The Department of Education (Department) is issuing a notice inviting applications for new awards for fiscal year (FY) 2025 for Special Education Parent Information Centers grant program, Assistance Listing Number 84.328M. This notice relates to the approved information collection under OMB control number 1820–0028.

Parent Training and Information Centers (PTIs)

FY 2025 Grant Competition

Office of Special Education and Rehabilitative Services

Application Instructions

Table of Contents

Review the Opportunity

Special Education Parent Information Centers – (PTIs)

This section provides an overview of the funding opportunity, issue background, and requirements for the program.

Purpose of Program

The purpose of the Special Education Parent Information Centers program is to ensure that parents of children with disabilities receive high-quality, relevant, and useful training and information to help improve outcomes for their children.

This competition will fund 64 PTIs designed to meet the information, training, and support needs of parents of children with disabilities and youth with disabilities.

Eligible Applicants

Parent organizations.

Note: A "parent organization" is defined as a private nonprofit organization (other than an institution of higher education (IHE)) that–

(a) Has a board of directors--

  (1) The majority of whom are parents of children with disabilities ages birth through 26;

  (2) That includes--

    (i) Individuals working in the fields of special education, related services, and early intervention; and

    (ii) Individuals with disabilities; and

  (3) The parent and professional members of which are broadly representative of the population to be served, including low-income parents and parents of limited English proficient children; and

(b) Has as its mission serving families of children with disabilities who are ages birth through 26 and have the full range of disabilities

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Type of Award

Discretionary grants

Estimated Available Funds

$25,800,000*

Estimated Number of Awards

64

Maximum Award Amount

Varies by State/Region – Further detail outlined on Page 5

Project Period:

Up to 60 months

Application Narrative Length:

Up to 50 pages
(see section 2 for more detail)

Program Website

To learn more about this year's competition go to our [website](#).

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*The Administration has requested $33,152,000 for awards for the Special Education Parent Information Centers program for FY 2025, of which we intend to use an estimated $25,800,000 for this competition. The actual level of funding, if any, depends on final congressional action. However, we are inviting applications to allow enough time to complete the grant process if Congress appropriates funds for this program.

Step 1 Review the Opportunity: Important Reminders & Background

Get Registered

To apply, you much first be registered in two systems. If you are already registered, make sure your registration is active and up to date.

SAM.gov

You must have an active account with SAM.gov. This includes having a Unique Entity Identifier. SAM.gov registration can take several weeks. **Begin that process today.**

To register, go to SAM.gov [Entity Registration](#) and click "Get Started."

Click on the Entity Registration Checklist for the information you will need to register in SAM.gov.

If you need help, you can call 866-606-8220 or live chat with the [Federal Service Desk](#).

Grants.gov

You must also have an active account with grants.gov.

To register, go to grants.gov and click "Register." When ready click on "Get Registered Now" and complete required fields.

For more information or assistance, click on "Applicant Registration Page."

Apply by <mark>March 26, 2025</mark>

Applications are due by 11:59 Eastern Time on <mark>March 26, 2025</mark>. The Department will not review application received after the application due date and time.

If you wait until the last minute, you may find that your application has errors that keep you from submitting it. Apply early.

Issue Background

Family engagement is vital to student success and children's development. To support families of children with disabilities, and youth with disabilities, as they navigate complex systems to obtain educational and developmental opportunities children and youth with disabilities need to thrive, the Department funds PTIs. This competition will fund 64 PTIs designed to meet the information, training, and support needs of parents of children with disabilities and youth with disabilities.

PTIs help families of children with disabilities have meaningful opportunities to participate in the education of their children. This is done through individualized assistance, training, and resources that help parents work with schools, providers, and educational systems to meet the unique needs of their children. PTIs also help youth develop their ability to advocate for their needs through individual assistance, training, and resources.

PTIs provide support to increase parents' knowledge of evidence-based practices, expand their capacity to help their children improve their educational and developmental outcomes, and develop their ability to be involved in school reform initiatives. PTIs help youth understand their rights and responsibilities and learn self-advocacy skills to lead as productive and independent lives as possible.

[See Definitions](#)

Step 1 Review the Opportunity: Award Amounts

Maximum Award

We will not make an award exceeding the corresponding amount shown in the table below for each State or region within a State for a single budget period of 12 months.

State	Max Award	State	Max Award	State	Max Award
Alabama	$374,214	Michigan	$677,073	U.S. Virgin Islands	$175,000
Alaska	$250,00	Minnesota	$386,724	Utah	$269,725
Arizona	$484,600	Mississippi	$250,000	Vermont	$250,000
Arkansas	$250,000	Missouri	$428,497	Virginia	$571,252
California		Montana	$250,000	Washington	$484,832
CA Region 1	$605,344	Nebraska	$250,000	West Virginia	$250,000
CA Region 2	$751,877	Nevada	$250,000	Wisconsin	$396,810
CA Region 3	$350,371	New Hampshire	$250,000	Wyoming	$250,000
CA Region 4	$463,005	New Jersey	$563,367		
CA Region 5	$335,221	New Mexico	$250,000		
Colorado	$367,386	New York			
Connecticut	$250,000	NY Region 1	$698,920		
Delaware	$250,000	NY Region 2	$544,158		
District of Columbia	$250,000	North Carolina	$733,745		
Florida		North Dakota	$250,000		
FL Region 1	$351,158	Ohio	$798,050		
FL Region 2	$325,620	Oklahoma	$307,681		
FL Region 3	$608,398	Oregon	$259,817		
Georgia	$775,872	Pacific	$250,000		
Hawaii	$250,000	Pennsylvania	$824,315		
Idaho	$250,000	Puerto Rico	$250,000		
Illinois	$819,598	Rhode Island	$250,000		
Indiana	$493,168	South Carolina	$357,394		
Iowa	$250,000	South Dakota	$250,000		
Kansas	$250,000	Tennessee	$489,171		
Kentucky	$330,0002	Texas			
Louisiana	$340,291	TX Region 1	$543,245		
Maine	$250,000	TX Region 2	$310,371		
Maryland	$385,237	TX Region 3	$704,460		
Massachusetts	$418,997	TX Region 4	$695,054		

> **Note**: The Department considered population distribution, poverty rates, and low-density enrollment when determining the award amounts for grants under this competition. For the States listed in the funding table, one award may be made for up to the amounts listed in the table to a qualified applicant for a PTI to serve the entire State.

See Definitions

Details on Regions

The counties and territories that comprise of the regions listed in the table on page 5 are detailed below.

California Region 1					
Los Angeles					

California Region 2					
Imperial	Orange	Riverside	San Bernadino	San Diego	

California Region 3					
Fresno	Inyo	Kern	Kings	Madero	Mariposa
Merced	Mono	San Luis Obispo	Santa Barbara	Tulare	Ventura

California Region 4					
Alameda	Contra Costa	Marin	Monterey	Napa	San Benito
San Francisco	San Mateo	Santa Clara	Santa Cruz	Solano	Sanoma

California Region 5					
Alpine	Amador	Butte	Calaveras	Colusa	Del Norte
El Dorado	Glenn	Humboldt	Lake	Lassen	Mendocino
Modoc	Nevada	Plaver	Plumas	Sacramento	San Joaquin
Shasta	Sierra	Siskiyou	Stanislaus	Sutter	Tahama
Trinity	Tuolumne	Yuba			

Florida Region 1					
Alachua	Baker	Bay	Bradford	Brevard	Calhoun
Clay	Columbia	Dixie	Duval	Escambia	Flagler
Franklin	Gadsen	Gilchrist	Gulf	Hamilton	Holmes
Jackson	Jefferson	Lafayette	Leon	Levy	Liberty
Madison	Marion	Nassau	Okaloosa	Putnam	Santa Rosa
Seminole	St. Johns	Suwannee	Taylor	Union	Volusia
Wakulla	Walton	Washington			

Florida Region 2					
Charlotte	Citrus	Collier	DeSoto	Glades	Hardee
Hendry	Hernando	Highlands	Hillsborough	Lee	Manatee
Pasco	Pinellas	Sarasota	Sumter		

Florida Region 3					
Broward	Indian River	Lake	Martin	Miami-Dade	Monroe
Okeechobee	Orange	Osceola	Palm Beach	Polk	St. Lucie

Texas Region 1					
Atascosa	Bandera	Bastrop	Bexar	Blanco	Burnet
Caldwell	Cameron	Comal	Dimmit	Fayette	Frio
Gillespie	Gonzales	Guadalupe	Hays	Hidalgo	Jim Hogg
Kendall	Kerr	Kinney	La Salle	Lee	Llano
Maverick	Medina	Real	Starr	Travis	Uvalde
Webb	Willacy	Williamson	Wilson	Zapata	Zavala

Texas Region 2					
Andrews	Archer	Armstrong	Bailey	Baylor	Bell
Borden	Bosque	Brewster	Briscoe	Brown	Callahan
Carson	Castro	Childress	Clay	Cochran	Coke
Coleman	Collingsworth	Comanche	Concho	Coryell	Cottle
Crane	Crockett	Crosby	Culberson	Dallam	Dawson
Deaf Smith	Dickens	Donley	Eastland	Ector	Edwards
El Paso	Falls	Fisher	Floyd	Foard	Freestone
Gaines	Garza	Glasscock	Gray	Hale	Hall
Hamilton	Hansford	Hardeman	Hartley	Haskell	Hemphill
Hill	Hockley	Howard	Hudspeth	Hutchinson	Irion
Jack	Jeff Davis	Jones	Kent	Kimble	King
Knox	Loving	Lamb	Lampasas	Limestone	Limpscomb
Lubbock	Lynn	Martin	Mason	McCulloch	McLennan
Menard	Midland	Mills	Mitchell	Montague	Moore
Motley	Navarro	Nolan	Ochiltree	Oldham	Parmer
Pecos	Potter	Presidio	Randall	Reagan	Reeves
Roberts	Runnels	San Saba	Schleicher	Scurry	Shackelford
Sherman	Stephens	Sterling	Stonewall	Sutton	Swisher
Taylor	Terrell	Terry	Throckmorton	Tom Green	Upton
Val Verde	Ward	Wheeler	Wichita	Walbarger	Winkler
Yoakum	Young				

Texas Region 3					
Anderson	Angelina	Bowie	Camp	Cass	Cherokee
Collin	Cooke	Dallas	Delta	Denton	Ellis
Erath	Fannin	Franklin	Grayson	Gregg	Harrison
Henderson	Hood	Hopkins	Hunt	Johnson	Kaufman
Lamar	Marion	Morris	Nacogdoches	Palo Pinto	Panola
Parker	Rains	Red River	Rockwall	Rusk	Sabine
San Augustine	Shelby	Smith	Somervell	Tarrant	Titus
Upshur	Van Zandt	Wise	Wood		

Texas Region 4					
Aransas	Austin	Bee	Brazoria	Brazos	Brooks
Burleson	Calhoun	Chambers	Colorado	DeWitt	Duval
Fort Bend	Galveston	Goliad	Grimes	Hardin	Harris
Houston	Jackson	Jasper	Jefferson	Jim Wells	Karnes
Kennedy	Kleberg	Lavaca	Leon	Liberty	Live Oak
Madison	Matagorda	McMullen	Milam	Montgomery	Newton
Nueces	Orange	Polk	Refugio	Robertson	San Jacinto
San Patricio	Trinity	Tyler	Victoria	Walker	Waller
Washington	Wharton				

New York Region 1					
Bronx	Kings	Nassau	New York	Queens	Richmond
Suffolk					

New York Region 2					
The rest of the State of New York.					

Pacific					
American Samoa	Guam	Commonwealth of the Northern Mariana Islands	Freely Associated States consisting of the Federated States of Micronesia	Republic of the Marshall Islands	Republic of Palau

See Definitions

Absolute Priority

For FY 2025 this priority is an absolute priority. The absolute priority is from the allowable activities in, or otherwise authorized under, the statute*. We consider only applications that meet this priority.

> **ℹ** An absolute priority (AP) is a requirement and must be met for an application to be considered. The AP is the foundation for the program.

Absolute Priority 1—Parent Training and Information Centers

The Department intends to fund 64 grants to establish and operate 64 PTIs. Based on the quality of applications received, the Department intends to fund one PTI in each of the States and regions listed above.

Programmatic Requirements

At a minimum, the PTIs must increase—

(a) parents' capacity to help their children improve their early learning, school-aged, and postsecondary outcomes;

(b) parents' knowledge of educational and early learning best practices; and

(c) youth's capacity to be effective self-advocates.

Other General Requirements:

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

2. Each applicant for, and recipient of, funding under this program must involve individuals with disabilities, or parents of individuals with disabilities ages birth through 26, in planning, implementing, and evaluating the project (see section 682(a)(1)(A) of IDEA).

See Definitions   *See sections 671 and 681(d) of IDEA; 20 U.S.C. 1471 and 1481.

Step 1 Review the Opportunity: Application Requirements

Requirements and Selection Criteria

Selection criteria outline how the application will be scored (further detail in Section 4). The application requirements, below and in subsequent pages, map to the selection criteria and provide clarity on what an applicant must include in each section.

	Selection Criteria	Points possible	Application Requirement Section
	Significance	15 points	a
	Quality of the Project Design	35 points	b
	Quality of Project Evaluation or Other Evidence- Building	15 points	c
	Adequacy of Resources	20 points	d
	Quality of the Management Plan	15 points	e

Application Requirements

a) In the narrative section of the application under "Significance"—
   1) Present information on the needs of all parents and youth in the State or region, including but not limited to those who are underserved, low-income, or with limited English proficiency, parents with disabilities, incarcerated youth, and youth in foster care; and
   2) Demonstrate how the proposed project will address the needs of all parents and youth in the State or region by providing high-quality services that—
      i. Increase parents' capacity to support their children's development, learning, and transitions;
      ii. Increase youth's capacity to be effective self-advocates; and
      iii. Are informed by knowledge of—
         A. Best practices in providing training and information to parents and youth, and outreach and family-centered services;
         B. Relevant and current education practices and policy initiatives; and
         C. How to identify and work with appropriate State and local partners that serve children, families, and youth.

b) Demonstrate, in the narrative section of the application under "Quality of the project design," how the proposed project will–

1) Use a project logic model to guide the development of project plans and activities within its State or region;

2) Develop and implement an outreach plan to inform all parents and youth of how they can benefit from the PTI's services including, but not limited to, those who are underserved, low-income, or with limited English proficiency, parents with disabilities, incarcerated youth, and youth in foster care;

3) Provide high-quality services that increase parents' knowledge of--

   i. The nature of their children's disabilities, strengths, and challenges;

   ii. The importance of having high expectations for their children and the early intervention and education practices that help children meet those expectations;

   iii. The local, State, and Federal resources available to assist them and strengthen their connection to their communities;

   iv. IDEA, Federal IDEA regulations, and State regulations, policies, and practices implementing IDEA, including their rights and responsibilities, procedural safeguards, and dispute resolution processes, how to participate on Individualized Family Service Plan and Individualized Education Program teams, and how services are provided;

   v. The Rehabilitation Act (including Section 504), the Workforce Innovation and Opportunity Act (WIOA), the Americans with Disabilities Act (ADA), and other relevant educational and health care legislation, regulations, and policies that affect people with disabilities, including their rights and responsibilities, procedural safeguards, and dispute resolution processes;

   vi. Transition services, at all levels, and re-entry of incarcerated youth to school and the community ;

   vii. How their children can have access to the general education curriculum, inclusive early learning programs, academic standards and assessments , extracurricular and enrichment opportunities, and other initiatives available to all children; and

   viii. School reform efforts to improve student achievement and increase graduation rates;

4) Provide high-quality services that increase parents' capacity to effectively—

   i. Support their children and participate in their children's education

   ii. Communicate and work collaboratively in partnership with the professionals working with their children;

   iii. Resolve disputes; and

   iv. Participate in school reform activities to improve outcomes for all children;

5) Provide high-quality services that increase youth's knowledge of—
   i. The nature of their disabilities, strengths, and challenges;
   ii. The importance of having high expectations for themselves and practices that help them meet those expectations;
   iii. The resources available to support their success in education, employment, and their communities;
   iv. IDEA, the Rehabilitation Act (including Section 504), the WIOA, the ADA, and other legislation, regulations, and policies that affect people with disabilities;
   v. Their rights and responsibilities while receiving services under IDEA, the Rehabilitation Act, and the WIOA, and after transitioning to post-school life under Section 504 and the ADA
   vi. How they can participate on teams that support them; and
   vii. Supported decision making necessary to transition to adult life
6) Provide high-quality services that increase youth's capacity to communicate and collaborate with providers and others, and make informed decisions and advocate for themselves;
7) Use best practices and various methods to deliver services;
8) Establish cooperative partnerships with Community Parent Resource Centers (ALN 84.328C) and other PTIS funded in the State or region;
9) Establish cooperative partnerships with PTIs funded under the Rehabilitation Act (ALN 84.235F) in the Regional Parent Technical Assistance Center's (Regional PTACS's) (ALN 84.328R) region to which they belong, and the Center for Parent Information and Resources (CPIR) (ALN 84.328R); and
10) Network with local, State, and national organizations and agencies that serve parents and families.

c) In the narrative section of the application under "Quality of the project evaluation or other evidence-building," include an evaluation plan for the project. The evaluation plan must describe measures for evaluating the quality and reach of project services; progress in implementing project services; the outcomes of the project's activities; and the extent to which the project meets the goals described in the logic model.

d) Demonstrate, in the narrative section of the application under "Adequacy of resources," how –

1) The applicant and partners have adequate resources to carry out the proposed activities;
2) The costs are reasonable in relation to the anticipated results and benefits;
3) The project will make positive efforts to employ and advance in employment qualified individuals with disabilities; and
4) The key project personnel, consultants, and subcontractors have the qualifications and experience to carry out the proposed activities and achieve intended outcomes.

e) Demonstrate, in the narrative section of the application under "Quality of the management plan," how –

1) The management plan contains clearly defined responsibilities of staff, consultants, and contractors, and project timelines to ensure that the project's intended outcomes will be achieved on time and within budget;
2) Key project personnel, consultants, and subcontractors are appropriately allocated to the project;
3) The management plan will ensure that services provided are of high quality, relevant, and useful to recipients;
4) The applicant will use its board of directors to provide appropriate oversight to the project;
5) Accurate and timely annual performance reports submitted to the Department will include at a minimum the number and demographics of parents and youth who received PTI services, the unique needs of those parents and youth, the levels of services provided, and information on the project's outputs and outcomes; and
6) The project management and staff will use the technical assistance (TA) available from the Office of Special Education Programs (OSEP)-funded Technical Assistance and Dissemination network, their Regional PTAC and the CPIR, and collaborate with the Regional PTAC in facilitating at least one site visit and developing individualized TA plans as needed.

(f) Address the following additional application requirements. The applicant must--

1) Include, in Appendix A, a logic model for the project;
2) Include, in Appendix A, any applicable personnel-loading charts and timelines to illustrate the management plan;
3) Include, in the budget, travel funds to support the project director's annual attendance at one meeting sponsored by OSEP and one meeting sponsored by the Regional PTACs, at a minimum; and
4) Provide an assurance that it will maintain a website that meets government or industry-recognized standards for accessibility and meets the needs of the parents and youth in the State or region.

Step 1 Review the Opportunity: Program Requirements / Regulations

Cost Sharing or Matching

This program does not require cost sharing or matching.

Administrative Cost Limitation

This program does not include any program-specific limitation on administrative expenses.

Other General Requirements:

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

2. Each applicant for, and recipient of, funding under this program must involve individuals with disabilities, or parents of individuals with disabilities ages birth through 26, in planning, implementing, and evaluating the project (see section 682(a)(1)(A) of IDEA).

Indirect Cost Rate Information

This program uses an unrestricted indirect cost rate.

> ℹ️ For more information regarding indirect costs, or to obtain a negotiated indirect cost rate, please visit here.

Subgrantees

A grantee under this competition may award subgrants--to directly carry out project activities described in its application--to the following types of entities: IHEs and private nonprofit organizations suitable to carry out the activities proposed in the application.

The grantee may award subgrants to entities it has identified in an approved application.

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 and requirements. Section 681(d) of IDEA, however, makes the public comment requirements of the APA inapplicable to the priority in this notice.

Program Authority: 20 U.S.C. 7273-7274

Applicable Regulations: (a) The Education Department General Administrative Regulations in 34 CFR parts 75, 77, 79, 82, 84, 86, 97, 98, and 99. (b) The Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485. (c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Note: As of October 1, 2024, grant applicants must follow the provisions stated in the OMB Guidance for Federal Financial Assistance (89 FR 30046, April 22, 2024) when preparing an application. For more information about these regulations please visit: www.cfo.gov/resources-coffa/uniform-guidance/.

Prepare your Application

Get ready to apply:

Download the application package

Address to request: You can access the application package for this program through Grants.gov

Application Elements

The application will require you to fill out several forms, which are listed and linked in grants.gov. See below for a description of forms and sections:

1. **Standard Documents**
   - ❑ Application for Federal Assistance (SF 424)
   - ❑ ED Supplemental Information for SF 424

2. **Budget Information**
   - ❑ ED Budget Information Non-Construction Programs (ED Form 524)

3. **ED Abstract Form**
   - ❑ Project Abstract

4. **Project Narrative**
   - ❑ Application Narrative

5. **Narrative Attachment Form**
   - ❑ Project Narrative Attachment Form

6. **Other Attachment Forms**
   - ❑ Reference List
   - ❑ Appendix A
   - ❑ Appendix B (Syllabi)
   - ❑ Resumes/Vitaes
   - ❑ Letters
   - ❑ Supplementary Information

7. **Assurances and Certifications**
   - ❑ Disclosure of Lobbying Activities (Standard Form LLL)
   - ❑ Grants.gov Lobbying Form (ED 80-013 Form)
   - ❑ General Education Provisions Act (GEPA) Requirements (ED GEPA 427 Form)

8. **Intergovernmental Review (Executive Order 12372)**
   - ❑ State Single Point of Contact (SPOC) List (IF APPLICABLE)

Step 2 Prepare your Application: Application Checklist

Part 1: Standard Documents

❑ Application for Federal Assistance (SF 424)

> For additional information on Form SF 424, please visit the following links:
>
> https://www.grants.gov/web/grants/forms/sf-424-family.html
>
> https://apply07.grants.gov/apply/forms/instructions/SF424_4_0-V4.0-Instructions.pdf

❑ ED Supplemental Information for SF 424

> These forms require basic identifying information about the applicant and the application. Please provide all requested applicant information (including name, address, e-mail address and Unique Entity ID (UEI)). **When applying electronically via Grants.gov, you will need to ensure that the UEI enter on your application is the same as the UEI your organization used when it registered with the System for Award Management.**
>
> Applicants are advised to complete the Application for Federal Assistance (Form SF 424) <u>first</u>. Grants.gov will automatically insert the correct Assistance Listing Number and program name automatically wherever needed on other forms.
>
> 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 in accordance with the instructions provided within this application.
>
> Additional information is provided at the following links
> https://www2.ed.gov/fund/grant/apply/appforms/sf424instruct.pdf

Step 2 Prepare your Application: Application Checklist

Part 2: Budget Information

☐ **ED Budget Information Non-Construction Programs (ED Form 524)**

> This part of your application contains information about the Federal funding you are requesting. Remember that you must provide all requested budget information for each year of the project and the total column in order to be considered for Federal funding. Specific instructions for completing the budget forms are provided within this application package.

Instructions for completing ED Form 524 Section A:

Name of Institution/Organization: Enter the name of the applicant in the space provided.

Personnel (line 1): Enter project personnel salaries and wages only. Include fees and expenses for consultants on line 6.

Fringe Benefits (line 2): The institution's normal fringe benefits contribution may be charged to the program. Leave this line blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost.

Travel (line 3): Indicate the travel costs of employees and participants only. Include travel of persons such as consultants on line 6.

Equipment (line 4): Indicate the cost of tangible, non-expendable personal property that has a usefulness greater than one year and acquisition costs that are the lesser of the capitalization level established by the applicant entity for financial statement purposes or $5,000 per article. Lower limits may be established to maintain consistency with the applicant's policy.

Supplies (line 5): Show all tangible, expendable personal property. Direct supplies and materials differ from equipment in that they are consumable, expendable, and of a relatively low unit cost. Supplies purchased with grant funds should directly benefit the grant project and be necessary for achieving the goals of the project.

Contractual (line 6): The contractual category should include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal procurement system. Include consultant fees, expenses, and travel costs in this category if the consultant's services are obtained through a written binding agreement or contract.

Construction (line 7): Construction funds are not authorized.

Other (line 8): Indicate all direct costs not covered on lines 1-6. For example, include costs such as space rental, required fees, honoraria and travel (where a contract is not in place for services), training, and communication and printing costs. Do not include costs that are included in the indirect cost rate.

Part 2: Budget Information, Continued

❑ ED Budget Information Non-Construction Programs (ED Form 524)

Total Direct Costs (line 9): The sum of lines 1-8.

Indirect Costs (line 10): Indicate the applicant's approved indirect cost rate, per sections 75.560 – 75.564 of EDGAR. If an applicant does not have an approved indirect cost rate agreement with a cognizant Federal agency, the applicant must apply to the Department for a temporary indirect cost rate if it wishes to charge indirect costs to the grant. For more information, go to the Department's website at: https://www2.ed.gov/about/offices/list/ocfo/fipao/abouticg.html. In addition, a grantee, if it is eligible, may also use De Minimis rate as provided for under 2 CFR 200.414(f).

Training Stipends (line 11):

Total Cost (line 12): This should equal to sum of lines 9-11 (total direct costs + indirect + stipends). The sum for column one, labeled Project Year 1 (a), should also be equal to item 15a on the application cover sheet (SF Form 424).

Part 3: ED Abstract Form

This section should be attached as a single document to the ED Abstract Form in accordance with the instructions found on Grants.gov and should be organized in the following manner and include the following parts in order to expedite the review process.

Ensure that you only attach the Education approved file types detailed in the Federal Register application notice. Also, do not upload any password-protected files to your application.

Please note that Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission.

When attaching files, applicants should limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application. The Department recommends your file names be less than 50 characters.

Step 2 Prepare your Application: Application Checklist

Part 4: Project Narrative Attachment Form

This section should be attached as a **single** document to the Project Narrative Attachment Form in accordance with the instructions found on Grants.gov and should be organized in the following manner and include the following parts in order to expedite the review process.

Ensure that you only attach the Education approved file types detailed in 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 here. Also, do not upload any password-protected files to your application.

When attaching files, applicants should limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application. The Department recommends your file names be less than 50 characters.

☐ **Table of Contents**

The Table of Contents shows where and how the important sections of your proposal are organized and should not exceed **one** double-spaced page.

Project Narrative File(s)
* Mandatory Project Narrative File Filename: [yellow field]
Add Mandatory Project Narrative File   Delete Mandatory Project Narrative File   View Mandatory Project Narrative File
To add more Project Narrative File attachments, please use the attachment buttons below.
Add Optional Project Narrative File   Delete Optional Project Narrative File   View Optional Project Narrative File

☐ **Application Narrative**

The Department encourages applicants to limit this section of the application to the equivalent of no more than 50 pages and adhere to the following guidelines:

• 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 project abstract, the resumes, the bibliography, or the letters of support. However, the recommended page limit does apply to the **Project Narrative**.
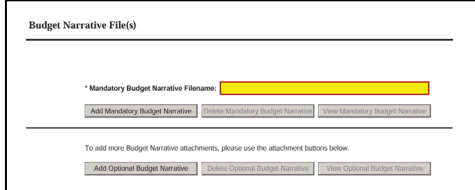
Selection Criteria for Program Narrative

The application narrative is synonymous with responding to the Selection Criteria and should follow the order as found here. Each criterion includes the factors that reviewers will consider in determining the extent to which an applicant meets the criterion.

	Selection Criteria	Points possible	Application Requirement Section
	Significance	15 points	a
	Quality of the Project Design	35 points	b
	Quality of Project Evaluation or Other Evidence- Building	15 points	c
	Adequacy of Resources	20 points	d
	Quality of the Management Plan	15 points	e

Part 5: Budget Narrative

This section should be attached as a **single** document to the Budget Narrative Attachment Form in accordance with the instructions found on Grants.gov. It should be organized in the following manner and include the following parts in order to expedite the review process.

Ensure that you only attach the Education approved file types detailed in the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register December 7, 2022 (87 FR 75045) and available here.

Also, do not upload any password-protected files to your application.

When attaching files, applicants should limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application. The Department recommends your file names be less than 50 characters.

Each application must also provide a Budget Narrative (which serves to meet the requirements of ED Form 524, Section C) for requested Federal funds. The Budget Narrative for requested Federal funds should provide a justification of how the money requested for each budget item will be spent.

This section requires an **itemized budget breakdown** for each project year and the **basis for estimating the costs** of personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs and any other projected expenditures. Be sure to complete an itemized budget breakdown and narrative for each year of the proposed project.

The Budget Narrative provides an opportunity for the applicant to identify the nature and amount of the proposed expenditures. The applicant should provide sufficient detail to enable reviewers and project staff to understand how requested funds will be used, how much will be expended, and the relationship between the requested funds and project activities and outcomes.

In accordance with 34 CFR 75.232, Department of Education staff perform a cost analysis of each recommended project to ensure that costs relate to the activities and objectives of the project, are reasonable, allowable and allocable. The Department may delete or reduce costs from the budget during this review.

Important Notes
Applicants are encouraged to review the Electronic Code of Federal Regulations Uniform Guidance, Cost Principles in preparing their budget and budget narrative.

The Uniform Guidance may be found at the following link:
https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl.

Suggested Guidelines for the Budget Narrative

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

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

   [Please review ED's general cost sharing and matching regulations, which include specific limitations, in 34 CFR 74.23, applicable to non-governmental entities, and 80.24, applicable to governments, and the applicable Office of Management and Budget (OMB) cost principles for your entity type regarding donations, capital assets, depreciation and use allowances.

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

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

   When calculating indirect costs (line 10) for "Training grants" or grants under "Restricted Rate" programs, you must refer to the information and examples on ED's website at:

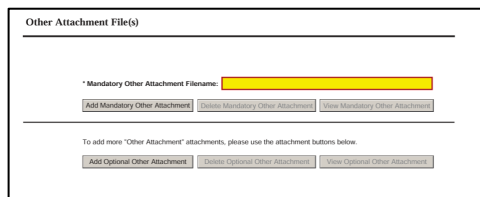   www.ed.gov/fund/grant/apply/appforms/appforms.html.

   Provide other explanations or comments you deem necessary.

Step 2 Prepare your Application: Application Checklist

Part 6: Other Attachment Forms

Attach one or more documents to the Other Attachments Form in accordance with the instructions found on Grants.gov. You may provide all of the required information in a single document, or in multiple documents.

Ensure that you only attach the Education approved file types detailed in 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 here. Also, do not upload any password-protected files to your application.

Please note that Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission.

When attaching files, applicants should limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application. The Department recommend your file names be less than 50 characters.

❑ **Individual Resumes for Project Directors and Key Personnel**: Provide brief resumes or job descriptions that describe personnel qualifications for the responsibilities they will carry out under the project.

❑ **Copy of Indirect Cost Rate Agreement**

❑ **Letters of Support**

❑ **References/Bibliography**

❑ **MOU/MOA and, if applicable, Consortium Agreement Documentation; all group applicants**

Step 2 Prepare your Application: Application Checklist

Part 7: Assurances and Certifications

Be certain to complete all required assurances and certifications in Grants.gov, and include all required information in the appropriate place on each form. The assurances and certifications required for this application are:

☐ **Disclosure of Lobbying Activities (SF LLL Form)**

Refer to instructions provided at the following link:

https://apply07.grants.gov/apply/forms/instructions/SFLLL_2_0-V2.0-Instructions.pdf

☐ **Grants.Gov Lobbying Form – "Certification Regarding Lobbying" (ED 80-013 Form)**

Refer to the instructions provided at the following link:

https://apply07.grants.gov/apply/forms/instructions/GG_LobbyingForm-V1.1-Instructions.pdf

☐ **General Education Provisions Act (GEPA) Requirements – Section 427**

Refer to the instructions provided at the following link:

https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf

NOTE: While it is required to submit the lobbying form that best meets an applicants' situation, the two forms are classified as "optional" in Grants.gov to avoid submission errors when only one of the lobbying form is submitted.

Step 2 Prepare your Application: Application Checklist

Part 8: Intergovernmental Review of Federal Programs (Executive Order 12372)

This program falls under the rubric of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR Part 79. One of the objectives of Executive Order 12372 is to strengthen federalism--or the distribution of responsibility between localities, states, and the Federal government--by fostering intergovernmental partnerships. This idea includes supporting processes that state or local governments have devised for coordinating and reviewing proposed Federal financial grant applications.

The process for doing this requires grant applicants to contact State Single Points of Contact (SPOC) for information on how this works. Multi-state applicants should follow procedures specific to each state.

Further information about the SPOC and the official list of entities can be found at:

https://www.whitehouse.gov/wp-content/uploads/2023/06/SPOC-list-as-of-2023.pdf.

Absent specific State review programs, applicants may submit comments directly to the Department. All recommendations and comments must be mailed or hand-delivered by the date indicated in the actual NIA to the following address:

The Secretary, EO 12372-- ALN# 84.116N
U.S. Department of Education, Room 7E200
400 Maryland Avenue, SW
Washington, DC 20202

Proof of mailing will be determined on the same basis as applications (see 34 CFR §75.102). Recommendations or comments may be hand-delivered until 4:30 p.m. (Eastern Time) on the closing date indicated in the NIA.

Important note: The above address is not the same address as the one to which the applicant submits its completed applications. **Do not send applications to the above address.**

Submit your Application

Submission Requirements and Deadlines

Submit your application by March 26, 2025 at 11:59 PM

Try to submit your application well before the due date allowing time to avoid denial of your application in case errors occur and the system cannot validate it.

Submission Instructions:

Applicants are required to follow the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the **Federal Register** which contain requirements and information on how to submit an application.

An applicant may apply only once under the priority, except an applicant may apply for multiple regional centers within a single State and must submit a separate application for each region. For example, an applicant submitting for multiple regions within Texas must submit separate applications for each region.

> Application submission will occur electronically through Grants.gov. Mail in applications are discouraged, see application package on Grants.gov for more details.

Accessible Format: On request to the program contact person, 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.

Step 3 Submit your Application: Procedures and Tips

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 the Department recommends 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.
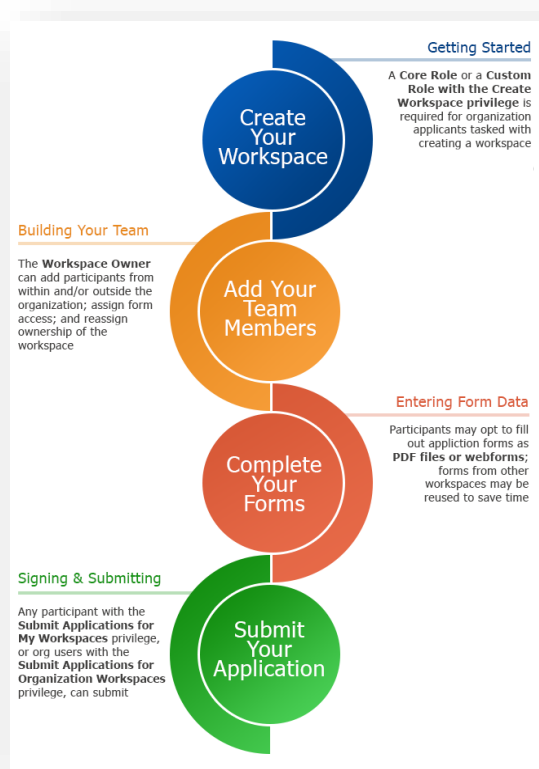
Step 3 Submit your Application: Procedures and Tips

2) Complete a Workspace (cont.)

    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.

Step 3 Submit your Application: Helpful Reminders

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.

Submit Early

The Department strongly recommends 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.

Step 3 Submit your Application: Helpful Reminders

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

The Department discourages 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 2021 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.

Step 3 Submit your Application: Helpful Reminders

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 2021 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, the Department **recommends** 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.

Understand review, selection, and award

This section is intended to help you understand the process and criteria for review, selection, and award.

Selection Criteria

Applications will be evaluated according to specific selection criteria identified below and in the following pages. Reviewers of your application will use these criteria to rate your proposal, and the overall assessment of your proposal will be based on the extent to which it satisfies the selection criteria. An application may earn up to a total of 100 points based on responses to the selection criteria.

	Criteria	Possible Points
	Significance	15 points
	Quality of the Project Design	35 points
	Quality of Project Evaluation or Other Evidence- Building	15 points
	Adequacy of Resources	20 points
	Quality of the Management Plan	15 points
Total		**100 points**

Significance (Maximum 15 points)

In determining the significance for the proposed project, the Secretary considers the following factors:

1) The extent to which the proposed project will provide support, resources, or services; or otherwise address the needs of the target population, including addressing the needs of underserved populations most affected by the issue, challenge, or opportunity, to be addressed by the proposed project and close gaps in educational opportunity.

2) The likely utility of the resources (such as materials, processes, techniques, or data infrastructure) that will result from the proposed project, including the potential for effective use in a variety of conditions, populations, or settings.

3) The extent to which the proposed project is likely to build local, State, regional, or national capacity to provide, improve, sustain, or expand training or services that

Quality of the Project Design (Maximum 35 points)

In determining the quality of project design, the Secretary also considers:

1) The extent to which the proposed project demonstrates a rationale that is aligned with the purposes of the grant program.

2) The likely benefit to the intended recipients, as indicated by the logic model or other conceptual framework, of the services to be provided.

3) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified, measurable, and ambitious yet achievable within the project period, and aligned with the purposes of the grant program.

4) The extent to which the services to be provided by the proposed project were determined with input from the community to be served to ensure that they are appropriate and responsive to the needs of the intended recipients or beneficiaries, including underserved populations, of those services.

5) The extent to which the proposed project is informed by similar past projects implemented by the applicant with demonstrated results.

6) The extent to which the proposed project will include coordination with other Federal investments, as well as appropriate agencies and organizations providing similar services to the target population.

7) The extent to which the services to be provided by the proposed project involve the use of efficient strategies, including the use of technology, as appropriate, and the leveraging of non-project resources.

Quality of the Project Evaluation or Other Evidence Building (Maximum 15 points)

In determining the quality of the evaluation or other evidence building for the proposed project, the Secretary considers the following factors:

1) The extent to which the methods of evaluation or other evidence-building are appropriate to the context within which the project operates and the target population of the proposed project.
2) The extent to which the methods of evaluation or other evidence-building will provide performance feedback and provide formative, diagnostic, or interim data that is a periodic assessment of progress toward achieving intended outcomes.
3) The extent to which the proposed project proposes specific, measurable targets, connected to strategies, activities, resources, outputs, and outcomes, and uses reliable administrative data to measure progress and inform continuous improvement.

Adequacy of Resources (Maximum 20 points)

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

1) The extent to which the project director or principal investigator, when hired, has the qualifications required for the project, including formal training or work experience in fields related to the objectives of the project and experience in designing, managing, or implementing similar projects for the target population to be served by the project.
2) The extent to which the key personnel in the project, when hired, have the qualifications required for the proposed project, including formal training or work experience in fields related to the objectives of the project, and represent or have lived experiences of the target population.
3) The adequacy of support for the project, including facilities, equipment, supplies, and other resources, from the applicant or the lead applicant organization.
4) The extent to which the costs are reasonable in relation to the number of persons to be served, the depth and intensity of services, and the anticipated results and benefits.

Quality of the Management Plan (Maximum 15 points)

In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

1) The feasibility of the management plan to achieve project objectives and goals on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
2) The adequacy of mechanisms for ensuring high-quality and accessible products and services from the proposed project for the target population.
3) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

Review and Selection Process

We remind potential applicants that in reviewing applications in any discretionary grant competition, the Secretary may consider 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.

Risk Assessment and Specific Conditions

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

Integrity and Performance System

If you are selected under this competition to receive an award that over the course of the project period may exceed the simplified acquisition threshold (currently $250,000), the Department must make a judgement about your integrity, business ethics, and record of performance under Federal awards—that is, the risk posed by you as an applicant—before the Department make an award. In doing so, the Department 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.

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

Review the post award requirements

This section is intended to help you understand what is required of recipients after they receive an award

Award Notices

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

If your application is not evaluated or not selected for funding, the Department notifies you.

Administrative and National Policy Requirements

The Department identifies administrative and national policy requirements in the application package and reference these and other requirements in the *Applicable Regulations* section of this notice.

The Department references 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.

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 here.

Reporting

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 should you receive funding under the competition. This does not apply if you have an exception.

At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multiyear award, you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary. The Secretary may also require more frequent performance reports. For specific requirements on reporting, please click here. 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.

Step 5 Review the post award requirements: Performance Measures and Continuation Awards

Performance Measures

The Department has established a set of performance measures that are designed to yield information on various aspects of the effectiveness and quality of the Special Education Parent Information Centers program. These measures are:

- ❑ Program Performance Measure 1: The percentage of materials used by projects that are deemed to be of high quality;

- ❑ Program Performance Measure 2: The percentage of products and services deemed to be of high relevance to educational and early intervention policy and practice; and

- ❑ Program Performance Measure 3: The percentage of all products and services deemed to be useful to improve educational or early intervention policy or practice.

Continuation Awards

In making a continuation award, the Secretary considers, among other things:

- ❑ whether a grantee has made substantial progress in achieving the goals and objectives of the project;

- ❑ whether the grantee has expended funds in a manner that is consistent with its approved application and budget;

- ❑ and whether the grantee has made substantial progress in achieving the performance targets in the grantee's approved application.
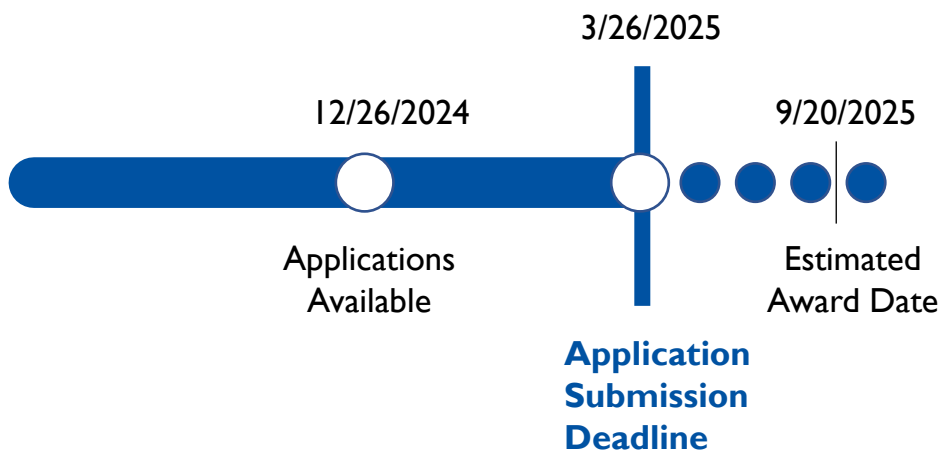
In making a continuation award, the Secretary also considers whether the grantee is operating in compliance with the assurances in its approved application, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department.

Also, in making continuation awards for years four and five, the Department will consider whether the grantee is achieving the intended goals and outcomes of the grant and shows substantial improvement against baseline data on performance indicators and performance measures.

Timing and Deadlines

Application Timeline

3/26/2025

12/26/2024

9/20/2025

Applications
Available

Application
Submission
Deadline

Estimated
Award Date

> ℹ **Remember to submit your application early!**

Contacts for Questions

For Further Information Contact:

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