applicants will be expected to report annually on the progress of each project or study included in the grant, including a description of preliminary or key findings and an explanation of any changes in goals, objectives, methodology, or planned products or publications.

SECTION G
APPLICATION FORMS

U.S. Department of Education
Office of Special Education and Rehabilitative Services
Rehabilitation Services Administration

INSTRUCTIONS FOR AN APPLICATION FOR FEDERAL ASSISTANCE

(Nonconstruction Programs)

The enclosed forms shall be used by all applicants for Federal Assistance under all Rehabilitation Services Administration programs. A separate application must be submitted for each grant sought. No grant may be awarded unless the completed application forms have been received. If an item does not appear to be relevant to the assistance requested, write "NA" for not applicable.

This application consists of six parts. These parts are organized in the same manner that the submitted application should be organized. These parts are as follows:

If a PDF form does not open in your Edge or Chrome browser, right click on the form link and select "Save Link As" to download it to your computer. You can then open the file in Adobe Acrobat.

- Part I** Application for Federal Assistance (SF-424) and U.S. Department of Education Supplemental Information for the SF-424 Application for Federal Assistance [1894-0007, expires 12-31-2023]
<https://www2.ed.gov/fund/grant/apply/appforms/sf-424-core-form.pdf>
<https://www2.ed.gov/fund/grant/apply/appforms/sf-424-instructions.pdf>
<https://www2.ed.gov/fund/grant/apply/appforms/sf424edsuppl.pdf>
- Part II** Budget Information (ED 524) [1894-0008, expires 9-30-2023]
<https://www2.ed.gov/fund/grant/apply/appforms/ed524.pdf>
- Part III** Application Narrative – Instructions provided on the following page
- Part IV** Evidence Form (**optional**) [1894-0001, expires 7-31-2025]
[U.S. Department of Education Evidence Form: OMB No. 1894-0001 — March 7, 2018 \(PDF\)](#)
- Part V** Certifications and Disclosures
- Grants.Gov — Certification Regarding Lobbying
[ED 80-0013 Form — Certification Regarding Lobbying \(PDF\)](#)
- SF-LLL — Disclosure of Lobbying Activities (**optional**) [4040-0013, expires 02-28-2025]
<https://www2.ed.gov/fund/grant/apply/appforms/sflll.doc>

Electronic submission requires that narratives and other files be attached to the following attachment forms as per the instruction in this document such as:

- One-page abstract must be attached to the “Department of Education Abstract Form”
- Program narratives must be attached to the “Program Narrative Attachment Form”
- Budget narratives must be attached to the “Budget Narrative Attachment Form”
- All vitas, table of contents, letters, certifications, supplementary statements, and other requested appendices must be attached to the “Other Attachment Form”

NOTE: Please do not attach any narratives, supporting files or application components to the Standard Form (SF-424). Although this form accepts attachments, the Department of Education will only review materials/files attached to the attachment forms listed above.

Each submitted application must include an index or table of contents and a one-page project abstract. Pages should be consecutively numbered.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1820-0018. The time required to complete this information collection is estimated to average 40 hours per response, including the time to review instructions, search existing data resources, gathering and maintaining the data needed, and completing and reviewing the collection of information.

Under terms of the Paperwork Reduction Act of 1995, as amended, and the regulations implementing that Act, the Department of Education invites comment on the public reporting burden in this collection of information. You may send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the:

U.S. Department of Education
Information Management and Compliance Division
Washington, DC 20202-4651

PART III: APPLICATION NARRATIVE

This narrative section of the application requires applicants to address the absolute priority, particularly, the Application Requirements and the Project Requirements in the NFP (if applicable) and the NIA.

The application narrative must also address the Selection Criteria, which the competition peer reviewers use to evaluate and score each application. These may be found in Section C of this application package or Section V of the NIA.

SECTION H

IMPORTANT NOTICES

NOTICE TO ALL APPLICANTS:
EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM
BENEFICIARIES

Section 427 of the General Education Provisions Act (GEPA) ([20 U.S.C. 1228a](#)) applies to applicants for grant awards under this program.

ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

Please respond to the following requests for information:

- 1. Describe how your entity’s existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

- 2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

- 3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

- 4. What is your timeline, including targeted milestones, for addressing these identified barriers?

Notes:

- 1. Applicants are not required to have mission statements or policies that align with equity in order to submit an application.
- 2. Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic

disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.

3. Applicants may have already included some or all of this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.

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 1894-0005. Public reporting burden for this collection of information is estimated to average 3 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 a benefit. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this individual collection, send your comments to ICDocketMgr@ed.gov and reference OMB Control Number 1894-0005. All other comments or concerns regarding the status of your individual form may be addressed to either (a) the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications, or (b) your assigned program officer.

NOTICE FOR ALL APPLICANTS: EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES (OMB Form 1894-0005)

Instructions

The NOTICE TO ALL APPLICANTS: EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES is a standard form used by the U.S. Department of Education (*the Department*) for applicants seeking Federal assistance under the Department's grant programs.

Applicants submit in their grant application a description of steps that they propose to take to ensure equitable access to, and participation in, their Federal grant as required by the General Education Provisions Act (GEPA) Section 427.

GEPA Section 427 highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Applicants based on the design of their proposed grant project, the participants and community the project proposes to serve, and local circumstances determine whether these or other barriers may prevent all beneficiaries such access or participation. General instructions for completing the standard form are contained below.

- Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
- Applicants must respond to each question using the associated text box. Each text box allows approximately 4000 characters; therefore, if copying and pasting into the text box from another document be sure to check that everything copied.
- Applicants will receive an error message if any response is missing and will not be able to submit the application due to the missing information.
- Applicants that have already undertaken steps to address barriers must provide an explanation and/or description of the steps already taken in each text box, as appropriate.
- Applicants that believe no barriers exist must provide an explanation and/or description to each question to validate that perception and satisfy the GEPA Section 427 requirement.

INTERGOVERNMENTAL REVIEW (SPOC LIST)

In 2019 the Federal Government provided \$721 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.

SPOC List as of April 2020

STATE	STATE
<p>ARIZONA</p> <p>Matthew Hanson GPC Statewide Grant Administrator ADOA, Office of Grants and Federal Resources 100 N. 15th Avenue, 4th Floor Phoenix, AZ 85007</p> <p>Telephone: (602) 542-7567</p> <p>Matthew.Hanson@azdoa.gov</p>	<p>ARKANSAS</p> <p>Tiffany Roy Program Manager Office of Intergovernmental Services Department of Finance and Administration 1515 W. 7th St., Room 412 Little Rock, AR 72203</p> <p>Telephone: (501) 682-5252</p> <p>Fax: (501) 682-5206</p> <p>tiffany.roy@dfa.arkansas.gov</p>
<p>CALIFORNIA</p> <p>Grants Coordination State Clearinghouse Office of Planning and Research P.O. Box 3044, Room 113 Sacramento, CA 95812-3044</p> <p>Telephone: (916) 558-3164</p> <p>Fax: (916) 323-3018</p> <p>state.clearinghouse@opr.ca.gov http://cfda.opr.ca.gov/#/</p>	<p>DELAWARE</p> <p>Micheale Smith Budget Development, Planning and Administration Office of Management and Budget 122 Martin Luther King Jr. Blvd., South Dover, DE 19901</p> <p>Telephone: (302)-672-5126</p> <p>micheale.smith@delaware.gov</p>

STATE	STATE
<p>DISTRICT OF COLUMBIA</p> <p>Office of Partnerships and Grant Services 441 4th Street, NW (Judiciary Square) Suite 707 North Washington, DC 20001</p> <p>Telephone: (202) 727-8900</p> <p>http://opgs.dc.gov</p>	<p>FLORIDA</p> <p>Chris Stahl Florida State Clearinghouse Florida Dept. of Environmental Protection 3800 Commonwealth Blvd. Mail Station 47 Tallahassee, FL 32399-2400</p> <p>Telephone: (850) 717-9076</p> <p>Chris.Stahl@FloridaDEP.gov</p> <p>Submissions: State.Clearinghouse@FloridaDEP.gov</p>
<p>IOWA</p> <p>Debra Scrowther Iowa Department of Management State Capitol Building, Room G12 1007 E. Grand Avenue Des Moines, IA 50319</p> <p>Telephone: (515) 281-7076</p> <p>Fax: (515) 242-5897</p> <p>Debra.Scrowther@iowa.gov</p>	<p>KENTUCKY</p> <p>Lee Nalley The Governor's Office for Local Development 100 Airport Drive, 3rd Floor Frankfort, KY 40601</p> <p>Telephone: (502) 892-3462</p> <p>Fax: (502) 573-1519</p> <p>Lee.Nalley@ky.gov</p>
<p>LOUISIANA</p> <p>Terry Thomas Louisiana SPOC for EPA Grant Office of Management and Finance LA Department of Environmental Quality P.O. Box 4303 Baton Rouge, LA 70821-4303</p> <p>Phone (225) 219-3840</p> <p>Fax: (225) 219-3846</p> <p>Terry.Thomas@la.gov</p>	<p>MARYLAND</p> <p>Jason Dubow, Manager Resource Conservation & Management Maryland Department of Planning 301 West Preston Street, Suite 1101 Baltimore, MD 21201-2305</p> <p>Telephone: (410) 767-4490</p> <p>Fax: (410) 767-4480</p> <p>mdp.clearinghouse@maryland.gov</p> <p>http://planning.maryland.gov/pages/ourwork/grantresources.aspx</p>
<p>NEVADA</p> <p>Office of Grant Procurement, Coordination and Management Single Point of Contact 406 East 2nd Street, First Floor Carson City, NV 89701</p> <p>Telephone: (775) 684-0156</p> <p>Fax: (775) 684-0246</p> <p>grants@admin.nv.gov</p> <p>ehasty@admin.nv.gov</p>	<p>MISSOURI</p> <p>Sara VanderFeltz Federal Assistance Clearinghouse Office of Administration Commissioner's Office Capitol Building, Room 125 Jefferson City, MO 65102</p> <p>Telephone: (573) 751-0337</p> <p>Fax: (573) 751-1212</p> <p>sara.vanderfeltz@oa.mo.gov</p>

STATE	STATE
<p>NEW HAMPSHIRE</p> <p>Wendy Gilman New Hampshire Office of Energy and Planning Attn: Intergovernmental Review Process Wendy Gilman 107 Pleasant Street, Johnson Hall Concord, NH 03301</p> <p>Telephone: (603) 271-0596 wendy.gilman@osi.nh.gov</p>	<p>SOUTH CAROLINA</p> <p>Bonny L. Anderson Grants Services Coordinator Executive Budget Office 1205 Pendleton Street Edgar A. Brown Building, Suite 529 Columbia, SC 29201</p> <p>Telephone: (803) 734-0435 Fax: (803) 734-0645 Bonny.Anderson@admin.sc.gov</p>
<p>UTAH</p> <p>Taylor Kauffman Utah State Clearinghouse Governor's Office of Management and Budget State Capitol Suite 150 Salt Lake City, UT 84114-2210</p> <p>Telephone: (801) 538-1543 Fax: (801) 538-1547 tkuffman@utah.gov stategrants@utah.gov</p>	<p>WEST VIRGINIA</p> <p>Dakota Morris Grant Management Specialist West Virginia Development Office Building 3, Suite 700 Capitol Complex Charleston, WV 25305</p> <p>Telephone: 304-957-2110 Dakota.R.Morris@wv.gov</p>
<p>AMERICAN SAMOA</p> <p>Mr. Jerome Ierome Administrator, Office of Grants Oversight and Accountability Coordinator, ASG High Risk Task Force Office of the Governor American Samoa Government (ASG) A.P. Lutali Executive Office Building American Samoa, 96799</p> <p>Telephone: (684) 633-4116 Mobile: (684) 254-4533 Fax: (684) 633-2269 jerome.ierome@go.as.gov jerome.ierome.asg.govoffice@gmail.com</p>	<p>PUERTO RICO</p> <p>Jose I. Marrero Rosado Puerto Rico Planning Board Federal Proposals Review Office P.O. Box 9023228 San Juan, PR 00902-3228</p> <p>Telephone: (787)-725-9420 Fax: (787)-725-7066 Jmarrero@ogp.pr.gov</p>

STATE	STATE
<p>VIRGIN ISLANDS</p> <p>Jenifer C. O’Neal Director Office of Management and Budget No. 5041 Norre Gade Emancipation Garden Station, 2nd Floor St Thomas, VI 00802</p> <p>Telephone: (340) 774-0750</p> <p>Jenifer.Oneal@omb.vi.gov</p>	

Changes to this list can be made only after OMB is notified by a State's officially designated representative. E-mail messages can be sent to Hai_Tran@omb.eop.gov.

Please note: Inquiries about obtaining a Federal grant should *not* be sent to the OMB e-mail shown above. The best source for this information is the Assistance Listings at (<https://beta.sam.gov/>) and the Grants.gov website (<https://www.grants.gov/>).

SECTION I
ADDITIONAL INFORMATION

APPLICANT CHECKLIST

Use This Checklist While Preparing Your Application Package.

All items listed on this checklist are required, except as noted.

Application for Federal Assistance (SF-424) and U.S. Department of Education Supplemental Information for the SF-424 Form

Application abstract which must include all required information

Budget narrative

Project narrative

Note: Have you addressed all Application Requirements including Selection Criteria and Priorities?

Other Attachments

Budget Information Form – Sections A & B (ED-524)

General Education Provisions Act (GEPA) section 427 statement

Certifications and assurances:

Assurances – Non-Construction Programs (SF-424B)

Certification Regarding Lobbying (ED 80-0013)

Disclosure of Lobbying Activities (SF-LLL), if applicable

Any other forms or information required by the program office for the specific application competition

COMMON QUESTIONS AND ANSWERS

Q. What happens to my application after it is received in the Department?

- A. The Department's Application Control Center receives each application, assigns each an identifying number (PR/Award number), confirms receipt of applications, and sends the applications to the appropriate program office, which screens them for eligibility. The program conducts a peer review of all eligible applications sent to a program competition, ranks them and recommends the highest ranked applications for funding with exceptions as provided by law. The responsible official for the applicable program reviews the program office's recommendations, checks the adequacy of the documentation supporting the recommendations, and approves a final list, or slate, of recommended projects and funding amounts. RSA program staff discusses the recommendations with the successful applicants and award the grants.

Q. What happens to my application if the Department finds it to be ineligible?

- A. The Department immediately returns an application that does not meet the eligibility criteria for the particular program. A letter from the Department explaining why it is not being reviewed in the competition accompanies the application.

Q. How does the Department review an application?

- A. Each application is assessed by knowledgeable persons from outside and sometimes inside the Department who are asked for their judgments about the quality and significance of the proposed project. These persons represent a diversity of disciplines and institutional, regional, and cultural backgrounds. The advice of these experts is compiled by Departmental staff who comment on matters of fact or on significant issues that would otherwise be missing from the review. The results are then presented to the responsible official responsible for the program who approves the recommendations for funding.

Q. What Criteria do the reviewers use when scoring an application?

- A. Reviewers score each application using the selection criteria published in the *Federal Register* as part of the program regulations, which are given in Section E of this application package. Reviewers are instructed to use only the published criteria.

Q. Is a recommended application guaranteed funding?

- A. No. Funding is not final until discussions have been successfully concluded and a grant award notification has been signed by the grants office and mailed to the applicant.

Q. How do the invitational, competitive and absolute priorities differ?

A. Invitational Priority

The Secretary may simply invite applicants to meet a priority. However, an application that addresses invitational priorities receives no competitive or absolute preference over applications that do not meet this priority.

Competitive Priority

If a program uses weighted selection criteria, the Secretary may award selection points to an application that meets the priority. These points are in addition to any points the application earns under the selection criteria. The notice states the maximum number of additional points that the Secretary may award to applications that meet the priority in a particularly effective way. Or the Secretary may simply select applications that meet the competitive priority over applications of comparable merit that do not meet the priority.

Absolute Priority

Under an absolute priority, the Secretary may select for funding only those applications that meet the priority.

Q. Can changes in the size of subsequent year awards be made after the multi-year budget has been negotiated?

- A. Yes, a grantee can renegotiate his or her multi-year budget and may be awarded additional funds if sufficient justification is presented to the Secretary and funds are available. Also, funds can be decreased if it is determined that the multi-year budget was overestimated.

Q. How will funding continuation decisions be made?

- A. Grantees will be required to complete annual performance reports that describe the projects' accomplishments, evaluations and finances. These performance reports, along with other information, will be used by the Department to decide whether to continue funding projects.

PROGRAM APPLICATION INDIRECT COST INSTRUCTIONS

Each Program is required to select, and include in its application package, one of the following indirect cost instructions, as appropriate to the program.

First Option — *For programs reimbursing the full share of indirect costs (Full reimbursement), use the following:*

The Department of Education (ED) reimburses grantees for its portion of indirect costs that a grantee incurs in projects funded by the (NAME OF PROGRAM, 84.xxx). Any grantee charging indirect costs to a grant from this program must use the indirect cost rate negotiated with its *cognizant agency for indirect costs*.

Note: Applicants should pay special attention to specific questions on the application budget form (U.S. Department of Education Budget Information Non-Construction Programs Form 524 Sections A, B and C) about their cognizant agency and the indirect cost rate they are using in their budget.

If an applicant selected for funding under this program has not already established a current indirect cost rate with its cognizant agency, ED generally will authorize the grantee to use a **temporary** rate of 10 percent of budgeted direct salaries and wages authorized under [EDGAR §75.560](#), or a **de minimis** rate of 10 percent of MTDC, as authorized under [2 CFR 200.414\(f\)](#).

In accordance with EDGAR §75.560, use of the **temporary** rate of 10 percent of budgeted direct salaries and wages is subject to the following limitations:

- 1) The grantee must submit an indirect cost rate proposal to its cognizant agency within 90 days after ED issues the GAN.
- 2) If after the 90-day period, the grantee has not submitted an indirect cost rate proposal to its cognizant agency, the grantee may not charge its grant for indirect costs (except when ED finds exceptional circumstances, see [34 CFR § 75.560\(d\)\(2\)](#)) until it has negotiated an indirect cost rate agreement with its cognizant agency.
- 3) A grantee that opts to use the temporary rate, and that obtains a federally recognized indirect cost rate, may then use the federally recognized rate to retroactively claim indirect costs reimbursement. The recovery is subject to the following limitations:
 - a) The grantee may only recover indirect costs incurred on or after the date it submitted its indirect cost rate proposal to its cognizant agency, or at the start of the project period, whichever of the two occurs later.
 - b) The total amount of funds recovered by the grantee under the federally recognized indirect cost rate is reduced by the amount of indirect costs previously recovered under the temporary indirect cost rate.

- c) The grantee must obtain prior approval from the Secretary to shift direct costs to indirect costs in order to recover indirect costs at a higher negotiated indirect cost rate.
- d) The grantee may not request additional funds to recover indirect costs that it cannot recover by shifting direct costs to indirect costs.

In accordance with [2 CFR 200.414\(f\)](#), use of the **de minimis** rate of 10 percent of MTDC is subject to the following limitations:

- 1. State and local governments may not use the de minimis rate; thus, this rate may only be used by institutions of higher education (IHE) and non-profit organizations that have never had a negotiated indirect cost rate if:
 - a. The grant for which the applicant seeks support is not:
 - 1) Supported under a program that requires use of a restricted indirect cost rate;
 - 2) Supported under a program that requires the use of the ED training grant rate; or
 - 3) Supported under another program that prohibits or limits indirect cost recovery.
 - b. A grantee that decides to use the de minimis rate of 10 percent of MTDC must use the rate for at least one fiscal year for all its Federal awards and may continue to use the rate indefinitely thereafter until it decides to negotiate an agreement with its cognizant agency. MTDC consists of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel, and subawards and subcontracts up to the first \$25,000 of each subaward (i.e., subgrant or subcontract). The MTDC base excludes equipment, capital expenditures, charges for patient care, rental costs (distorting), tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.
 - c. Once a grantee obtains a federally recognized indirect cost rate that is applicable to its grant, the grantee may use that indirect cost rate to claim indirect cost reimbursement; however, the reimbursement is subject to the following limitations:
 - 1) The grantee may only recover indirect costs incurred on or after the date it submitted its indirect cost rate proposal to its cognizant agency, or at the start of the project period, whichever of the two occurs later.

- 2) The total amount of funds recovered by the grantee under the federally recognized indirect cost rate is reduced by the amount of indirect costs previously recovered under the de minimis rate.
- 3) The grantee must obtain prior approval from the Secretary to shift direct costs to indirect costs in order to recover indirect costs at a higher negotiated indirect cost rate.
- 4) The grantee may not request additional funds to recover indirect costs that it cannot recover by shifting direct costs to indirect costs.

Applicants should be aware that ED is not always the cognizant agency for its own grantees. Rather, ED accepts, for the purpose of funding its awards, the current indirect cost rate established by the appropriate cognizant agency.

Applicants are encouraged to have an accountant calculate a proposed indirect cost rate using current information from its audited financial statements, actual cost data, or IRS Form 990. Applicants should use this proposed rate in their application materials and describe which of these methods they used to calculate the rate. Guidance related to calculating an indirect cost rate can be found on ED's website at:

<http://www.ed.gov/about/offices/list/ocfo/fipao/icgindex.html>.

Applicants with questions about using indirect cost rates under this program should contact the program contact person shown elsewhere in this application package or in the *Federal Register* application notice of MM/DD/YYYY, (FILL IN FED REG CITE HERE).

Second Option — *For programs with restricted indirect cost rates (Partial Reimbursement).*

The Department of Education (ED) generally reimburses a grantee for its indirect costs. These kinds of costs generally are recovered through an indirect cost rate that the grantee negotiates with its *cognizant agency for indirect costs*.

The statute authorizing (NAME OF PROGRAM, CFDA #) contains a supplement-not-supplant provision that requires a reduction in the indirect cost rate so that costs that are unallowable under the supplement-not-supplant program are not recovered through the indirect cost rate. To ensure that these types of costs are not recovered, grantees must use a restricted indirect cost rate when claiming indirect cost reimbursement (see [EDGAR § 75.563](#)). The detailed requirements of restricted rates are in the Education Department General Administrative Regulations (EDGAR) at §§75.563 and 76.563-569.

1. All grantees under supplement-not-supplant programs may only recover indirect costs at the restricted rate included on their negotiated indirect cost rate agreement. For guidance on how to calculate the restricted rate, an applicant that

already has a negotiated indirect cost rate and that plans to apply under this program should review ED's website at:

<http://www.ed.gov/about/offices/list/ocfo/fipao/icgindex.html>

The applicant should then use this separate, restricted rate in estimating indirect costs in the budget submitted with its application.

2. Restricted rates for SEAs are included on the SEA's negotiated indirect cost rate agreement. Restricted rates for LEAs are negotiated with the SEA, using a methodology described in the State's indirect cost plan submitted under EDGAR § 75.561(b) and approved by the ED Indirect Cost Group (ICG).
3. Applicants for discretionary grants that are not a State or a local government and that do not have a negotiated restricted rate may use a temporary rate of 10 percent of budgeted direct salaries and wages until they negotiate a restricted rate.
 - a. In accordance with EDGAR §75.560, use of the temporary rate of 10 percent of budgeted direct salaries and wages is subject to the following limitations:
 - 1) The grantee must submit an indirect cost rate proposal to its cognizant agency within 90 days after ED issues the GAN.
 - 2) If after the 90-day period, the grantee has not submitted an indirect cost rate proposal to its cognizant agency, the grantee may not charge its grant for indirect costs (except when ED finds exceptional circumstances, see [34 CFR § 75.560\(d\)\(2\)](#)) until it has negotiated an indirect cost rate agreement with its cognizant agency.
 - b. Once a grantee obtains a federally recognized indirect cost rate that is applicable to its grant, the grantee may use that indirect cost rate to claim indirect cost reimbursement; however, the reimbursement is subject to the following limitations:
 - 1) The grantee may only recover indirect costs incurred on or after the date it submitted its indirect cost rate proposal to its cognizant agency, or at the start of the project period, whichever of the two occurs later.
 - 2) The total amount of funds recovered by the grantee under the federally recognized indirect cost rate is reduced by the amount of indirect costs previously recovered under the de minimis rate.
 - 3) The grantee must obtain prior approval from the Secretary to shift direct costs to indirect costs in order to recover indirect costs at a higher negotiated indirect cost rate.
 - 4) The grantee may not request additional funds to recover indirect costs that it cannot recover by shifting direct costs to indirect costs.

4. An applicant that is not a State or local government that already has a regular indirect cost rate must provide a copy of its rate agreement to ICG as the starting point for negotiating a restricted rate with the ICG.
5. If an applicant, other than a State or local government, does not want to negotiate a restricted rate agreement, the applicant has the option of charging indirect costs at 8 percent of the MTDC of its grant for the life of the grant in accordance with EDGAR § 76.564(c)(2)¹, unless the ICG determines that the actual restricted indirect cost rate is lower than 8 percent of MTDC. If the ICG determines that the actual restricted indirect cost rate is lower, the ICG requires that the lower rate be used in the applicant's budget. If a non-governmental applicant chooses to charge indirect costs at 8 percent of its MTDC, it must maintain records available for audit, demonstrating that the applicant incurred indirect costs of at least 8 percent of MTDC.
6. For grants under restricted rate programs, EDGAR § 76.569 requires that grantees multiply their restricted indirect cost rate by the "total direct costs of the grant minus capital outlays, sub-grants, and other distorting or unallowable items as specified in the grantee's indirect cost rate agreement." This calculation is known as multiplying by a modified total direct cost base.
7. Applicants may have an accountant calculate a proposed restricted indirect cost rate using current information from their audited financial statements and actual cost data. Applicants should use this proposed restricted rate in their application materials and describe which of these methods they used to calculate the rate. Guidance related to calculating a restricted indirect cost rate can be found on ED's website at the above referenced link.
8. Applicants must bear in mind that items of cost excluded from restricted indirect cost rates may not be charged to grants as direct cost items, nor may they be used to satisfy matching or cost-sharing requirements under a grant or charged to other Federal awards.
9. Applicants should be aware that ED is not always the cognizant agency for its own grantees. For restricted indirect cost rates, ED will negotiate the rate with grantees and provide the approved restricted rate to the cognizant agency for inclusion on the rate agreement.

Applicants with questions about using restricted indirect cost rates under this program should contact the program contact person shown elsewhere in this application package or in the *Federal Register* application notice of MM/DD/YYYY, (FILL IN FED REG CITE HERE).

¹ The 8 percent training grant rate under EDGAR § 75.562 should not be confused with the 8 percent rate under EDGAR § 75.564(d), which incorporates EDGAR § 76.564(c).

**Third Option — For programs that are designated training grants
(Limited reimbursement at 8 percent).**

Some or all the grants awarded under (NAME OF PROGRAM, 84.xxx) have been designated training grants. The Education Department General Administrative Regulations (EDGAR) limit reimbursement of indirect costs under training grants to non-governmental grantees. 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 8 percent of MTDC, whichever rate is lower.

Note: This limitation does not apply to State agencies, local governments or federally-recognized Indian tribal governments. [[EDGAR §75.562\(c\)\(2\)](#)]

Applicants should be aware that indirect cost amounts exceeding the limitation, described in the first paragraph of this section, may not be charged to direct cost categories, used to satisfy matching or cost-sharing requirements, or charged to another Federal award. [[EDGAR §75.562\(c\)\(5\)](#)]

Although applicants are not required to submit with their application a copy of their indirect cost agreement to claim the 8 percent training rate for funding received in this program, if they are awarded a grant, they must have documentation available for audit that shows that the indirect costs incurred under the grant are at least 8 percent of MTDC.

If an applicant selected for funding under this program has not already established a current indirect cost rate with its cognizant agency, the Department of Education (ED) generally will authorize the grantee to use a **temporary** rate of 10 percent of budgeted direct salaries and wages authorized under [EDGAR §75.560](#), or a **de minimis** rate of 10 percent of MTDC, as authorized under [2 CFR 200.414\(f\)](#).

In accordance with EDGAR §75.560, use of the **temporary** rate of 10 percent of budgeted direct salaries and wages is subject to the following limitations:

1. The grantee must submit an indirect cost rate proposal to its cognizant agency within 90 days after ED issues the GAN.
2. If after the 90-day period, the grantee has not submitted an indirect cost rate proposal to its cognizant agency, the grantee may not charge its grant for indirect costs (except when ED finds exceptional circumstances, see 34 CFR § 75.560(d)(2)) until it has negotiated an indirect cost rate agreement with its cognizant agency.
3. A grantee that opts to use the temporary rate, and that obtains a federally recognized indirect cost rate, may then use the federally recognized rate to retroactively claim indirect costs reimbursement. The recovery is subject to the following limitations:
 - 1) The grantee may only recover indirect costs incurred on or after the date it submitted its indirect cost rate proposal to its cognizant agency, or at the start of the project period, whichever of the two occurs later.

- 2) The total amount of funds recovered by the grantee under the federally recognized indirect cost rate is reduced by the amount of indirect costs previously recovered under the temporary indirect cost rate.
- 3) The grantee must obtain prior approval from the Secretary to shift direct costs to indirect costs in order to recover indirect costs at a higher negotiated indirect cost rate.
- 4) The grantee may not request additional funds to recover indirect costs that it cannot recover by shifting direct costs to indirect costs.

Fourth Option — *For programs that do not provide indirect cost reimbursement under awards (No reimbursement).*

The (NAME OF PROGRAM, CFDA 84.xxx) program does not reimburse grantees for indirect costs they incur in carrying out a project funded under the program. Therefore, applicants should not show any dollar amounts for indirect costs on either line 10 of the U.S. Department of Education Budget Information Non-Construction Programs Form 524 Sections A, B and C, or in their budget narrative.

Applicants should also be aware that unreimbursed indirect costs under grants of this program may not be charged as direct cost items in the same award, used to satisfy matching or cost-sharing requirements, or charged to another Federal award.

UNIQUE ENTITY IDENTIFIER (UEI) FACT SHEET

The Federal Government has transitioned from the use of the DUNS Number to the Unique Entity Identifier (UEI) as the primary means of entity identification for Federal awards government-wide. UEIs are required in accordance with [2 CFR Part 25](#), and the transition from DUNS to UEI has resulted in the UEI being issued by the Federal Government in [SAM.gov](#). This means entities no longer rely on a third-party to obtain an identifier (i.e., a DUNS issued by Dun and Bradstreet). This change streamlines the entity identification and validation process, making it easier and less burdensome for entities to do business with the Federal Government. Information addressing the reasons for this transition is available at [The New Unique Entity Identifier is Here](#) and at [Why has SAM.gov changed from the DUNS Number to the Unique Entity ID?](#)

Here is what you need to know about this recent transition:

1. Direct Grant Recipients and Grant Applicants

- a. If your organization is currently registered in [SAM.gov](#) with either an active or inactive registration, you have already been assigned a UEI. Your UEI is viewable on your entity's registration record in SAM.gov. To learn how to view your UEI, see this guide: [How can I view my Unique Entity ID?](#)
 - On **April 4, 2022**, the Integrated Award Environment (IAE) systems (i.e., SAM.gov, FPDS, eSRS,FSRS, FAPIIS, and CPARS) complied with the Federal Government's requirement to end use of the DUNS Number for Federal award management.⁴ **The U.S. Department of Education's Grants Management System (G5) implemented this transition on April 4, 2022.**

⁴ [SAM.gov](#) – Or the System for Awards Management is the official site for registering to do business with the Federal Government.

[FPDS.gov](#) – Or the Federal Procurement Data System is the official site for reporting contracts whose estimated value is \$10K or more.

[eSRS.gov](#) – Or the Electronic Subcontracting Reporting System is the official site for reporting subcontracts. [FSRS.gov](#) – Or the Federal Funding Accountability and Transparency Act Subaward Reporting System (FSRS) is the official reporting site that Federal prime awardees (i.e., prime contractors and prime grants recipients) use to capture and report subaward and executive compensation data regarding their first-tier subawards.

[FAPIIS.gov](#) – Or the Federal Awardee Performance and Integrity Information System is the official site in which records are entered and searchable related to Administrative Agreements, Defective Pricing, DoD Determination of Contractor Fault, Non- Responsibility Determination, Recipient Not-Qualified Determination, Termination for Cause, Termination for Default, Termination for Material Failure to Comply, Suspension/Debarment information if the entity has any of these records, and Administrative Proceedings information.

[CPARS.gov](#) – Or the Contractor Performance Assessment Reporting System is the official site in which Federal agencies can create and measure the quality and timely reporting of contractor performance information, and where contractors can review this information and provide comment.

- If you have an inactive registration or need to update your registration, you must ensure that your renewal or updates occur on time and as required, but this does not affect whether you have been assigned a UEI. If you have a registration, you already have a UEI. If your registration has expired, you have been assigned a UEI, but you will need to renew your registration. You can access instructions addressing how to renew your entity registration at: [How to Renew or Update an Entity](#).
- If you are not registered in [SAM.gov](#), create a new registration by clicking on the “Get Started” link under the “Register Your Entity...” heading in [SAM.gov](#). Grantees, and other entities wanting to do business with the U.S. Department of Education (e.g., entities applying for a grant), that are not already registered in [SAM.gov](#) must complete the full “**Register Entity**” registration option and **NOT** the abbreviated “Get a Unique Entity ID” option. The “Get a Unique Entity ID” option, which is not a full registration, is only available to entities that are not grantees (i.e., direct recipients of a U.S. Department of Education grant) and to entities that do not wish to apply for a Federal grant. Failing to complete the “**Register Entity**” option may result in loss of funding, loss of applicant eligibility, and/or delays in receiving a grant award.
- Once assigned, the UEI number will never expire; however, entity registrations do expire annually and require annual renewal. Please ensure that your organization renews its registration prior to the expiration date. The expiration date is listed in your entity record in [SAM.gov](#).

2. Subrecipients

- a.) Subrecipients must have a UEI; however, the U.S. Department of Education does not require subrecipients under its grants to register their UEIs in SAM.gov. Unless item 2(b) applies, subrecipients that do not have a UEI may complete the abbreviated “**Get a Unique Entity ID**” option and **NOT** the full “Register Entity” registration option to obtain a UEI. Since the UEI validates the subrecipient’s legal business name and address, subrecipients must update this information when changes occur. For information about how to obtain a UEI without registering an entity, and the difference between only getting a UEI and registering an entity, view the [How to get a Unique Entity ID](#) video.
- b.) The following exception to item 2(a) applies to subrecipients. When subrecipients under U.S. Department of Education grants are also **direct** recipients of U.S. Department of Education grants and/or **direct** recipients of other Federal agency grants, and/or they wish to apply for a Federal grant as a direct recipient, these subrecipients must have an active UEI registration in SAM.gov. Subrecipients that are currently registered in [SAM.gov](#) with either an active or inactive registration have been assigned their UEI. If a subrecipient’s registration has expired, it has been assigned a UEI, but it will need to renew its registration. Registrations expire annually and require annual renewal. To renew expired registrations, these entities may follow the instructions at: [How to Renew or Update an Entity](#). Subrecipients without a registration that are also direct grant recipients under other Federal awards, and/or that wish to apply for a Federal grant as a direct recipient, must register by clicking on the “Get Started” link under the “Register Your Entity...” heading in [SAM.gov](#) and complete the full “**Register Entity**” registration option.

3. Where to get help

- a.) The Federal Service Desk, available at [FSD.gov](https://www.fsd.gov), is the help desk that has been established for all IAE systems. [FSD.gov](https://www.fsd.gov) includes resources that address the recent UEI transition and these resources are available at: [Help for the Transition from DUNS to Unique Entity Identifier \(UEI\)](#).

There are resources available for grantees, subrecipients, contractors, subcontractors, and Federal employees who use [SAM.gov](https://www.sam.gov), and for individuals who search for entities on [SAM.gov](https://www.sam.gov). For example, there are FAQs available that are organized by how an individual uses [SAM.gov](https://www.sam.gov) based on their roles and responsibilities ([FAQs and Resources Based on What You Do in SAM.gov](#)) that are particularly helpful.

- b.) If you have questions about UEIs or the recent UEI transition that are not answered in the FAQs or in other resources available at [FSD.gov](https://www.fsd.gov), you may contact the [FSD.gov](https://www.fsd.gov) by calling, or by choosing “Create an Incident” or engaging in a “Live Chat.”
- c.) For other questions related to your grant, please contact your Education Program Contact listed in box 3 of your Grant Award Notification, or as identified in any other applicable documentation provided by the U.S. Department of Education.