



FY 2025 FIPSE-SP Pre-Application Technical Assistance Webinar



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Disclaimer

PLEASE NOTE: The [Notice Inviting Applications \(NIA\)](#) in the Federal Register is the official application submission guide. This webinar provides additional technical assistance only.

FY 2025 Competition: General Information

- [Notice Inviting Applications \(NIA\)](#) published in the Federal Register on November 12, 2025, with a **deadline of December 3, 2025**.
- Download application package in Grants.gov by searching for the **ALN 84.116J** or **Funding Opportunity Number [ED-GRANTS-111225-001](#)**.
- More information and Frequently Asked Questions (FAQs) are posted on the [FIPSE-SP website](#), as well as grants.gov under the “Related Documents” tab.
- **Applicants are reminded that the NIA published in the Federal Register is the official document. You should not rely upon any information that is inconsistent with the guidance contained within the official document.**

Program Purpose

The purpose of the Fund for the Improvement of Postsecondary Education – Special Projects (FIPSE-SP) program is to provide grants to institutions of higher education (IHEs), combinations of such institutions, and other public and private nonprofit institutions and agencies, as the Secretary deems necessary, to support innovative projects concerning one or more areas of national need identified by the Secretary.

This competition focuses on supporting four (4) areas of national need:

- 1) Advancing the Understanding and Use of Artificial Intelligence (AI) Technology in Postsecondary Education
- 2) Promoting Civil Discourse on College and University Campuses
- 3) Promoting Accreditation Reform
- 4) Supporting Capacity-Building for High-Quality Short-Term Programs

Applicable Laws & Regulations

Program Authority

- [20 U.S.C. 1138](#); [20 U.S.C. 1138c](#).
- **Note:** Projects will be awarded and must be operated in a manner consistent with the nondiscrimination requirements contained in the Federal civil rights laws.

Applicable Regulations

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

FY 2025 FIPSE-SP Competition

Eligibility & Funding

The [Federal Register](#) is the official application submission guide. This webinar only provides technical assistance.

Eligibility

- Institutions of higher education (as defined in [section 101 of the Higher Education Act of 1965](#), as amended (HEA)), consortia of such institutions, and other public and private nonprofit institutions and agencies including State higher education agencies as defined in [20 U.S.C. 1003\(22\)](#).

Eligibility: Demonstrating Nonprofit Status

An applicant that is a nonprofit organization may, under [34 CFR 75.51](#), demonstrate its nonprofit status by providing:

1. Proof that the Internal Revenue Service currently recognizes the applicant as an organization to which contributions are tax deductible under section 501(c)(3) of the Internal Revenue Code;
2. A statement from a State taxing body or the State attorney general certifying that the organization is a nonprofit organization operating within the State and that no part of its net earnings may lawfully benefit any private shareholder or individual;
3. A certified copy of the applicant's certificate of incorporation or similar document if it clearly establishes the nonprofit status of the applicant; or
4. Any item described above if that item applies to a State or national parent organization, together with a statement by the State or parent organization that the applicant is a local nonprofit affiliate.

Eligibility Continued

- The eligible entity may apply to all four (4) areas of national need as the lead applicant but must submit a separate grant application for each area of national need.
- The eligible entity may submit only one (1) grant application under an area of national need as the lead applicant and must clearly identify which absolute priority the application is addressing.
- For areas of national need with more than one Absolute Priority, the applicant must select one of the two Absolute Priorities that will be addressed in the application narrative. We understand that a particular project may include elements that connect to both Absolute Priorities within an area of national need. Therefore, applicants are not precluded from incorporating elements from both Absolute Priorities.

Area of National Need	Absolute Priorities	Number of Applications Able to Submit	Estimated Funding	Maximum Budget
(1) Advancing the Understanding and Use of Artificial Intelligence (AI) in Postsecondary Education	AP1 and AP2	One application	AP 1: \$25 million AP 2: \$25 million	\$4 million for AP1 \$4 million for AP2
(2) Promoting Civil Discourse on College and University Campuses,	AP3 + CPP1 and CPP2	One application	AP 3: \$60 million	\$4 million max
(3) Promoting Accreditation Reform	AP4 and AP5	One application	AP 4: \$3.5 million AP 5: \$3.5 million	\$1 million for AP 4 \$1 million for AP 5
(4) Supporting Capacity-Building for High-Quality Short-Term Programs.	AP6 and AP7	One application	AP 6: \$25 million AP 7: \$25 million	\$4 million for AP6 \$4 million for AP7

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

Additional Award Information

- **Estimated Number of Awards:**
 - Absolute Priorities 1 and 2: 25
 - Absolute Priority 3: 30
 - Absolute Priorities 4 and 5: 9
 - Absolute Priorities 6 and 7: 25.
- **Project Period:** Up to 48 months.
- Funding under this competition is **frontloaded**.

Eligibility FAQ Check-in

How should an applicant demonstrate the type of entity a lead application or partner is?

- Applicants should provide ample documentation regarding their entity type.
 - For example, as we noted on a previous slide a nonprofit organization has 4 documentation options with which to demonstrate its nonprofit status.
- **Note:** If it is not clear that an applicant meets the eligibility criteria, the application may be flagged as ineligible.

Eligibility FAQ Check-in

Is a public K-12 school district eligible to apply for funding as the lead applicant and/or be a subgrantee/partner?

- Yes, as long as the applicant demonstrates it meets the eligibility requirements for “public or private nonprofit institutions or agencies”.

Can system offices apply on behalf of their institutions?

- If the system is a State higher education agency, then they could serve as the lead applicant. If the system is not a State higher education agency, then one of their eligible IHEs should be designated as the lead applicant.

Can a university or college system (and all the affiliated colleges in the system) be considered a single IHE?

- If the system is a State higher education agency, then they could serve as the lead applicant. If the system is not a State higher education agency but rather is a group of multiple affiliated colleges and universities that are managed by a single governing body, such as a board of regents or trustees, then one of their eligible IHEs should be designated as the lead applicant.

Eligibility FAQ Check-in

Can an institution/organization apply to subaward/partner with a for-profit organization?

- No. Under [34 CFR 75.127](#), only eligible parties may apply in partnership under a particular competition. Because for-profit organizations are not eligible entities under [20 U.S.C. § 1138 \(a\)](#), institutions may not apply to partner with them.

Can a lead applicant be designated as a subgrantee/partner on another application?

- An entity can be included as a subgrantee/partner in multiple applications.

FY 2025 FIPSE-SP Competition

Absolute & Competitive Preference Priorities

The [Federal Register](#) is the official application submission guide. This webinar only provides technical assistance.

Priorities

Advancing the Understanding and Use of Artificial Intelligence (AI) in Postsecondary Education

- **Absolute Priority 1:** Advancing Artificial Intelligence to Improve Educational Outcomes of Postsecondary Students
- **Absolute Priority 2:** Ensuring Future Educators and Students Have Foundational Exposure to AI and Computer Science

Promoting Civil Discourse on College and University Campuses

- **Absolute Priority 3:** Promoting Civil Discourse on College and University Campuses
 - **Competitive Preference Priority 1 (0 or 10 points):** Civic Institutes at Institutions of Higher Education
 - **Competitive Preference Priority 2 (0 or 10 points):** Non-IHE Nonprofit Organizations That Educate Students to Promote Freedom and Engage in Civil Discourse

Promoting Accreditation Reform

- **Absolute Priority 4:** Supporting Institutions in Changing Accrediting Agencies
- **Absolute Priority 5:** Supporting the Creation of New Accrediting Agencies

Capacity-Building for High-Quality Short-Term Programs

- **Absolute Priority 6:** Creation of New High-Quality Short-Term Programs
- **Absolute Priority 7:** Expansion of Existing High-Quality Short-Term Programs

Area of National Need #1

Advancing the Understanding and Use of Artificial Intelligence (AI) in Postsecondary Education *(Absolute Priorities 1 and 2)*

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Absolute Priority 1: Advancing Artificial Intelligence to Improve Educational Outcomes of Postsecondary Students

Projects or proposals to improve academic instruction and student learning, including efforts designed to assess the learning gains made by postsecondary students (section 744(c)(2)) of the HEA), through one or more of the following:

- a) Supporting the integration of AI literacy skills and concepts into teaching and learning practices to improve educational outcomes for students, including instruction about how to use AI responsibly, and how to detect AI generated disinformation or misinformation online; and
- b) Partnering with State Educational Agencies (SEAs) or Local Educational Agencies (LEAs) to do one or more of the following:
 - i. use AI technology to provide high-quality instructional resources, high-impact tutoring, and college and career pathway exploration, advising, and navigation to improve educational outcomes.
 - ii. integrate AI-driven tools into classrooms to personalize learning, improve student outcomes, and support differentiated instruction. This integration may include, but is not limited to, adaptive learning technologies, virtual teaching assistants, tutoring, and data analytics tools to support student progress.
 - iii. utilize AI in the classroom and/or for school operation efficiency, including but not limited to: improving teacher training and evaluation, reducing time-intensive administrative tasks, or improving instruction or services for students with disabilities.

Absolute Priority 2: Ensuring Future Educators and Students Have Foundational Exposure to AI and Computer Science

Projects or proposals to leverage AI to improve teacher preparation by doing one or more of the following:

- a) Deliver AI and computer science credentials in rural communities;
- b) Embed AI and computer science into an institution of higher education's general preservice or in-service teacher professional development or teacher preparation programs;
- c) Provide additional support for teacher preparation programs that are preparing future computer science educators in K-12 education;
- d) Expand offerings of AI and computer science courses as part of an institution of higher education's general education and/or core curriculum;
- e) Provide resources and support for the use of AI in teacher preparation programs;
- f) Partner with SEAs and/or LEAs to provide resources to K-12 students in foundational computer science and AI literacy, including through professional development for educators; and
- g) Partner with SEAs and/or LEAs to encourage the provision of dual-enrollment course opportunities so that students can earn postsecondary credentials and industry-recognized credentials in AI coursework concurrent with their high school education.

Absolute Priority 2(a) Resource

For assistance with identifying rural communities, applicants may retrieve locale codes from the following NCES search tools. This is included as a resource to assist applicants; however, it is **not required for applicants to provide the NCES locale codes in order to meet the requirements of Absolute Priority 2.**

[NCES School District search tool](#) - where LEAs can be looked up individually to retrieve locale codes

[Public School search tool](#) - where individual schools can be looked up to retrieve locale codes.

[NCES College Navigator search tool](#) - where IHEs can be looked up individually to determine the campus setting.

Source: CCD public school district data for the 2021-2022 school year

SEARCH TIP: Use the additional characteristics fields in conjunction with any of the School Information.

Find the right college for you

Refine your search with *More Search Options* to select additional search criteria.

Build a list of schools using *My Favorites* for side-by-side comparisons.

Pinpoint school locations with an *interactive map*.

Export search results into a *spreadsheet*.

Save your session including search options and favorites.

Add *College Navigator* to your browser search bar.

College Affordability and Transparency Center

Additional Resources

Preparing for your Education

Financial Aid

Postsecondary Education Outcome Measures: ED, DOD, and VA

Absolute Priority 1 (AP1) FAQ Check-in

Under AP1 that language requests “projects or proposals to improve academic instruction and student learning, including efforts designed to assess learning gains made by postsecondary students.” Then, section b describes how projects can partner with state or local education agencies.

Does this mean a project focused on middle school students and their teachers would qualify for this call? If so, do we need to specify how improving middle school literacy is related to later postsecondary success?

AP1 must include efforts designed to assess the learning gains made by postsecondary students, but a proposal does not need to be only focused on postsecondary students. It is the applicant’s responsibility to adequately address how their project will meet the absolute priority through its services, activities, and target audience.

Absolute Priority 2 (AP2) FAQ Check-in

Can an applicant address AP2 by partnering with a school instead of a LEA or SEA?

- An application under AP2 must “leverage AI to improve teacher preparation by doing one of subparts (a) through (g). While the language in subpart or more of the following that addresses subparts (f) and (g) explicitly mention LEAs/SEAs, not an individual school, a proposed project that includes a partnership with a single school could still meet the requirements of AP2 by addressing one or more of the other subparts.

Would a focus on developing and delivering a Master of Science program in Computer Science be considered an appropriate response to AP2(a)?

- Under AP2(a), an applicant may propose a project that leads to an AI and computer science credential in rural communities. Credentials can include master or professional degrees.

Area of National Need #2

Promoting Civil Discourse on College and University Campuses
(Absolute Priority 3 + Competitive Preference Priorities 1 and 2)

Absolute Priority 3: Promoting Civil Discourse on College and University Campuses

Projects that are designed to promote civil discourse on college and university campuses through activities such as seminars, speaker series, conferences, debates, workshops training events, and other focused learning opportunities that include a range of views and embrace dialogue and understanding. These projects may include visiting faculty specifically supporting the development and delivery of these activities and contributing to the viewpoint diversity of the broader campus intellectual environment.

2 Competitive Preference Priorities (optional)

Within Absolute Priority 3, we give competitive preference to applications that address the following priorities. Under [34 CFR 75.105\(c\)\(2\)\(i\)](#), we award an additional 10 points to an application that meets each of these priorities.

Competitive Preference Priority 1: Civic Institutes at Institutions of Higher Education. (0 or 10 points).

- Projects implemented by, or in partnership with, institutions of higher education that have established independent academic units dedicated to civic thought, constitutional studies, American history, and economic liberty. These institutes should demonstrate a sustained commitment to robust civil discourse, the liberal arts, and the study of American history and politics through primary documents.

Competitive Preference Priority 2: Non-IHE Nonprofit Organizations That Educate Students to Promote Freedom and Engage in Civil Discourse. (0 or 10 points).

- Projects implemented by, or in partnership with, private nonprofit organizations that do not meet the HEA definition of an institution of higher education and that educate students to promote freedom and engage in civil discourse. These entities must demonstrate experience working with higher education institutions on matters of civil discourse.

Absolute Priority 3 (AP3) FAQ Check-in

In Competitive Preference Priority 1 (CPP 1) in AP3, how can an applicant show that independent academic units “demonstrate a sustained commitment to robust civil discourse, the liberal arts, and the study of American history and politics through primary documents”?

- An applicant may provide this evidence through the IHE’s offerings in degree programs (including interdisciplinary degrees with related departments), courses addressing relevant content areas, research and expertise of related faculty, and educational and research events (seminars, symposia, workshops, etc.) pertaining to the relevant areas of the priorities.

In Competitive Preference Priority 2 (CPP 2) in AP3, can the non-IHE nonprofit organization be part of the lead applicant’s IHE?

- No, the non-IHE nonprofit organization must be independent of the IHE.
- **Note:** As a reminder, to meet the requirements of CPP 2 non-IHE nonprofit organizations are private nonprofit organizations that do not meet the HEA definition of an institution of higher education and that educate students to promote freedom and engage in civil discourse. Furthermore, these entities must demonstrate experience working with higher education institutions on matters of civil discourse.

Absolute Priority 3 (AP3) FAQ Check-in

In CPP 2 under AP3, how can an applicant show that a non-IHE nonprofit organization has “demonstrate[d] experience working with higher education institutions on matters of civil discourse”?

A non-profit organization may provide to the applicant evidence of “demonstrated experience” by providing documentation related to services, events, and products provided to or in partnership with college and universities relative to the exchange of information or debate of ideas on matters related to the public good or civic governance.

Area of National Need #3

Promoting Accreditation Reform *(Absolute Priorities 4 and 5)*

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Absolute Priority 4: Supporting Institutions in Changing Accrediting Agencies

Activities that directly support college and university efforts to change their current accrediting agency. These activities may include, but are not limited to, staffing costs necessary to support a change in accreditors, document preparation costs, site-visit costs, and direct accreditation fees (limited to the initial term of accreditation up to 5 years).

Absolute Priority 5: Supporting the Creation of New Accrediting Agencies

Projects that support the development and launch of new accrediting agencies seeking, or intending to seek, recognition from the Department under [20 U.S.C. 1099b](#). Eligible activities may include convenings, development of accreditation standards and review processes, stakeholder and expert consultations, meeting and travel costs, technology and data system development, personnel costs, administrative expenses, and other costs directly related to establishing and operating a recognized accrediting agency.

Absolute Priority 4 (AP4) FAQ Check-in

For AP4, can IHEs propose projects to change or add accrediting agencies that are not yet recognized by the Department?

- AP4 and the NIA do not define or limit the term ‘accrediting agency’ to a ‘nationally recognized accrediting agency’ under [34 CFR 600.1](#). Because this term is undefined, the Department will accept projects under AP4 that propose to change or add accrediting agencies that are not yet recognized by the Department. However, the Department is aware that adding or changing accrediting agencies may impact institutional eligibility under Title IV and recommends that institutions of higher education contact aslrecordsmanager@ed.gov for questions of institutional eligibility.

Absolute Priority 4 (AP4) FAQ Check-in

What are the requirements/process for notifying the Department if an applicant proposes changing accrediting agencies?

Please review the “Changes to the Approval Process for Changing Accrediting Agencies” in the Dear Colleague Letter published on May 1, 2025:

<https://fsapartners.ed.gov/knowledge-center/library/dear-colleague-letters/2025-04-30/changes-approval-process-changing-accrediting-agencies>.

For additional questions about the Dear Colleague Letter, please email us at FIPSE-SP@ed.gov.

Absolute Priority 5 (AP5) FAQ Check-in

In terms of AP5, Supporting the Creation of New Accrediting Agencies, are new programmatic accreditors eligible to apply, in addition to new institutional accrediting agencies?

Yes, new programmatic accreditors are eligible to apply as long as the lead applicant meets the eligibility criteria for this competition:

- Institutions of higher education (as defined in [section 101 of the HEA](#)),
- Consortia of such institutions
- Other public and private nonprofit institutions and agencies including State higher education agencies as defined in [20 U.S.C. 1003\(22\)](#).

Area of National Need #4

Capacity-Building for High-Quality Short-Term Programs *(Absolute Priorities 6 and 7)*

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Absolute Priority 6: Creation of New High-Quality Short-Term Programs

- Activities that directly support the development of new high-quality, short-term programs at institutions of higher education, including engaging employers, developing talent marketplaces, and integrating work-based learning components into short-term postsecondary programs. High-quality, short-term programs are defined as programs that meet the eligibility requirements of the Workforce Pell Grants program in Section 83002(b) of the One Big Beautiful Bill Act, including program length requirements and alignment with high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the Governor in the State in which the institution is located.
- This funding opportunity may be used to cover institutional costs associated with hiring program faculty and staff; purchasing equipment, machinery, production supplies and technology; coordinating with employers, State Workforce Development Boards, and other stakeholders, including convenings, meetings, and travel costs; improving classrooms, laboratories, and other instructional facilities; developing or enhancing partnerships with employers to facilitate industry alignment; improving data collection and reporting capabilities to support Workforce Pell eligibility determinations; and meeting administrative expenses related to the design and development of new programs, including expenses related to data collection and validation.
- Activities must be designed and executed in close collaboration with employers, to ensure that the resulting programs are responsive to industry demand.

Absolute Priority 7: Expansion of Existing High-Quality Short-Term Programs

- Activities that directly support the expansion of existing high-quality, short-term programs, including reforms to existing programs to meet Workforce Pell Grants eligibility requirements in the One Big Beautiful Bill Act. Such activities should also include engaging employers, developing talent marketplaces, and integrating work-based learning components into short-term postsecondary programs.
- This funding opportunity may be used to cover institutional costs associated with hiring additional faculty and staff to increase program capacity; purchasing additional equipment, machinery, production supplies, and technology; enhancing partnerships with employers to facilitate industry alignment; improving data collection and reporting capabilities to support Workforce Pell eligibility determinations; expanding the frequency of new student cohorts; or programmatic reforms needed to meet program requirements under the One Big Beautiful Bill Act.

Absolute Priority 6 (AP6) & Absolute Priority 7 (AP7) FAQ Check-in

Is it possible to focus the grant on specific job sectors in AP 6 and AP7 (National Need Area #4)?

- Yes, it is possible to focus the project on specific job sectors, assuming they meet and align with the definition of high-quality, short-term programs as defined by the [One Big Beautiful Bill Act](#) (OBBA) and are in-demand industry sectors as defined by WIOA.
- **Note:** High-quality, short-term programs as defined in the eligibility requirements in the Workforce Pell Grants program in Section 83002(b) of the One Big Beautiful Bill Act, including program length requirements and alignment with high-skill, high-wage, or in-demand industry sectors or occupations.
- **Note:** In-demand industry sectors or occupations, as defined in section 3(23) of the [Workforce Innovation and Opportunity Act](#) (WIOA), means (i) an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or (ii) an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate.

Absolute Priority 6 (AP6) & Absolute Priority 7 (AP7) FAQ Check-in

In AP6 and AP7, what are the program eligibility requirements for Workforce Pell Grants in the One Big Beautiful Bill Act (OBBBA)?

- Section 83002(b) of the OBBBA lists the program eligibility requirements for Workforce Pell Grants: <https://www.congress.gov/bill/119th-congress/house-bill/1/text>.
- According to Section 832002 (b), an eligible Workforce Pell Grant program is a program that must be at least 150 clock hours of instruction, but less than 600 clock hours of instruction (or an equivalent number of credit hours), offered during a minimum of eight weeks but less than 15 weeks, and is not offered as a correspondence course. In addition, an eligible program must be approved by the State Governor in accordance with the requirements in Section 83002(b)(2)(iii) of the OBBBA.

Who qualifies as an eligible student for a Workforce Pell Grant under OBBB?

- To receive a Workforce Pell Grant, a student must:
 - Meet normal Pell eligibility (e.g., financial need, undergrad level).
 - Be enrolled in an eligible workforce program—short-term, non-degree, accredited.
 - Not simultaneously receiving a traditional Pell Grant or a TEACH Grant.
- The Department will provide active communication and technical assistance for grantees selected funding under this program, to ensure that such grantees are made aware of any updates to Workforce Pell Grant student eligibility as a result of negotiated rulemaking.

FY 2025 FIPSE-SP Competition

Competition Highlights

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Disclaimer: Application Components

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- You can view additional information and guidance on <http://www.grants.gov/> by searching for the ALN 84.116J or Funding Opportunity Number [ED-GRANTS-111225-001](#). More information, including the [Application Book](#) and Frequently Asked Questions (FAQs) is posted on the [FIPSE-SP website](#).
 - If you have any questions/concerns, please email us at FIPSE-SP@ed.gov.
- **Note:** If all required documents are not submitted with your application, it may be deemed ineligible.

Abstract

The abstract should serve as a quick reference guide to your application. Include the items below in the order listed and use the same number format. To complete the information accurately, you'll need to provide the following details:

- 1. Lead Applicant Institution:** Name the institution that is the primary applicant.
- 2. Partner Entities:** List partner entities involved in the project, mentioning their type (e.g., institution of higher education (IHE), nonprofit organization, local education agency (LEA), state education agency (SEA), etc.).
- 3. Project Title:** Provide the title of the project.
- 4. Area of National Need:** Specify which national need the application addresses.
- 5. Absolute Priority/ies Addressed:** Identify the Absolute Priority addressed by number (e.g., Absolute Priority 3) and briefly describe how it is/they are addressed.
- 6. Competitive Preference Priority/ies Addressed:** If applicable under Absolute Priority 3, identify the Competitive Preference Priority/ies addressed by number (e.g., CPP 1 and/or CPP 2) and briefly describe how it is/they are addressed.
- 7. Target Population:** Define the target population (e.g., faculty, staff, students, etc.).
- 8. Proposed Activities:** Outline the activities proposed in the project.
- 9. Anticipated Results:** Describe the anticipated results, such as learning outcomes.

Project Narrative

- Before preparing the Project Narrative, applicants should review the program statute, program regulations, Common Instructions, and the Federal Register Notice Inviting Applications for specific guidance and requirements.
- **Structuring the Project Narrative**
 - The Secretary evaluates an application according to the program specific criteria in [34 CFR 75.210](#).
 - The Project Narrative is where the applicant provides detailed responses to each selection criterion, as the project pertains to the area of national need and the Absolute Priority the applicant is responding to, and if applicable, the responses to one or both Competitive Preference Priorities in Absolute Priority 3.
 - Responses to the Competitive Preference Priorities under Absolute Priority 3 should be clearly marked as Competitive Preference Priority 1 and/or Competitive Preference Priority 2.
 - Applicants should respond to the selection in the same order as presented in the NIA when developing the Project Narrative. The Project Narrative should be written in a concise and clear manner and be consecutively ordered as reflected in the NIA. Clearly label each selection criteria and separately address each of the criterion.

Project Narrative Format

- We recommend that you **limit the application narrative to no more than 35 pages** and use the standards outlined in the Common Instructions published in the Federal Register on August 29, 2025 (90 FR 42234), and available at <https://www.federalregister.gov/documents/2025/08/29/2025-16571/common-instructions-and-information-for-applicants-to-department-of-education-discretionary-grant>.
- **The recommended 35-page limit applies only to the application narrative** and **does not apply to** the cover sheet and table of contents, 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.

Budget Information & Planning

- **Instructions for completing the standards ED-524 Budget Summary Form:** <https://www.ed.gov/grants-and-programs/apply-grant/grant-application-and-other-forms>
- **Budget Narrative:** Applicants are required to prepare a detailed and comprehensive Budget Narrative for all proposed line items listed in ED Form 524 (Sections A and B).
 - The detailed Budget Narrative is for each year of the budget over the 4-year performance period.
- This program **does not require cost sharing or matching**. However, you may include non-federal funds that may be supplied by the lead applicant or subawardee/partner, if applicable, in Section B.

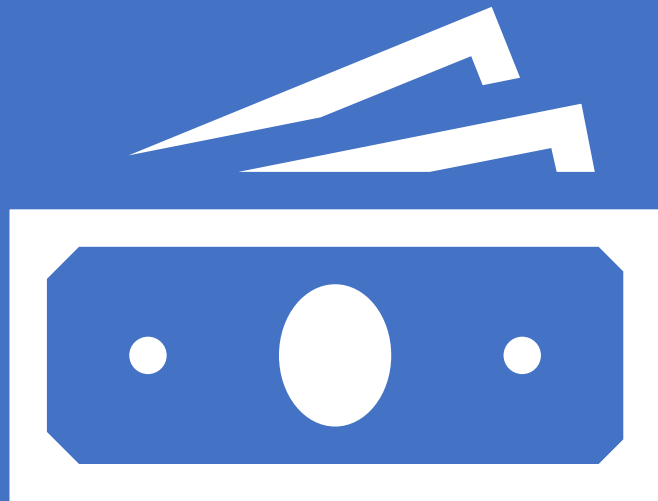
Budget Information: Indirect Costs

- This program uses the waiver authority of section 437(d)(1) of GEPA to **limit a grantee's indirect cost reimbursement to 8 percent of a modified total direct cost base**. We are establishing this indirect cost limit for the FY 2025 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. For more information regarding indirect costs, or to obtain a negotiated indirect cost rate, please see <https://www.ed.gov/about/ed-offices/ofc/indirect-cost-group-icg>.

Helpful Reference Regulations for Indirect Costs

- [UNIFORM GUIDANCE \(2 CFR 200\)](#)
 - [2 CFR 200 SUBPART E](#) - Cost Principles
 - [2 CFR 200.414](#) – Indirect Costs
 - [Appendix III to Part 200](#) - Indirect (F&A) Costs Identification and Assignment, and Rate Determination for Institutions of Higher Education (IHEs)
 - [Appendix IV to Part 200](#) - Indirect (F&A) Costs Identification and Assignment, and Rate Determination for Nonprofit Organizations
 - [Appendix VII to Part 200](#) – State and Local Government and Indian Tribe Indirect Cost Proposals
- **Education Department General Administrative Regulations**
 - [34 CFR 75.560 - 75.580](#) - Indirect Cost Rates

Budget Tips



Budgets should reflect the scale and scope of the project.

Budgets may not exceed the following amounts for each of these priorities for the entire project period of 48 months.

- **Absolute Priorities 1 and 2:** \$4,000,000
- **Absolute Priority 3:** \$4,000,000
- **Absolute Priorities 4 and 5:** \$1,000,000
- **Absolute Priorities 6 and 7:** \$4,000,000

Budgets will be evaluated by peer reviewers for relevance and appropriateness. Program staff will also review budgets to ensure that proposed costs are justifiable, reasonable and allowable.

For questions on allowable costs, please email us at FIPSE-SP@ed.gov.

- You may also review the Uniform Guidance ([2 CFR 200](#)), particularly the [Cost Principles in Subpart E](#), for additional guidance.

Subgrantees/Partners

- **Subgrantees:** 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: IHEs and public and private nonprofit institutions and agencies including State higher education agencies as defined in [20 U.S.C. 1003\(22\)](#).
- Subgrantees do not need to be the same entity type as the lead applicant, however, a subgrantee must meet the eligibility requirements for this competition, meaning a lead applicant can only provide subgrants to the following types of entities: IHEs and public and private nonprofit institutions and agencies including State higher education agencies as defined in [20 U.S.C. 1003\(22\)](#).
 - **Note:** If a subgrantee is a nonprofit organization they must demonstrate its nonprofit status according to the requirements in the eligibility criteria.

Subgrantees/ Partners

- Applicants must **clearly identify** all contractors and subawardees in the Project Narrative and the Budget Narrative.
 - The justification should include services to be performed and products to be provided, along with the corresponding costs.
 - **Note:** Please review [Appendix 2 – Contract Provisions for Non-Federal Entity Contracts Under Federal Awards under the Uniform Guidance \(2 CFR 200\)](#), [§200.308](#), [§200.318-322](#), [§200.327](#) (Contract Provisions), and [EDGAR 74.42](#).
- Applicants are strongly advised to provide **formal, signed support or commitment letters** from each partner institution/organization.
 - Commitment letters should briefly describe what services and resources partners will be contributing to the project.
 - **Note:** Applicants should include these attachments in the “Other Attachments” form. All attachments must be uploaded as a PDF.
- **Please list each partner entity in the abstract**, as well as the type of institution/organization (i.e., institution of higher education (IHE), nonprofit organization, local education agency (LEA), state education agency (SEA), etc.).

Subgrantee/ Partner Budget

- **ED 524 Budget Summary Form**
 - Contractual line item of the lead applicant's ED-524 Budget Summary Form.
- **Budget Narrative**
 - The specific details of each subaward must be provided in a separate, detailed budget narrative for each year of the project period.
- **Indirect Costs**
 - When it comes to subawardees, they must comply with the administrative requirements of the award, including the indirect cost rate limitations outlined in [2 CFR 200.332 Requirements for pass-through entities](#), particularly the requirements for pass-through entities. This includes Indirect Cost Rate Identification as per [2 CFR 200.332\(b\)\(1\)\(xiv\)](#) and the review and approval process for indirect cost rates specified in [2 CFR 200.332\(b\)\(4\)](#).
 - If a subrecipient has an indirect cost rate that exceeds 8% of Modified Total Direct Costs, their rate must be capped at 8% of Modified Total Direct Costs like the awardee (passthrough entity).

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 and that constitute new copyrightable works. 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.
- If you are responding to a notice inviting application (NIA) for an open grant competition and have any questions about an aspect of the open licensing requirement, please submit your questions to FIPSE-SP@ed.gov with a copy to tech@ed.gov.
- For additional information on the open licensing requirements please refer to [2 CFR 3474.20](#). Additional guidance is available on our FAQs page on the [FIPSE-SP program website](#).

FY 2025 FIPSE-SP Competition

Selection Criteria

The [Federal Register](#) is the official application submission guide. This webinar only provides technical assistance.

SELECTION CRITERIA

- The selection criteria for this competition are from 34 CFR 75.210.
- **The Project Narrative is where the applicant provides detailed responses to each selection criterion**, as the project pertains to the area of national need and Absolute Priority or Priorities the applicant is responding to, and if applicable, the responses to one or both Competitive Preference Priorities in Absolute Priority 3.
 - **Applicants should respond to the selection criteria in the same order as presented in the NIA.**
 - Applicants should clearly label each selection criterion and separately address each of the criterion for each proposed activity.
- **The selection criteria are worth a total of 100 points**; the maximum score for each criterion is noted in parentheses.
 - If an applicant responds to the Competitive Preference Priorities in Absolute Priority 3, a maximum of 10 additional points under each competitive preference priority will be awarded, for a total score of up to 120 points.

SELECTION CRITERIA

If an applicant is responding to Absolute Priority 1, 2, 4, 5, 6, or 7, all applications will be evaluated based on the selection criteria as follows:

SELECTION CRITERIA	POINT VALUES
a) Significance	Maximum 30 points
b) Quality of the Project Design	Maximum 45 points
c) Quality of the Management Plan	Maximum 10 points
d) Quality of Project Evaluation or other Evidence Building	Maximum 15 points
Total Maximum Score	Maximum 100 points

SELECTION CRITERIA

If an applicant is responding to Absolute Priority 3, and the associated Competitive Preference Priorities, all applications will be evaluated based on the selection criteria as follows:

SELECTION CRITERIA	POINT VALUES
a) Significance	Maximum 30 points
b) Quality of the Project Design	Maximum 45 points
c) Quality of the Management Plan	Maximum 10 points
d) Quality of Project Evaluation or other Evidence Building	Maximum 15 points
Total Maximum Score	Maximum 100 points
Total score for Competitive Preference Priority #1	0 or 10 points
Total score for Competitive Preference Priority #2	0 or 10 points
TOTAL POSSIBLE SCORE	Maximum 120 Points

Significance (Maximum 30 points)

The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:

1. The extent to which the proposed project is innovative and likely to be more effective compared to other efforts to address a similar problem. (up to 15 points)
2. The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially contributions toward improving teaching practice and student learning and achievement. (up to 15 points)

Project Narrative Tips

Significance

- Identify and analyze potential gaps, challenges, and issues to be addressed.
- Describe how the proposed project is innovative and will be more effective compared to similar efforts.
- Discuss the impact of the proposed project and outcomes, particularly the improvements in teaching practices and student learning and achievement.

Quality of the Project Design (Maximum 45 points)

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

1. The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes (as defined in this notice), using existing funding streams from other programs or policies supported by community, State, and Federal resources. (up to 15 points)
2. The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including valid and reliable information about the effectiveness of the approach or strategies employed by the project. (up to 15 points)
3. The extent to which the proposed development efforts include adequate quality controls, continuous improvement efforts, and as appropriate, repeated testing of products. (up to 15 points)

Project Narrative Tips

Quality of the Project Design

- Identify the goals of the proposed project and design activities and services that directly address the identified gaps, challenges, and issues.
- Be realistic and straightforward about every aspect of the proposed project design. Ensure project activities and services are attainable, meaningful, and measurable.
- Discuss the potential of the project to build on similar or related efforts.
- Determine procedures for quality control and continuous improvement of the project.
- Work towards sustainability of the project.

Quality of the Management Plan (Maximum 10 points)

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Project Narrative Tips

Quality of the Management Plan

- Forecast and create an implementation and management plan that is realistic.
- Dedicate adequate resources and time to the project components, including clearly defining the roles and responsibilities of the project's key personnel, as well as pertinent project personnel at subaward/partners.
- Carefully estimate the budget and ensure that all costs are allowable, allocable, and reasonable.
- We do not determine the time and effort of key personnel. You should set the percentage based on what you deem appropriate and explain why. This should be well explained in your management plan and budget.
- Provide CVs for all project personnel at the lead applicant institution/organization, as well as any pertinent project personnel at subaward/partner entities.
 - If an individual has not yet been hired, you may want to upload a job description.

Quality of the Evaluation Plan or other Evidence Building (Maximum 15 points)

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

1. The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (up to 5 points)
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. (up to 5 points)
3. The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing and potential implementation in other settings. (up to 5 points)

Project Narrative Tips

Quality of the Evaluation Plan

- A strong evaluation plan should be included in the application narrative and should be used, as appropriate, to shape the development and implementation of the project from the beginning of the grant period to the end. The plan should include benchmarks to monitor progress toward specific project objectives and outcome measures to assess the impact of the grant-funded activities. More specifically, the plan should respond to the factors listed in the evaluation plan section of the selection criteria.
- Identify project-specific measures to build the project evaluation assessments.
- Choose metrics and evaluation methods that align to the goals, objectives, and outcomes of the project, and that will produce evidence about the project's effectiveness.
- Discuss the potential for replication of the project and implementation in other settings.
- You may work with an internal or external evaluator. You should select an evaluator that works best based on your project's needs and evaluation design.

Performance Measures

For the purpose of Department reporting under [34 CFR 75.110](#), the Department has established a set of performance measures for this competition:

- **Project-Specific Performance Measures:** Applicants must propose project-specific performance measures and performance targets (both as defined in this notice) consistent with the objectives of the proposed project. Applications must provide the following information as directed under [34 CFR 75.110\(b\)](#) and [\(c\)](#):
 - **Project-specific performance measures:** How each proposed project-specific performance measure would accurately measure the performance of the project; be consistent with the program performance measures established under this notice; and be used to inform continuous improvement of the project.
 - **Baseline (as defined in the notice) data:** (i) Why each proposed baseline is valid and reliable, including an assessment of the quality data used to establish the baseline; or (ii) if the applicant has determined that there are no established baseline data for a particular performance measure, an explanation of why there is no established baseline and of how and when, during the project period, the applicant would establish a valid baseline for the performance measure.
 - **Performance targets:** Why each proposed performance target is ambitious yet achievable compared to the baseline for the performance measure and when, during the project period, the applicant would meet the performance target(s).

Performance Reporting

- All grantees must submit an annual performance report with information that is responsive to these performance measures.
- 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. See the standards in [2 CFR 170.105](#) to determine whether you are covered by [2 CFR part 170](#).
- At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multiyear award, you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary under [34 CFR 75.118](#). The Secretary may also require more frequent performance reports under [34 CFR 75.720\(c\)](#). Visit the [Grant Application and Other Forms page](#) for specific requirements on reporting.

FY 2025 FIPSE-SP Competition

Review and Selection Process

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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](#), information outside the rank order of applications, including: the information in each application; and any other information:
 - (1) Relevant to a criterion, priority, or other requirement that applies to the selection of applications for new grants;
 - (2) Concerning the applicant's performance and use of funds under a previous award under any Department program; and
 - (3) Concerning the applicant's failure under any Department program to submit a performance report or its submission of a performance report of unacceptable quality.

Review and Selection Process

- Applications are screened to ensure that they meet all the requirements of the program. Program staff will reach out to applicants should there be any questions/concerns.
- Peer reviewers have expertise in areas pertinent to the grant program.
- All reviewers are screened for conflicts of interest to ensure a fair and competitive review process.
- Reviewers will read and score applications for each selection criterion, and the competitive preference priority, if applicable.
- A rank order of all applications is developed based on the peer review score.

Tiebreakers

- In the event there are two or more applications with the same final score within the same Absolute Priority, and there are insufficient funds to fully support each of these applications, the Department will apply the following procedure to determine which application, or applications will receive an award:
 - **First Tiebreaker:** The first tiebreaker will be the highest average score for the selection criterion “Quality of the Project Design”. If a tie remains, the second tiebreaker will be utilized.
 - **Second Tiebreaker:** The second tiebreaker will be the highest average score for the selection criterion “Significance.” If a tie remains, the third tiebreaker will be utilized.
 - **Third Tiebreaker:** The third tiebreaker will be the applicant that promotes equitable geographic distribution of FIPSE-SP grantees.

FY 2025 FIPSE-SP Competition

Call for Peer Reviewers

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Call for Peer Reviewers

- If you are interested in serving as a peer reviewer for this grant competition, please view the [“Call for Peer Reviewers”](#) on our website.
- Additionally, please send your resume showing your expertise in the areas listed on the website, as well as any applicable experience reviewing or approving grant applications, to FIPSE-SP@ed.gov.

Applicant Notifications

- **Notice to Successful Applicants:** The Department's Office of Legislation and Congressional Affairs will inform the Congress regarding applications approved for new program grants. Successful applicants will receive award notices by mail or e-mail shortly after the Congress is notified. No funding information will be released before the Congress is notified.
- **Notice to Unsuccessful Applicants:** Unsuccessful applicants will be notified in writing following the notice to successful applicants.

FY 2025 FIPSE-SP Competition

Application Submission Information

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Submission Information

- **READ THE [NIA](#). UNDERSTAND THE REQUIREMENTS. PLAN AHEAD.**
- **Register early:** [Grants.gov](#) registration involves many steps including registration on SAM ([www.sam.gov](#)).
- **Write clearly:** Peer reviewers have only your writing to evaluate.
- Ensure that your IHE's **UEI number** is up-to-date and active in SAM <https://www.Sam.Gov/sam/>.
- **Submit Early:** We strongly recommend that you do not wait until the last day to submit your application.

The [Federal Register](#) is the official application submission guide. This webinar only provides technical assistance.

Electronic Submission of Applications

- Applications must be submitted electronically through Grants.gov at: <http://www.grants.gov>. Applicants are required to follow the Revised Common Instructions for Applicants to Department of Education Discretionary Grant Programs published in the Federal Register on August 29, 2025 (90 FR 42234), and available at <https://www.federalregister.gov/documents/2025/08/29/2025-16571/common-instructions-and-information-for-applicants-to-department-of-education-discretionary-grant>, which contain information on how to submit an application.
- The Grants.gov site does not allow applicants to “un-submit” applications. Therefore, if you discover that changes or additions are needed once your application has been accepted and validated by the Department, you must “re-submit” the application. Please know that, if the Department receives duplicate applications, we will accept and process the application with the latest “date/time received” validation.
- **The application must be received on or before the deadline date and time (December 3, 2025, at 11:59:59 pm EST).** Late applications will not be accepted. We suggest that you submit your application several days before the deadline. The Department must adhere to the established deadline to ensure fairness to all applicants. No changes or additions to an application will be accepted after the deadline date.

Electronic Submission of Applications

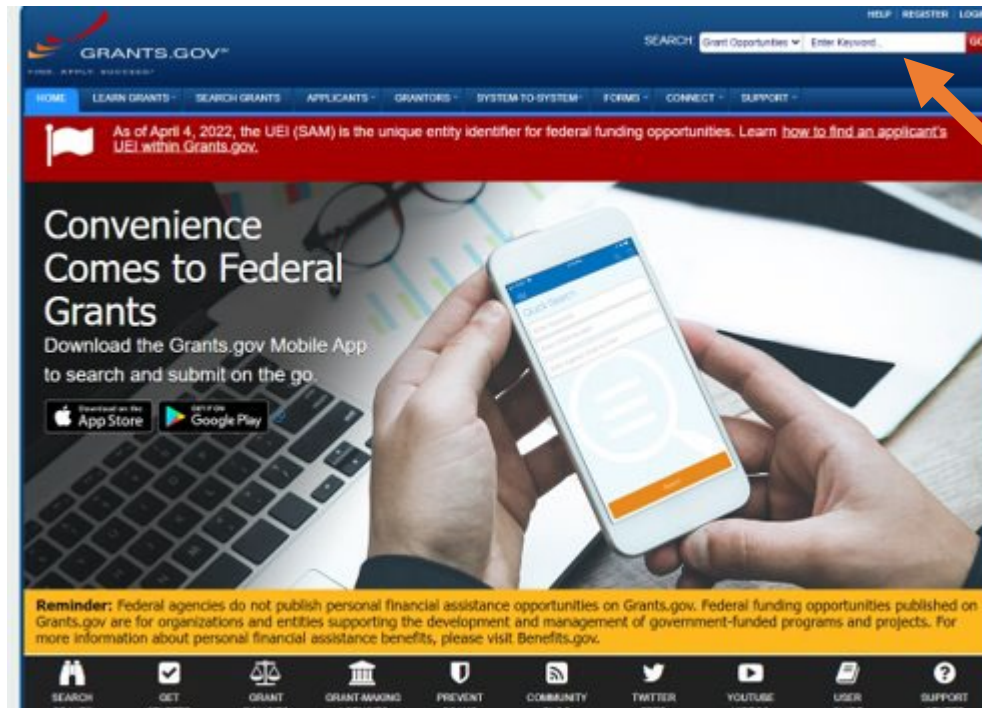
- For access to complete instructions on how to apply for opportunities, refer to: <https://www.grants.gov/web/grants/applicants/workspace-overview.html>
- If you have problems submitting to Grants.gov, please contact Grants.gov Customer Support at 1-800-518-4726 or email at: support@grants.gov or access the Grants.gov Self-Service Knowledge Base web portal at: <https://grants-portal.psc.gov/Welcome.aspx?pt=Grants>

Navigating Grants.gov and the Required Forms

To obtain instructions for standard forms included in this application package, please visit <https://www.ed.gov/grants-and-programs/apply-grant/grant-application-and-other-forms>.

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Grants.gov Home Page



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Search for the Grant Opportunity

SEARCH GRANTS



BASIC SEARCH CRITERIA:

Keyword(s):

Opportunity Number:

Assistance Listings:

Search

SORT BY:

Posted Date (Descending)

Update Sort

DATE RANGE:

All Available

Update Date Range

[Search Tips](#) [Export Detailed Data](#)

OPPORTUNITY STATUS:

Forecasted (618)

Posted (943)

1 2 3 4 5 6 ... NEXT >

Opportunity Number	Opportunity Title	Agency	Opportunity Status	Posted Date	Close Date
ED-GRANTS-111225-001	Office of Postsecondary Education (OPE): Fund for the Improvement of Postsecondary Education (FIPSE): Special Projects; Assistance Listing Number (ALN) 84.116J	ED	Posted	11/12/2025	12/03/2025

View Grant Opportunity

VIEW GRANT OPPORTUNITY

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ED-GRANTS-111225-001

Office of Postsecondary Education (OPE): Fund for the Improvement of Postsecondary Education (FIPSE): Special Projects; Assistance Listing Number (ALN) 84.116J

Department of Education

Department of Education

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SYNOPSIS

VERSION HISTORY

RELATED DOCUMENTS

PACKAGE

General Information

Document Type: Grants Notice
Funding Opportunity Number: ED-GRANTS-111225-001
Funding Opportunity Title: Office of Postsecondary Education (OPE): Fund for the Improvement of Postsecondary Education (FIPSE): Special Projects; Assistance Listing Number (ALN) 84.116J
Opportunity Category: Discretionary
Opportunity Category Explanation:
Funding Instrument Type: Grant
Category of Funding Activity: Education

Version: Synopsis 2
Posted Date: Nov 12, 2025
Last Updated Date: Nov 12, 2025
Original Closing Date for Applications: Dec 03, 2025 Applications Available: November 12, 2025. Deadline for Transmittal of Applications: December 3, 2025. Deadline for Intergovernmental Review: December 12, 2025.
FOR FURTHER INFORMATION CONTACT: Stacey Slijepcevic, U.S. Department of Education, 400 Maryland Avenue SW. Telephone: (202) 453-6150. Email: Stacey.Slijepcevic@ed.gov.
Current Closing Date for Applications: Dec 03, 2025 Applications Available: November 12, 2025. Deadline for Transmittal of Applications: December 3, 2025. Deadline for Intergovernmental Review: December 12, 2025.
FOR FURTHER INFORMATION CONTACT: Stacey Slijepcevic, U.S. Department of Education, 400 Maryland Avenue SW. Telephone: (202) 453-6150. Email: Stacey.Slijepcevic@ed.gov.



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Grants.gov Related Documents

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RELATED DOCUMENTS

PACKAGE

Click on the following file link(s) to download the related document(s):

File Description	File Name	Last Updated Date/Time	File Size
Folder: Full Announcement - 84.116J	ED-GRANTS-111225-001-Full Announcement - 84.116J.zip	Nov 12, 2025 01:36:23 PM EST	390.1 KB
Common Instructions for Applicants to Department of Education of Discretionary Grant Programs	2025-16571.pdf	Nov 12, 2025 11:01:46 AM EST	249.1 KB
Office of Postsecondary Education (OPE): Fund for the Improvement of Postsecondary Education (FIPSE): Special Projects; Assistance Listing Number (ALN) 84.116J FY 25 NIA	2025-19843.pdf	Nov 12, 2025 11:02:59 AM EST	253.2 KB

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Grants.gov Application Package



Opportunity Package Details

Agency Contact Information: Dr. Stacey Slijepcevic
Division Director, Institutional Service
E-mail: Stacey.Slijepcevic@ed.gov
Phone: 2024536150


Who Can Apply: Organization Applicants

PACKAGE FORMS:		Download Instructions
Mandatory Forms (Click to Preview)	Optional Forms (Click to Preview)	
Application for Federal Assistance (SF-424) [V4.0] U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS [V1.5] Grants.gov Lobbying Form [V1.1] ED General Education Provisions Act (GEPA) 427 Form [V2.0] ED SF424 Supplement [V4.0] ED Abstract Form [V1.1] Project Narrative Attachment Form [V1.2] Budget Narrative Attachment Form [V1.2] Other Attachments Form [V1.2]	Disclosure of Lobbying Activities (SF-LLL) [V2.0]	

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Application Book Instructions

U.S. DEPARTMENT OF EDUCATION
Office of Postsecondary Education
Washington, D.C. 20202



Fiscal Year 2025
**Application for Grants under the Fund for the
Improvement of Postsecondary Education – Special
Projects (FIPSE-SP) Program**

ALN: 84.116J

Form Approved
OMB No. 1894-0006, Expiration Date: 6/30/2027
DATED MATERIAL – OPEN IMMEDIATELY

CLOSING DATE: 12/03/2025

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Application Checklist

Part I

- Application for Federal Assistance (SF 424)
- Department of Education Supplemental Information for SF 424

Part II

- Budget Summary (ED Form 524)
 - Sections A & B
 - Section C “Budget Narrative Attachment Form”

Part III

- ED Abstract Form
 - Overview of how project meets priorities
- Project Narrative Form
 - Optional “Table of Contents”
 - Responses to selection criteria
- Other Attachments Form
 - Curriculum Vitae (CV)
 - Letters of commitment and support from all members of the consortium
 - Bibliography
- GEPA Section 427 Form

Part IV

- Assurances/Certifications
 - Disclosure of Lobbying Activities (SF- LLL)
 - Grants.gov Lobbying Form (ED-80- 0013)

Application Checklist Part 1: SF-424 Forms

OMB Number: 4040-0004
Expiration Date: 11/30/2025

Application for Federal Assistance SF-424

*** 1. Type of Submission:**
 Preapplication
 Application
 Changed/Corrected Application

*** 2. Type of Application:**
 New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

 * Other (Specify):

* 3. Date Received:
 Completed by Grants.gov upon submission:

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

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

* c. UEI:

d. Address:

* Street1:

Street2:

* City:

County/Parish:

* State:

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code:

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

OMB Number: 1894-0007
Expiration Date: 04/30/2026

**U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance**

1. Project Director and Applicable Entity Identification Numbers:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Project Director Level of Effort (percentage of time devoted to grant):

Address:

* Street1:

Street2:

* City:

County:

* State:

* Zip Code:

* Country: USA: UNITED STATES

* Phone Number (give area code)

Fax Number (give area code)

* Email Address:

Alternate Email Address:

OPE ID(s) (if applicable)

NCES School ID(s) (if applicable)

NCES LEA/School District ID(s) (if applicable)

2. New Potential Grantee or Novice Applicant:

N/A. This item is not applicable because the program competition's notice inviting applications (NIA) does not include a definition of either "New Potential Grantee" or "Novice Applicant." This item is not applicable when the program competition's NIA does not include either definition.

For NIA's that include a definition of "New Potential Grantee" or "Novice Applicant," complete the following:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's NIA?

Yes No

Application Checklist Part 2: ED-524 Budget Summary Form

- The total costs per year should mimic the costs stated on the budget narrative. Applicants are required to prepare a detailed and comprehensive Budget Narrative for all proposed line items listed in ED Form 524 (Sections A and B). This narrative should be attached as the “Budget Narrative Attachment Form.”
- The detailed Budget Narrative is for each year of the budget over the 4-year performance period.
- This program uses the waiver authority of section 437(d)(1) of GEPA to limit a **grantee's indirect cost reimbursement to 8 percent of a modified total direct cost base**. We are establishing this indirect cost limit for the FY 2025 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. For more information regarding indirect costs, or to obtain a negotiated indirect cost rate, please see <https://www.ed.gov/about/ed-offices/fo/indirect-cost-group-icg>.

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS		OMB Number: 1894-0008 Expiration Date: 08/31/2026						
Name of Institution/Organization <div style="background-color: yellow; height: 15px;"></div>		Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.						
SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS								
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs *Enter Rate Applied:								
11. Training Stipends								
12. Total Costs (lines 9-11)								
<p>*Indirect Cost Information (To Be Completed by Your Business Office): If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:</p> <p>(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>(2) If yes, please provide the following information and provide a copy of your Indirect Cost Rate Agreement: Indirect Cost Rate Agreement: <input type="text"/> <input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/> Period Covered by the Indirect Cost Rate Agreement: From: <input type="text"/> To: <input type="text"/> (mm/dd/yyyy) Approving Federal agency: <input type="checkbox"/> ED <input type="checkbox"/> Other (please specify): <input type="text"/> The approved Indirect Cost Rate is <input type="text"/>%. The approved Indirect Cost Rate Base <input type="text"/> (e.g., Modified Total Direct Costs, Salaries and Wages, or Salaries, Wages and Fringe Benefits see 34 CFR § 75.564(b))</p> <p>(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State or Local government that receives more than \$35 million in direct Federal funding, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 15% MTDC? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, you must comply with the requirements of 2 CFR § 200.414(f).</p> <p>(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.</p> <p>(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that: <input type="checkbox"/> Is included in your approved Indirect Cost Rate Agreement? Or, <input type="checkbox"/> Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is <input type="text"/>%. The approved Indirect Cost Rate Base <input type="text"/> (e.g., Modified Total Direct Costs, Salaries and Wages, or Salaries, Wages and Fringe Benefits see 34 CFR § 75.564)</p> <p>(6) For Training Rate Programs (check one) -- Are you using a rate that: <input type="checkbox"/> Is based on the training rate of 8 percent of MTDC (See 34 CFR §75.562(c)(4))? Or, <input type="checkbox"/> Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See 34 CFR §75.562(c)(4))?</p>								

ED 524

The Federal Register is the official application submission guide. This webinar only provides technical assistance.

Application Checklist Part 2: ED-524 Budget Summary Form

The Federal Register is the official application submission guide. This webinar only provides technical assistance.

While there are **no cost sharing or matching requirements** for this grant competition, you may complete Section B if you are proposing to use any non-federal funds.

Name of Institution/Organization		Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.						
SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS								
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs *Enter Rate Applied: <input type="text"/>								
11. Training Stipends								
12. Total Costs (lines 9-11)								
SECTION C - BUDGET NARRATIVE (see instructions)								

ED 524


The Federal Register is the official application submission guide. This webinar only provides technical assistance.

Application Checklist Part 2: Budget Narrative Attachment Form

- Applicants should upload a detailed supporting narrative explaining the proposed costs for each year of the performance period. Total costs per year should mimic the costs stated on the ED-524 form. Include the level of effort (time commitment) per year for key personnel.
- Applicants are required to prepare a detailed and comprehensive Budget Narrative for all proposed line items listed in ED Form 524 (Sections A and B). This narrative should be attached as the “Budget Narrative Attachment Form.”
- The detailed Budget Narrative is for each year of the budget over the 4-year performance period.
- **You must upload the supporting narrative in .pdf format.**

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:



To add more Budget Narrative attachments, please use the attachment buttons below.

Application Checklist Part 3: ED Abstract Form

Include the items below in the order listed and use the same number format. **You must upload the supporting narrative in .pdf format.**

- 1. Lead Applicant Institution:** Name the institution that is the primary applicant.
- 2. Partner Entities:** List partner entities involved in the project, mentioning their type (e.g., institution of higher education (IHE), nonprofit organization, local education agency (LEA), state education agency (SEA), etc.).
- 3. Project Title:** Provide the title of the project.
- 4. Area of National Need:** Specify which national need the application addresses.
- 5. Absolute Priority/ies Addressed:** Identify the Absolute Priority/ies addressed by number (e.g., Absolute Priority 3) and briefly describe how it is/they are addressed.
- 6. Competitive Preference Priority/ies Addressed:** If applicable under Absolute Priority 3, identify the Competitive Preference Priority/ies addressed by number (e.g., CPP 1 and/or CPP 2) and briefly describe how it is/they are addressed.
- 7. Target Population:** Define the target population (e.g., faculty, staff, students, etc.).
- 8. Proposed Activities:** Outline the activities proposed in the project.
- 9. Anticipated Results:** Describe the anticipated results, such as learning outcomes.

Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the investigation builds upon and that provides a compelling rationale for this study).
- Research issues, hypotheses and questions being addressed.
- Study design including a brief description of the sample including sample size, methods, principals, and dependent, independent, and control variables, as well as the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You must attach one and only one file to this page.

* Attachment:

Application Checklist Part 3: Project Narrative Attachment Form

Project Narrative File(s)

* Mandatory Project Narrative File Filename:



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

You must upload the supporting narrative in .pdf format.

Application Checklist Part 3: Other Attachment Form

Other Attachment File(s)

* Mandatory Other Attachment Filename:



Add Mandatory Other Attachment

Delete Mandatory Other Attachment

View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

Delete Optional Other Attachment

View Optional Other Attachment

You must upload the supporting narrative in .pdf format.

Application Checklist Part 3: GEPA 427 Form

- Where applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity.
- This form is now integrated into the grants.gov environment and will not require a separate PDF submission or upload.
- We encourage applicants to take the computer-based training, Ensuring Equitable Opportunities Under the GEPA Section 427 on the ED.gov website at [Grants Training and Management Resources Online](#) [Grants Training Courses](#).

OMB Number: 1894-0005
Expiration Date: 02/28/2026

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. Responses are limited to 4,000 characters.

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?

Application Checklist Part 4: Assurances & Certifications

OMB Number: 4040-0013
Expiration Date: 06/30/2028

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION <input type="text"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: <input type="text"/> * First Name: <input type="text"/> Middle Name: <input type="text"/> * Last Name: <input type="text"/> Suffix: <input type="text"/> * Title: <input type="text"/>	
* SIGNATURE: <input type="text" value="Completed on submission to Grants.gov"/>	* DATE: <input type="text" value="Completed on submission to Grants.gov"/>

DISCLOSURE OF LOBBYING ACTIVITIES

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

OMB Number: 4040-0013
Expiration Date: 06/30/2028

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: <input type="text"/> <input type="text"/> <input type="text"/>		
6. * Federal Department/Agency: <input type="text"/>	7. * Federal Program Name/Description: <input type="text"/> Assistance Listing Number, if applicable: <input type="text"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text"/> Middle Name <input type="text"/> * Last Name <input type="text"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text"/> Middle Name <input type="text"/> * Last Name <input type="text"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.		

Questions

Please refer to the FAQs posted on the [FIPSE-SP website](#) or email us at FIPSE-SP@ed.gov.

The [Federal Register](#) is the official application submission guide. This webinar only provides technical assistance.

Applicant Resources

- [FIPSE-SP NIA](#)
- <https://grants.gov/>
 - Application Opportunity Number: [ED-GRANTS-111225-001](#)
- www.sam.gov
- [FIPSE-SP Website](#)
- Open Licensing Requirement for Competitive Grant Programs
 - 2 C.F.R. §3474.20
 - [Final Regulations](#)
- [Technical Assistance for ED Grantees](#)
- [Grants Training and Management Resources Online Grants Training Courses](#)

Contact Information

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