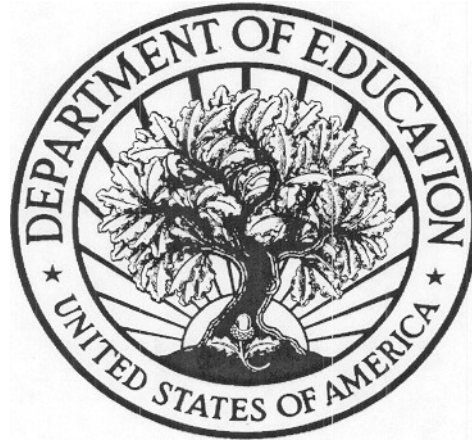


U.S. DEPARTMENT OF EDUCATION

Office of Postsecondary Education

Washington, D.C. 20006-8524

<http://www2.ed.gov/programs/coordinatingcenter/index.html>



Fiscal Year 2015

APPLICATION FOR GRANTS UNDER THE
TRANSITION PROGRAMS FOR STUDENTS
WITH INTELLECTUAL DISABILITIES – COORDINATING CENTER
(TPSID-CC)

CFDA NO. 84.407B

Form Approved

OMB No.: 1894-0006 Expiration Date: 11/30/2017

DATED MATERIAL – OPEN IMMEDIATELY

CLOSING DATE: TBD

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF POSTSECONDARY EDUCATION

Dear Applicant:

Thank you for your interest in the application for the cooperative agreement to operate the Coordinating Center authorized under Sec. 777(b) of the Higher Education Act of 1965, as amended (HEA) - Part D - Programs to Provide Students with Disabilities with a Quality Higher Education. The purpose of the five-year cooperative agreement is to establish a Coordinating Center for institutions of higher education that offer inclusive comprehensive transition and postsecondary programs for students with intellectual disabilities, including institutions funded under the Transition Programs for Students with Intellectual Disabilities (TPSID) Program (<http://www.ed.gov/programs/TPSID>). TPSID grantees will be announced before **September 30, 2015**. We are pleased to provide the application packet for the Fiscal Year (FY) 2015 competition, which contains the application requirements for the Coordinating Center along with the forms needed to submit a complete application.

This letter highlights a few items in the FY 2015 application package that will be important to you in applying for grants under this program. You should review the entire application package carefully before preparing and submitting your application. Additional information on the TPSID Coordinating Center Program is accessible at the U.S. Department of Education Website at: <http://www2.ed.gov/programs/coordinatingcenter/index.html>.

The FY 2015 Consolidated and Further Continuing Appropriations Act included \$11.8 million for the TPSID Program (CFDA 84.407B), of which \$2,000,000 is to be used to support a national Coordinating Center charged with conducting and disseminating research on strategies to promote positive academic, social, employment, and independent living outcomes for students with intellectual disabilities. The applicant funded to operate the Coordinating Center will establish a comprehensive research and evaluation protocol for TPSID programs; administer a mentoring program matching current and new TPSID grantees based on areas of expertise; and coordinate longitudinal follow-up data collection and technical assistance to TPSID grantees on programmatic components and evidence-based practices. The Coordinating Center will also provide technical assistance to build the capacity of K-12 transition services as well as postsecondary education inclusive practices, among other activities.

For the 2015 TPSID-CC new grant competition, there are only FIVE selection criteria for applicants to address and one absolute priority. In accordance with 34 CFR 75.105(b) (2) (iv), this priority is from section 777(b) of the Higher Education Act of 1965, as amended (HEA) (20 U.S. C. 1140q (b)). This priority is: a grant recipient must use grant funds to establish and maintain a national coordinating center for institutions of higher education (IHEs) that offer inclusive comprehensive transition and postsecondary programs for students with intellectual disabilities. The Coordinating Center must provide such programs, technical assistance for such programs, and evaluations for such programs.

The Coordinating Center will be required to work closely with all comprehensive transition and postsecondary programs, including the TPSID grantees funded under section 767 of the Higher Education Act of 1965, as amended (HEA). In addition to providing technical assistance and

disseminating information to all comprehensive transition and postsecondary programs, including those funded under the TPSID discretionary grant program (84.407A), the Coordinating Center will work with these programs to evaluate and recommend program components and standards for them.

Serving as a leader in coordinating communication strategies about comprehensive transition and postsecondary programs, the Coordinating Center will continue to build the knowledge base around evidence-based components of comprehensive transition and postsecondary programs. The Coordinating Center will evaluate the design of the current TPSID program protocols, as well as analyze, collect, retain, and report data about TPSID program components and outcomes.

The Department of Education is requiring that applications for the FY 2015 grant competition under the TPSID Coordinating Center Program be submitted electronically using Grants.gov, accessible through the Government-wide Grants.gov Apply site at:

www.Grants.gov

The Notice Inviting Applications for New Awards published in the *Federal Register* is the official document describing the requirements for applying for the Coordinating Center cooperative agreement and provides application submission procedures. You should not rely upon any information that is inconsistent with the guidance contained within the official document.

For further information regarding the TPSID Coordinating Center Program, please contact Shedita Alston in the Office of Postsecondary Education. Ms. Shedita Alston can be reached at (202) 502-7808 or Shedita.Alston@ed.gov.

Sincerely,

/signed/

James T. Minor, Ph.D.
Deputy Assistant Secretary for
Higher Education Programs

COMPETITION HIGHLIGHTS

1. Purpose of the Center

The purpose of the cooperative agreement is to establish a Coordinating Center for Transition and Postsecondary Programs for Students with Intellectual Disabilities (Coordinating Center) for institutions of higher education that offer inclusive comprehensive transition and postsecondary programs for students with intellectual disabilities, including institutions participating in grants authorized under the Transition Programs for Students with Disabilities into Higher Education (TPSID) Program (Sec. 767) (<http://www.ed.gov/programs/TPSID>) (84.407A). The Coordinating Center will:

- (A) provide a research and evaluation protocol for TPSID programs;
- (B) administer a mentoring program matching current and new TPSID grantees based on areas of expertise;
- (C) coordinate longitudinal follow-up data collection and technical assistance to TPSID grantees on programmatic components and evidence-based practices;
- (D) make recommendations related to the development of standards for such programs;
- (E) provide technical assistance and evaluations for such programs.

2. Background

In November 2009, the National Institute on Disability and Rehabilitation Research (NIDRR), in coordination with the Office of Postsecondary Education (OPE), held a State of the Science conference that focused on postsecondary education for students with intellectual disabilities. The purpose of the conference was to discuss the current state of research and practice in the field. Outcomes of this conference helped build understanding of existing postsecondary education programs for students with intellectual disabilities and provided recommendations for future research. The findings assisted federal efforts to improve access to postsecondary education as envisioned by Congress and made law as the Higher Education Opportunity Act of 2008. Federal officials used conference recommendations in their preparation of applications for the previously announced model demonstration programs, TPSID (84.407A), and also for this work, the Coordinating Center (84.407B). Conference materials can be accessed at <http://kihd.gmu.edu/policy/conference>.

It is expected that the number of comprehensive transition and postsecondary programs will increase in response to factors including the importance of college access for all students, the economic benefit of college completion (Causton-Theoharis, Ashby, & DeClouette, 2009; Getzel, 2005; Madaus, Shaw, & Dukes, 2010), and the heightened expectation for individuals with disabilities to participate in our nation's labor force (Wehman & Yasuda, 2005). As the number and variety of programs increase, it is important that there is a national effort to coordinate and evaluate information that can inform existing and new programs (Grigal, Hart, & Paiewonsky, 2010). To that end, the Coordinating Center will be expected to: build the knowledge base around these programs by capturing and synthesizing information regarding underlying evidence to support program components; provide technical assistance and disseminate findings to existing and new programs; and lead and coordinate national activities related to comprehensive transition and postsecondary programs.

The Coordinating Center will build a valid and reliable knowledge base around program components often linked to postsecondary outcomes including, but not limited to: curricular and instructional interventions; academic advising structures; student assessment and credentialing processes; social and residential opportunities; and work and career development strategies (Turnbull, Turnbull, Wehmeyer, & Park, 2003). This collective understanding will inform the field in an effort to develop standards by which programs and institutions can measure performance (Hart & Grigal, 2010). Program standards will be important in communicating with regional and national institutional accrediting authorities and to facilitate the recognition of comprehensive transition and postsecondary programs in institutional accrediting. Information about program quality and program standards is also critical to students and their families as they make decisions about postsecondary education (Dwyre, Grigal, & Fialka, 2010) and to transition specialists and local educational agency personnel as they help students with disabilities realize postsecondary education goals (Elksnin & Elksnin, 2010). It is also important to understand the administrative and financial processes underlying comprehensive transition and postsecondary programs including strategies to facilitate the academic and social inclusion of students with intellectual disabilities and to integrate the program throughout campus offices such as with disability support services, student services, and academic and learning enrichment centers (Getzel & Finn, 2005). Finally, information must be coordinated around the ways that programs can leverage existing institutional and community resources and funding streams, and develop and sustain partnerships across local educational agencies, community organizations, and human service agencies (Neubert & Redd, 2008).

3. Eligible Applicants

An eligible entity means an entity, or a partnership of entities, that has demonstrated expertise in the fields of—

- (A) higher education;
- (B) the education of students with intellectual disabilities;
- (C) the development of comprehensive transition and postsecondary programs for students with intellectual disabilities; and
- (D) evaluation and technical assistance.

4. Absolute Priority/Uses of Funds

The Coordinating Center activities are based on a framework that includes 1) knowledge development and evaluation; 2) technical assistance and dissemination; and 3) leadership and coordination. The proposed Coordinating Center is expected to build the knowledge base around comprehensive transition and postsecondary programs developed by other Federal investments including the [Center for Postsecondary Education for Individuals with Intellectual Disabilities](#) funded by the National Institute on Disability and Rehabilitation Research (NIDRR), and the [Consortium for Postsecondary Programs for Individuals with Developmental Disabilities](#), a National Training Initiative of the Administration on Developmental Disabilities (ADD).

Knowledge Development and Evaluation.

The Coordinating Center will be charged with synthesizing knowledge and evaluating program components, infrastructures, and evidence-based practices to ensure that this information is used to improve and expand inclusive comprehensive transition and postsecondary programs. The

Coordinating Center's work to develop, design, and implement a valid and reliable knowledge development and evaluation system must include the following activities:

1. Build knowledge around components of comprehensive and transition postsecondary programs through evaluation and offer recommendations for program standards. Knowledge development and evaluation work will include a synthesis and analyses of program components and attributes, including, but not limited to:
 - a. *Mission and Purpose including the program features that facilitate inclusion.*
 - b. *Program Leadership and Management including costs.*
 - c. *Climate and Culture.*
 - d. *Staffing and Professional Development.*
 - e. *Curriculum and Instruction.*
 - f. *Student Engagement.*
 - g. *Student Assessment.*
 - h. *Transitional Planning and Support.*
 - i. *Parent/Guardian Involvement.*
 - j. *Collaboration.*
 - k. *Program Evaluation.*
2. Evaluate the current TPSID program evaluation protocol that was developed by the FY 2010 TPSID Coordinating Center grantee to ensure its effectiveness in providing inclusive qualitative and quantitative methodologies for measuring student outcomes and program strengths in the areas of academic enrichment, socialization, independent living, and competitive or supported employment;
3. Collect and analyze current TPSID program data in order to offer recommendations for the necessary components of comprehensive transition and postsecondary programs, such as-

- a. Promoting positive academic, vocational, social, employment and independent living skills and outcomes for students with intellectual disabilities;
 - b. evaluation of student progress;
 - c. program administration and evaluation;
 - d. student eligibility; and
 - e. issues regarding the equivalence of a student's participation in such program to semester, trimester, quarter, credit, or clock hours at an institution of higher education;
4. Analyze and offer recommendations regarding possible funding streams for inclusive comprehensive transition and postsecondary programs;
 5. Develop model memoranda of agreement for use between or among institutions of higher education and State and local educational agencies providing funding for such programs;
 6. Develop knowledge around how credentials offered by comprehensive transition and postsecondary programs align with state credentials; and
 7. Collect information about how institutions can integrate comprehensive transition and postsecondary programs into institutional accreditation processes at the State and regional levels.

Technical Assistance and Dissemination.

Technical assistance and dissemination activities conducted by the Coordinating Center will support OPE's efforts to improve access to postsecondary education for students with intellectual disabilities. The Coordinating Center is expected to use a variety of proven technical assistance strategies and continuously evaluate these strategies to ensure that information is reaching wide audiences. Technical assistance and dissemination must include the following activities:

8. Provide technical assistance to build the capacity of K-12 transition services as well as postsecondary education inclusive practices, among other activities;
9. Assist existing and new programs to offer program components that are aligned with the definition of a comprehensive transition and postsecondary program;

10. Serve as the technical assistance entity for all comprehensive transition and postsecondary programs for students with intellectual disabilities;
11. Provide technical assistance regarding the development, evaluation, and continuous improvement of comprehensive transition and postsecondary programs;
12. Assist recipients of grants under the TPSID program (84.407A) to award a meaningful credential to students with intellectual disabilities upon the completion of such programs, considering unique State factors; and
13. Facilitate the participation of comprehensive and transition postsecondary programs in federal student aid programs (Sec. 668.232 of the Higher Education Opportunity Act).

Leadership and Coordination.

The purpose of the Coordinating Center's leadership and coordination activities are to work with model demonstration projects to coordinate their evaluation efforts and to support OPE in ensuring that the centers work collaboratively. The Coordinating Center will serve as an informational leader to a variety of audiences including, but not limited to, existing and new institutions that seek reliable and valid information about inclusive comprehensive transition and postsecondary programs, local educational agency personnel, including transition personnel, who are interested in improving their transition programs, and parents, advocates, and information seekers who are interested in learning about opportunities for students with intellectual disabilities to access higher education. The Coordinating Center must leverage existing informational sources such as advocacy groups, non-profit organizations, professional associations, and other organized forums as a means to communicate information about inclusive comprehensive transition and postsecondary programs. Leadership and coordination must include the following activities:

14. Coordinate longitudinal follow up data collection and technical assistance to TPSID grantees on programmatic components and evidenced-based practices;
15. Develop communication mechanisms for outreach and dissemination of information about comprehensive transition and postsecondary programs for students with disabilities between or among those grants funded under the TPSID program and to families and prospective students;

16. Implement communication mechanisms with organizations that reach a wide audience including: prospective students and their families, educators and transition personnel, local and State educational agency personnel, disability service providers, and financial aid and higher education administrators;
17. Host an annual meeting of all recipients of grants under the TPSID Program;
18. Convene a workgroup to develop and recommend model criteria, standards, and components of such programs as described under knowledge development and evaluation that are appropriate for the development of accreditation standards. The workgroup must include:
 - a. an expert in higher education;
 - b. an expert in special education;
 - c. a disability organization that represents students with intellectual disabilities;
 - d. a representative from the National Advisory Committee on Institutional Quality and Integrity; and
 - e. a representative of a regional or national accreditation agency or association;
 - f. an expert in inclusive competitive employment for individuals with disabilities; and
 - g. an expert in independent living for individuals with disabilities.
19. Implement data collection mechanisms by which data from funded grantees under the TPSID program can be collected, analyzed, stored, and reported;
20. Maintain data collected from TPSID grantees in a searchable and usable database that complements existing databases such as those maintained by NIDRR's Center for Postsecondary Education for Individuals with Intellectual Disabilities and data collected through the National Longitudinal Transition Study2 (www.nlts2.org); and
21. Report to the Secretary, the authorizing committees, and the National Advisory Committee on Institutional Quality and Integrity (NACIQI) on the recommendations of the workgroup described in task 18, not later than five years after the date of the establishment of the Coordinating Center.

22. Collaborate with existing centers dedicated to helping individuals with intellectual disabilities access postsecondary education, such as the Center for Postsecondary Education for Individuals with Intellectual Disabilities funded by the National Institute on Disability and Rehabilitation Research (NIDRR), and the Consortium for Postsecondary Programs for Individuals with Developmental Disabilities, a National Training Initiative of the Administration on Developmental Disabilities (ADD), and any future centers dedicated to this issue.

5. Definitions

The following definitions apply to information contained in this application packet.

Comprehensive Transition and Postsecondary Program. The term Comprehensive Transition and Postsecondary Program for students with intellectual disabilities means a degree, certificate, or nondegree program that meets each of the following criteria:

- (A) Is offered by an institution of higher education.
- (B) Is designed to support students with intellectual disabilities who are seeking to continue academic, career and technical and independent living instruction at an institution of higher education in order to prepare for gainful employment.
- (C) Includes an advising and curriculum structure.
- (D) Requires students with intellectual disabilities to participate on not less than a half-time basis as determined by the institution, with such participation focusing on academic components, and occurring through one or more of the following activities:
 - (i) Regular enrollment in credit-bearing courses with nondisabled students offered by the institution.
 - (ii) Auditing or participating in courses with nondisabled students offered by the institution for which the student does not receive regular academic credit.
 - (iii) Enrollment in noncredit-bearing, nondegree courses with nondisabled students.
 - (iv) Participation in internships or work-based training in settings with nondisabled individuals.
- (E) Requires students with intellectual disabilities to be socially and academically integrated with non-disabled students to the maximum extent possible (section 760 (20 U.S.C. 1140) http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=111_cong_public_laws&docid=f:publ039.111.pdf).

Institution of Higher Education. The term institution of higher education means an educational institution in any State that--

- (1) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate or persons who meet the requirements of section 484(d)(3);
- (2) is legally authorized within such State to provide a program of education beyond secondary education;
- (3) provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree or awards a degree that is acceptable for admission to a graduate or professional degree program, subject to review and approval by the Secretary;
- (4) is a public or other nonprofit institution; and

(5) is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted pre-accreditation status by such an agency or association that has been recognized by the Secretary for the granting of pre accreditation status, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.

ADDITIONAL INSTITUTIONS INCLUDED. The term institution of higher education also includes—

(1) any school that provides not less than a 1-year program of training to prepare students for gainful employment in a recognized occupation and that meets the provision of paragraphs (1), (2), (4), and (5) of subsection (a); and

(2) a public or nonprofit private educational institution in any State that, in lieu of the requirements in subsection (a)(1), admits as regular students individuals—

(A) who are beyond the age of compulsory school attendance in the State in which the institution is located; or

(B) who will be dually or concurrently enrolled in the institution and a secondary school.(Sec 101. General Definition of an Institution of Higher Education)

http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_public_laws&docid=f:publ315.110

The National Advisory Committee on Institutional Quality and Integrity (NACIQI). The NACIQI advises the Secretary of Education on matters related to accreditation and to the eligibility and certification process for institutions of higher education. Specifically, NACIQI provides recommendations to the Secretary of Education regarding:

- The establishment and enforcement of criteria for recognition of accrediting agencies or associations under Subpart 2 of Part H, Title IV of the HEA.
- The recognition of specific accrediting agencies or associations or a specific State approval agency.
- The preparation and publication of the list of nationally recognized accrediting agencies and associations.
- The eligibility and certification process for institutions of higher education under Title IV, of the HEA.
- The relationship between (1) accreditation of institutions of higher education and the certification and eligibility of such institutions, and (2) state licensing responsibilities with respect to such institutions.
- Any other advisory functions relating to accreditation and institutional eligibility that the Secretary may prescribe <http://www2.ed.gov/about/bdscomm/list/naciqi.html>.

Student with an Intellectual Disability. The term “student with an intellectual disability” means a student—

(A) with mental retardation or a cognitive impairment, characterized by significant limitations in—

- (i) intellectual and cognitive functioning; and
 - (ii) adaptive behavior as expressed in conceptual, social, and practical adaptive skills; and
- (B) who is currently, or was formerly, eligible for a free appropriate public education under the Individuals with Disabilities Education Act (20 U.S.C. 1140 Sec. 760 (2))
http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_public_laws&docid=f:publ315.110.pdf).

6. Cooperative Agreement

The Coordinating Center will be funded as a cooperative agreement between OPE and the grantee. Applicants are encouraged to access information about the nature of cooperative agreements at <http://www2.ed.gov/fund/grant/about/grantmaking/index.html>.

7. Project Evaluation

The Coordinating Center will work with the Federal Project Officer to develop a valid and reliable evaluation plan. However, as applicants address the Quality of Program Evaluation selection criteria described in “Part II: Instructions for Completing the Project Narrative And Other Attachments” section of this application, elements to address in this evaluation plan must include:

- a) The types of data that will be collected;
- b) The data collection timeframe, methods, and instruments;
- c) What data analyses and reporting methods will be used; and
- d) How the project will use these data to continuously improve their project.

To assess the success of the grantee in meeting these goals, in addition to other information, the grantee’s annual performance report must include –

- (1) The percentage of recipients that have grants authorized under the TPSID Program that meet Department-approved, center-developed standards for necessary program components, reported across each standard; and
- (2) The percentage of students with intellectual disabilities who are enrolled in programs funded under TPSID who complete the programs and obtain a meaningful credential, as defined by the Coordinating Center and approved by the Department.

8. Intergovernmental Review of Federal Programs

Intergovernmental Review of Federal Programs was issued to foster an intergovernmental partnership and to strengthen federalism by relying on state and local processes for the coordination and review of proposed Federal financial assistance. Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. A listing of the Single Point of Contact for each State may be viewed at: <http://www.whitehouse.gov/OMB/grants/spoc.html>.

9. Applicant Funding

The Department is often unable to award the full amount of funds requested. Applicants should pay close attention to the “Award Information” section of the Notice. The Department will not fund any application at an amount exceeding the applicable maximum award level.

10. Matching Funds

There is no matching requirement for this application.

11. Selection Criteria

The selection criteria are derived from EDGAR 34 CFR part 75 sections 75.209(a) and 75.210 and will be used to evaluate the TPSID Coordinating Center Program applications. The selection criteria and maximum possible points are included in the application package.

12. Notice to Successful Applicants

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

13. Notice to Unsuccessful Applicants

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

14. Electronic submission of applications

Fiscal Year 2015 TPSID Coordinating Center grant competition applications must be submitted electronically using Grants.gov, which is accessible through the Government-wide Grants.gov Apply site at:

www.Grants.gov

You are urged to acquaint yourself with the requirements of Grants.gov early. A more thorough discussion is included later in this application package. Applications received by Grants.gov are date and time stamped. Your application must be fully uploaded and submitted and must be date and time stamped by the Grants.gov system no later than 4:30:00 p.m., Washington, DC time, on the application deadline date. Unless otherwise noted in the Federal Register notice under this program, we will not accept your application if it is received—that is, date and time stamped by the Grants.gov system—after 4:30:00 p.m., Washington, DC time, on the application deadline date. For technical support regarding Grants.gov, please call 1-800-518-4726. You must obtain a Grants.gov Support Desk Case Number and must keep a record of it.

The amount of time it can take to upload an application will vary depending on a variety of factors, including the size of the application and the speed of your Internet connection.

Therefore, we strongly recommend that you do not wait until the application deadline date to begin the submission process through Grants.gov.

Electronic submission of applications is required; therefore, you must submit an electronic application unless you follow the procedures outlined in the Federal Register Notice Inviting Applications for New Awards for FY 2015 and qualify for one of the exceptions to the electronic submission requirements. If you think you may need an exception, you are urged to review the requirement promptly. Qualifying exceptions to the electronic submission requirement must be issued by the Department no later than two weeks before the application deadline date (14 calendar days; or if the fourteenth calendar day before the application deadline date falls on a Federal holiday, the next business day following the Federal holiday).

15. Format of application

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, except titles, headings, footnotes, endnotes, quotations, references, and captions. Charts, tables, figures, and graphs in the application may be single-spaced. Use a font that is either 12 point or larger; or no smaller than 10 pitch (characters per inch). However, you may use a 10 point font in charts, tables, figures, graphs, footnotes, and endnotes. Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial. **An application submitted in any other font (including Times Roman or Arial Narrow) will not be accepted.**

16. Page limit

Applicants are required to adhere to the page limit in the Application Narrative Instruction portion of the application. The Notice Inviting Applications for New Awards for FY 2015, published in the Federal Register, contains specific information governing page limits for this grant, as well as formatting instructions. The page limit for the project narrative portion of the application for the FY 2015 Coordinating Center competition is **70** pages. If you include any attachments or appendices not specifically requested and required for the application, these items will be counted as part of the narrative for the purposes of the page limit.

17. Project abstract

The project abstract is limited to one-page, single-spaced. The abstract should include the applicant institution; the project title; the project director with contact information; the abstract summary of project goals and activities, the target population, the proposed activities over the five-year project period, and the anticipated results.

18. Budget

Instructions for SF 524 provides guidance to applicants regarding completing all required budget forms. Applicants must submit Form SF 524 that includes budget information for each project year of the five-year performance period.

19. Annual Performance Report Requirements

If you receive an FY 2015 new grant award, you will be required to electronically submit an annual performance report via the Department's G5 system, for each year of the five-year grant performance period. After your grant has expired, you will be required to submit a final performance report.

20. Contact Information

For Coordinating Center program-related questions and assistance, please contact:

Shedita Alston, Institutional Programs Development Division, U.S. Department of Education, 1990 K Street, N.W., Room 6131, Washington, D.C. 20006-88524; Telephone: (202) 502-7808; Fax: (202) 502-7699; E-mail Address: Shedita.Alston@ed.gov.

21. References

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IMPORTANT – PLEASE READ FIRST

U.S. Department of Education Grants.gov Submission Procedures and Tips for Applicants

To facilitate your use of Grants.gov, this document includes important submission procedures you need to be aware of to ensure your application is received in a timely manner and accepted by the Department of Education.

ATTENTION – Browser Support

Grants.gov is a Custom Java Application that uses standard web-browsers as the client. Grants.gov leverages the latest web technologies such as Ajax which relies extensively on JavaScript, HTML, and CSS. Grants.gov recommends you use the most up-to-date web browser possible for the best User Experience. If you are unsure about which version of the browser you are using, please check the following places:

- **Microsoft IE** – the *About Internet Explorer* setting under Help on your toolbar
- **Firefox** – the *About Firefox* setting under Help on your toolbar
- **Chrome**- the *About Google Chrome* setting under the *Customize and Control Google Chrome* option (located on the far right ☰) in your toolbar options for your browsers.

The table below lists supported Web Browsers:

Web Browser	Support	Comments
Microsoft IE 9/10/11	Supported	
Mozilla Firefox	Supported	Versions change frequently; we recommend you have the latest version. Legacy versions are functional but may experience some issues. It is recommended to upgrade to the latest version.
Google Chrome	Supported	Versions change frequently; we recommend you have the latest version. Legacy versions are functional but may experience some issues. It is recommended to upgrade to the latest version.
Apple Safari	Supported	Versions change frequently; we recommend you have the latest version. Legacy versions are functional but may experience some issues. It is recommended to upgrade to the latest version.

For additional information of updates, please see the Grants.gov Browser Support Page.
<http://www.grants.gov/web/grants/support/technical-support/software/browser-support.html>

ATTENTION – Adobe Forms and PDF Files Required

Applications submitted to Grants.gov for the Department of Education will be posted using Adobe forms. Therefore, applicants will need to download the latest version of Adobe reader (at least Adobe Reader 10.1.14). (Please note that in early 2013, Grants.gov discovered an issue with the newest version of Adobe Reader XI but it was subsequently resolved.) Information on computer and operating system compatibility with Adobe and links to download the latest version is available on Grants.gov at this link: [compatibility table](#). We strongly recommend that you review these details on www.Grants.gov before completing and submitting your application. In addition, applicants should submit their application a day or two in advance of the closing date as detailed below. Also, applicants are required to upload their attachments in .pdf format only. (See details below under “Attaching Files – Additional Tips.”) If you have any questions regarding this matter please email the Grants.gov Contact Center at support@grants.gov or call 1-800-518-4726.

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

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

- 2) **SUBMIT EARLY** – **We strongly recommend that you do not wait until the last day to submit your application. Grants.gov will put a date/time stamp on your application and then process it after it is fully uploaded.** The time it takes to upload an application will vary depending on a number of factors including the size of the application and the speed of your Internet connection, and the time it takes Grants.gov to process the application will vary as well. If Grants.gov rejects your application (see step three below), you will need to resubmit successfully to Grants.gov before 4:30:00 p.m. Washington, DC time on the deadline date.

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

- 3) **VERIFY SUBMISSION IS OK** – You will want to verify that Grants.gov received your application submission on time and that it was validated successfully. To see the date/time your application was received, login to Grants.gov and click on the Track My Application link. For a successful submission, the date/time received should be earlier than 4:30:00 p.m. Washington, DC 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 4:30:00 p.m. Washington, D.C. 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/grant-application-process/application-statuses.html>. For more detailed information on troubleshooting Adobe errors, you can review the Adobe Reader Error Messages document at <http://www.grants.gov/web/grants/support/technical-support/troubleshooting/encountering-error-messages.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 <http://www.grants.gov/web/grants/about/contact-us.html>, or access the Grants.gov Self-Service web portal at: <https://grants-portal.psc.gov/Welcome.aspx?pt=Grants>

If electronic submission is optional and you have problems that you are unable to resolve before the deadline date and time for electronic applications, please follow the transmittal instructions for hard copy applications in the Federal Register notice and get a hard copy application postmarked by midnight on the deadline date.

If electronic submission is required, you must submit an electronic application before 4:30:00 p.m., unless you follow the procedures in the Federal Register notice and qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. (See the Federal Register notice for detailed instructions.)

Helpful Hints When Working with Grants.gov

Please note, once you download an application from Grants.gov, you will be working offline and saving data on your computer. Please be sure to note where you are saving the Grants.gov file on your computer. You will need to logon to Grants.gov to upload and submit the application. **You must provide the DUNS number on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov.**

Please go to <http://www.grants.gov/web/grants/about/contact-us.html> for help with Grants.gov. For additional tips related to submitting grant applications, please refer to the Grants.gov Submit Application FAQs found on the Grants.gov <http://www.grants.gov/web/grants/support/general-support/faqs.html>.

Dial-Up Internet Connections

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

MAC Users

For MAC compatibility information, review the Operating System Platform Compatibility Table at the following Grants.gov link: <http://www.grants.gov/web/grants/support/technical-support/recommended-software.html>. **If electronic submission is required and you are concerned about your ability to submit electronically as a non-windows user, please follow instructions in the Federal Register notice to obtain an exception to the electronic submission requirement no later than two weeks before the application deadline date.** (See the Federal Register notice for detailed instructions.)

Attaching Files – Additional Tips

Please note the following tips related to attaching files to your application, especially the requirement that applicants **only include read-only, non-modifiable .PDF files** in their application:

1. Ensure that you attach **.PDF files only** for any attachments to your application, and they must be in a **read-only, non-modifiable format**. PDF files are the only Education approved file type accepted as detailed in the Federal Register application notice. Applicants must submit individual .PDF files only when attaching files to their application. Specifically, the Department will not accept any attachments that contain files within a file, such as PDF Portfolio files, or an interactive or fillable .PDF file. Any attachments uploaded that are not .PDF files or are password protected files will not be read.
2. 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.

3. When attaching files, applicants should follow the guidelines established by Grants.gov on the size and content of file names. Uploaded files must be less than 50 characters, contain no spaces, no special characters (example: -, &, *, %, /, #, \) including periods (.), blank spaces and accent marks. Applications submitted that do not comply with the Grants.gov guidelines will be rejected at Grants.gov and not forwarded to the Department.
4. 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 totals 1 to 2 MB. Therefore, you may want to check the total size of your package before submission.

APPLICATION TRANSMITTAL INSTRUCTIONS

ATTENTION ELECTRONIC APPLICANTS: Please note that you must follow the Application Procedures as described in the Federal Register notice announcing the grant competition.

This program requires the electronic submission of applications; specific requirements and waiver instructions may be found in the Federal Register notice.

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

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

Applications Submitted Electronically

You must submit your grant application through the Internet using the software provided on the Grants.gov Web site (<http://grants.gov>) by 4:30:00 p.m. (Washington, D.C. time) on or before the deadline date.

If you submit your application through the Internet via the Grants.gov Web site, you will receive an automatic acknowledgement when we receive your application.

For more information on using Grants.gov, please refer to the “Notice Inviting Applications” that was published in the Federal Register or visit <http://www.grants.gov>.

Submission of Paper Applications by Mail:

If you submit your application in paper format by mail (through the U.S. Postal Service or a commercial carrier), you must mail the original and two copies of your application, on or before the application deadline date, to the Department at the following address:

**U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.407B
LBJ Basement Level 1
400 Maryland Avenue, SW
Washington, DC 20202-4260**

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

- (1) A legibly dated U.S. Postal Service postmark.
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier.
- (4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your application through the U.S. Postal Service, we do **not** accept either of the following as proof of mailing:

1. A private metered postmark.
2. A mail receipt that is not dated by the U.S. Postal Service.

An applicant should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office.

Special Note: Due to potential disruption to normal mail delivery, the Department encourages you to consider using an alternative delivery method (for example, a commercial carrier, such as Federal Express or United Parcel Service; U.S. Postal Service Express Mail; or a courier service) to transmit your application for this competition to the Department. If you use an alternative delivery method, please obtain the appropriate proof of mailing under “Applications Delivered by Mail,” and then follow the instructions for “Applications Delivered by Hand.”

Submission of Paper Applications by Hand Delivery:

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

**U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.407B
550 12th Street, SW.
Room 7041, Potomac Center Plaza
Washington, DC 20202-4260**

Note for Mail or Hand Delivery of Paper Applications: If you mail or hand deliver your application to the Department—

1. You must indicate on the envelope and--if not provided by the Department--in Item 11 of the SF 424 the CFDA number, including suffix letter, if any, of the competition under which you are submitting your application; and
2. The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this notification within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

Application Control Center Hours of Operation

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

Late Applications

If your application is late, we will notify you that we will not consider the application.

INTRODUCTION

AUTHORIZATION

The TPSID Coordinating Center is a cooperative agreement authorized under the Higher Education Opportunity Act (PL 110-315); Title VII Graduate and Postsecondary Improvement Programs, Part D, Programs to Provide Students with Disabilities with a High Quality Higher Education, Section 777(b).

PROGRAM REGULATIONS

The Education Department General Administrative Regulations (EDGAR) in 34 CFR Parts 75, 77, 79, 82, 84, 85, 86, 97, 98, and 99. The Education Department General Administrative Regulations (EDGAR) in 34 CFR Parts 75, 77, 79, 81, 82, 84, 86, 97, 98, and 99. The OMB Guidelines to Agencies on Government-wide Debarment and Suspension (Non-procurement) 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 in 2 CFR Part 3474.

Note: The regulations in 34 CFR Part 86 apply to IHEs only.

PURPOSE

The purpose of the cooperative agreement is to establish a Coordinating Center for institutions of higher education that offer inclusive comprehensive transition and postsecondary programs for students with intellectual disabilities, including institutions participating in grants authorized under the Transition Programs for Students with Disabilities into Higher Education (TPSID) Program (Sec. 767) (84.407A) (<http://www.ed.gov/programs/TPSID>).

ELIGIBLE APPLICANTS

An eligible entity means an entity, or a partnership of entities, that has demonstrated expertise in the fields of—

- (A) higher education;
- (B) the education of students with intellectual disabilities;
- (C) the development of comprehensive transition and postsecondary programs for students with intellectual disabilities; and
- (D) evaluation and technical assistance.

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 the Executive order 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 for information on how this works. Multi-state applicants should follow procedures specific to each state.

Further information about the State Single Point of Contact process and a list of names by State can be found at:

<http://www.whitehouse.gov/omb/grants/spoc.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 application notice to the following address: The Secretary, EO 12372--CFDA# 84.407B, 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 4:30:00 p.m. (Eastern time) on the closing date indicated in this notice.

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.**

4000-01-U

DEPARTMENT OF EDUCATION

Applications for New Awards; Coordinating Center for Transition Programs for Students with Intellectual Disabilities into Higher Education

AGENCY: Office of Postsecondary Education, Department of Education

ACTION: Notice.

Overview Information:

Coordinating Center for Transition Programs for Students with Intellectual Disabilities into Higher Education (TPSID)--Model Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities

Notice inviting applications for new awards for fiscal year (FY) 2015.

Catalog of Federal Domestic Assistance (CFDA) Number: 84.407B.

Dates:

Applications Available: [INSERT DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Deadline for Transmittal of Applications: [INSERT DATE 45 DAYS AFTER DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Deadline for Intergovernmental Review: [INSERT DATE 105 DAYS AFTER DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The purpose of this program is to support a national coordinating center (Coordinating Center) charged with conducting and disseminating research on strategies to promote positive academic, social, employment, and independent living outcomes for students with intellectual disabilities. The Coordinating Center will establish a comprehensive research and evaluation protocol for TPSID programs; administer a mentoring program matching current and new TPSID grantees based on areas of expertise; and coordinate longitudinal follow-up data collection and technical assistance to TPSID grantees on programmatic components and evidence-based practices. The Coordinating Center will also provide technical assistance to build the capacity of kindergarten through grade 12 transition services and support postsecondary education inclusive practices, among other activities.

Priority: This notice contains one absolute priority. In accordance with 34 CFR 75.105(b)(2)(iv), this priority is from section 777(b) of the Higher Education Act of 1965, as amended (HEA) (20 U.S.C. 1140q(b)).

Absolute Priority: For FY 2015 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, this priority is an absolute priority. Under 34 CFR 75.105(c)(3) we consider only applications that meet this priority.

This priority is:

A grant recipient must use grant funds to establish and maintain a national coordinating center for institutions of higher education (IHEs) that offer inclusive comprehensive transition and postsecondary programs for students with intellectual disabilities. The Coordinating Center must provide such programs recommendations related to the development of standards for such programs, technical assistance for such programs, and evaluations for such programs. The Coordinating Center is also required to:

(1) Serve as the technical assistance entity for all comprehensive transition and postsecondary programs for students with intellectual disabilities;

(2) Provide technical assistance regarding the development, evaluation, and continuous improvement of such programs;

(3) Develop an evaluation protocol for such programs that includes qualitative and quantitative methodologies for measuring student outcomes and program strengths in the areas of academic enrichment, socialization, independent living, and competitive or supported employment;

(4) Assist recipients of grants under the TPSID program (CFDA 84.407A) in efforts to award a meaningful credential to students with intellectual disabilities upon the completion of such programs, which credential must take into consideration unique State factors;

(5) Develop recommendations for the necessary components of such programs, such as--

(i) Academic, vocational, social, and independent living skills;

(ii) Evaluation of student progress;

(iii) Program administration and evaluation;

(iv) Student eligibility; and

(v) Issues regarding the equivalency of a student's participation in such programs to semester, trimester, quarter, credit, or clock hours at an IHE, as the case may be;

(6) Analyze possible funding streams for such programs and provide recommendations regarding the funding streams;

(7) Develop model memoranda of agreement for use between or among IHEs and State and local agencies providing funding for such programs;

(8) Develop mechanisms for regular communication, outreach, and dissemination of information about comprehensive transition and postsecondary programs for students with intellectual disabilities to those institutions that have grants authorized under the TPSID Program and to families and prospective students;

(9) Host a meeting of all recipients of grants authorized under the TPSID program not less often than once each year; and

(10) Convene a workgroup to develop and recommend model criteria, standards, and components of such programs as described

in paragraph (5) that are appropriate for the development of accreditation standards, which workgroup must include--

- (i) An expert in higher education;
- (ii) An expert in special education;
- (iii) A disability organization that represents students with intellectual disabilities;
- (iv) A representative from the National Advisory Committee on Institutional Quality and Integrity; and
- (v) A representative of a regional or national accreditation agency or association.

Definition: This definition is from section 760(1) of the HEA (20 U.S.C. 1140(1)).

Comprehensive transition and postsecondary program for students with intellectual disabilities means a degree, certificate, or nondegree program that--

- (A) Is offered by an IHE;
- (B) Is designed to support students with intellectual disabilities who are seeking to continue academic, career and technical, and independent living instruction at an IHE in order to prepare for gainful employment;
- (C) Includes an advising and curriculum structure;
- (D) Requires students with intellectual disabilities to participate on not less than a half-time basis as determined by the institution, with such participation focusing on academic

components, and occurring through one or more of the following activities:

(i) Regular enrollment in credit-bearing courses with nondisabled students offered by the institution.

(ii) Auditing or participating in courses with nondisabled students offered by the institution for which the student does not receive regular academic credit.

(iii) Enrollment in noncredit-bearing, nondegree courses with nondisabled students.

(iv) Participation in internships or work-based training in settings with nondisabled individuals.

(E) Requires students with intellectual disabilities to be socially and academically integrated with nondisabled students to the maximum extent possible.

Program Authority: 20 U.S.C. 1140q(b).

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

Note: The regulations in 34 CFR part 86 apply to IHEs only.

II. Award Information

Type of Award: Cooperative agreement.

Estimated Available Funds: \$2,000,000.

Maximum Award: We will reject any application that proposes a budget exceeding \$2,000,000 for a single budget period of 12 months. The Assistant Secretary for Postsecondary Education may change the maximum amount through a notice published in the Federal Register.

Estimated Number of Awards: 1.

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

Project Period: 60 months.

III. Eligibility Information

1. Eligible Applicants: Under section 777(b)(1) of the HEA, an "eligible entity" means an entity, or a partnership of entities, that has demonstrated expertise in the fields of--

(1) Higher education;

(2) The education of students with intellectual disabilities;

(3) The development of comprehensive transition and postsecondary programs for students with intellectual disabilities; and

(4) Evaluation and technical assistance.

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

IV. Application and Submission Information

1. Address to Request Application Package: You can obtain an application package via the Internet or from the Education Publications Center (ED Pubs).

To obtain a copy via the Internet, use the following address: www.ed.gov/fund/grant/apply/grantapp/index.html. To obtain a copy from Ed Pubs, write, fax, or call the following: ED Pubs, U.S. Department of Education, P.O. Box 22207, Alexandria, VA 22304. Telephone, toll free: 1-877-433-7827. FAX: (703) 605-6794. If you use a telecommunications device for the deaf (TDD) or a text telephone (TTY), call, toll free: 1-877-576-7734.

You can contact ED Pubs at its Web site, also: www.EDPubs.gov or at its email address: edpubs@inet.ed.gov.

If you request an application from ED Pubs, be sure to identify this program as follows: CFDA number 84.407B.

Individuals with disabilities can obtain a copy of the application package in an accessible format (e.g., braille, large print, audio tape, or computer disc) by contacting the person listed under Accessible Format in section VIII of this notice.

2. Content and Form of Application Submission: Requirements concerning the content of an application, together with the forms you must submit, are in the application package for this program.

Page Limit: The application narrative (Part III of the application) is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. There is a limit for the application narrative of no more than 70 pages using the following standards:

- A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.

Note: For the purpose of determining compliance with the 70-page limit, each page on which there are words will be counted as one full page.

- Double space (no more than three lines per vertical inch) all text in the application narrative, except titles, headings, footnotes, endnotes, quotations, references, and captions.

Charts, tables, figures, and graphs in the application may be single-spaced.

- Use a font that is either 12-point or larger, or no smaller than 10 pitch (characters per inch). However, you may use a 10-point font in charts, tables, figures, graphs, footnotes, and endnotes.

- Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial. An application submitted in any other font (including Times Roman or Ariel Narrow) will not be accepted.

The 70-page limit does not apply to Part I, the cover sheet or the table of contents; Part II, the budget section, including

the narrative budget justification; Part IV, the assurances and certifications; the Abstract and Information Page; or the resumes (three-page limit), the citations, or letters of support.

If you include any attachments or appendices not specifically requested and required for the application, these items will be counted as part of the narrative for the purposes of the page limit.

We will reject your application if you exceed the page limit or if you apply other standards and exceed the equivalent of the page limit.

3. Submission Dates and Times:

Applications Available: [INSERT DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Deadline for Transmittal of Applications: [INSERT DATE 45 DAYS AFTER DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Applications for grants under this program must be submitted electronically using the Grants.gov Apply site (Grants.gov). For information (including dates and times) about how to submit your application electronically, or in paper format by mail or hand delivery if you qualify for an exception to the electronic submission requirement, please refer to section IV. 7. Other Submission Requirements of this notice.

We do not consider an application that does not comply with the deadline requirements.

Individuals with disabilities who need an accommodation or auxiliary aid in connection with the application process should contact the person listed under For Further Information Contact in section VII of this notice. If the Department provides an accommodation or auxiliary aid to an individual with a disability in connection with the application process, the individual's application remains subject to all other requirements and limitations in this notice.

Deadline for Intergovernmental Review: [INSERT DATE 105 DAYS AFTER DATE OF PUBLICATION IN THE FEDERAL REGISTER].

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

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

6. Data Universal Numbering System Number, Taxpayer Identification Number, and System for Award Management: To do business with the Department of Education, you must--

a. Have a Data Universal Numbering System (DUNS) number and a Taxpayer Identification Number (TIN);

b. Register both your DUNS number and TIN with the System for Award Management (SAM) (formerly the Central Contractor Registry (CCR)), the Government's primary registrant database;

c. Provide your DUNS number and TIN on your application;
and

d. Maintain an active SAM registration with current information while your application is under review by the Department and, if you are awarded a grant, during the project period.

You can obtain a DUNS number from Dun and Bradstreet. A DUNS number can be created within one to two business days.

If you are a corporate entity, agency, institution, or organization, you can obtain a TIN from the Internal Revenue Service. If you are an individual, you can obtain a TIN from the Internal Revenue Service or the Social Security Administration. If you need a new TIN, please allow 2-5 weeks for your TIN to become active.

The SAM registration process can take approximately seven business days, but may take upwards of several weeks depending on the completeness and accuracy of the data entered into the SAM database by an entity. Thus, if you think you might want to apply for Federal financial assistance under a program administered by the Department, please allow sufficient time to obtain and register your DUNS number and TIN. We strongly recommend that you register early.

Note: Once your SAM registration is active, you will need to allow 24 to 48 hours for the information to be available in Grants.gov and before you can submit an application through Grants.gov.

If you are currently registered with SAM, you may not need to make any changes. However, please make certain that the TIN associated with your DUNS number is correct. Also note that you will need to update your registration annually. This may take three or more business days.

Information about SAM is available at www.SAM.gov. To further assist you with obtaining and registering your DUNS number and TIN in SAM or updating your existing SAM account, we have prepared a SAM.gov Tip sheet, which you can find at www.ed.gov/fund/grant/apply/sam-faqs.html.

In addition, if you are submitting your application via Grants.gov, you must (1) be designated by your organization as an Authorized Organization Representative (AOR), and (2) register yourself with Grants.gov as an AOR. Details on these steps are outlined at the following Grants.gov Web page:

www.grants.gov/web/grants/register.html.

7. Other Submission Requirements: Applications for grants under this competition must be submitted electronically unless you qualify for an exception to this requirement in accordance with the instructions in this section.

a. Electronic Submission of Applications.

Applications for grants under the TPSID Coordinating Center Program, CFDA number 84.407B, must be submitted electronically using the Government-wide Grants.gov Apply site at www.Grants.gov. Through this site, you will be able to download a copy of the application package, complete it offline, and then upload and submit your application. You may not email an electronic copy of a grant application to us.

We will reject your application if you submit it in paper format unless, as described elsewhere in this section, you qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. Further information regarding calculation of the date that is two weeks before the application deadline date is provided later in this section under Exception to Electronic Submission Requirement.

You may access the electronic grant application for the Coordinating Center for Transition Programs for Students with Intellectual Disabilities into Higher Education program at www.Grants.gov. You must search for the downloadable application package for this competition by the CFDA number. Do not include the CFDA number's alpha suffix in your search (e.g., search for 84.407, not 84.407B).

Please note the following:

- When you enter the Grants.gov site, you will find information about submitting an application electronically through the site, as well as the hours of operation.

- Applications received by Grants.gov are date and time stamped. Your application must be fully uploaded and submitted and must be date and time stamped by the Grants.gov system no later than 4:30:00 p.m., Washington, DC time, on the application deadline date. Except as otherwise noted in this section, we will not accept your application if it is received--that is, date and time stamped by the Grants.gov system--after 4:30:00 p.m., Washington, DC time, on the application deadline date. We do not consider an application that does not comply with the deadline requirements. When we retrieve your application from Grants.gov, we will notify you if we are rejecting your application because it was date and time stamped by the Grants.gov system after 4:30:00 p.m., Washington, DC time, on the application date.

- The amount of time it can take to upload an application will vary depending on a variety of factors, including the size of the application and the speed of your Internet connection. Therefore, we strongly recommend that you do not wait until the application deadline date to begin the submission process through Grants.gov.

- You should review and follow the Education Submission Procedures for submitting an application through Grants.gov that are included in the application package for this competition to

ensure that you submit your application in a timely manner to the Grants.gov system. You can also find the Education Submission Procedures pertaining to Grants.gov under News and Events on the Department's G5 system home page at www.G5.gov.

- You will not receive additional point value because you submit your application in electronic format, nor will we penalize you if you qualify for an exception to the electronic submission requirement, as described elsewhere in this section, and submit your application in paper format.

- You must submit all documents electronically, including all information you typically provide on the following forms: the Application for Federal Assistance (SF 424), the Department of Education Supplemental Information for SF 424, Budget Information –Non-Construction Programs (ED 524), and all necessary assurances and certifications.

- You must upload any narrative sections and all other attachments to your application as files in a PDF (Portable Document Format) read-only, non-modifiable format. Do not upload an interactive or fillable PDF file. If you upload a file type other than a read-only, non-modifiable PDF or submit a password-protected file, we will not review that material.

- Your electronic application must comply with any page-limit requirements described in this notice.

- After you electronically submit your application, you will receive from Grants.gov an automatic notification of receipt

that contains a Grants.gov tracking number. (This notification indicates receipt by Grants.gov only, not receipt by the Department.) The Department then will retrieve your application from Grants.gov and send a second notification to you by email. This second notification indicates that the Department has received your application and has assigned your application a PR/Award number (an ED-specified identifying number unique to your application).

- We may request that you provide us original signatures on forms at a later date.

Application Deadline Date Extension in Case of Technical Issues

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

If you are prevented from electronically submitting your application on the application deadline date because of technical problems with the Grants.gov system, we will grant you an extension until 4:30:00 p.m., Washington, DC time, the following business day to enable you to transmit your application electronically or by hand delivery. You also may mail your application by following the mailing instructions described elsewhere in this notice.

If you submit an application after 4:30:00 p.m., Washington, DC time, on the application deadline date, please contact the program contact person listed under For Further Information Contact in section VII of this notice and provide an explanation of the technical problem you experienced with Grants.gov, along with the Grants.gov Support Desk Case Number. We will accept your application if we can confirm that a technical problem occurred with the Grants.gov system and that that problem affected your ability to submit your application by 4:30:00 p.m., Washington, DC time, on the application deadline date. The Department will contact you after a determination is made on whether your application will be accepted.

Note: The extensions to which we refer in this section apply only to the unavailability of, or technical problems with, the Grants.gov system. We will not grant you an extension if you failed to fully register to submit your application to Grants.gov before the application deadline date and time or if the technical problem you experienced is unrelated to the Grants.gov system.

Exception to Electronic Submission Requirement: You qualify for an exception to the electronic submission requirement, and may submit your application in paper format, if you are unable to submit an application through the Grants.gov system because--

- You do not have access to the Internet; or
- You do not have the capacity to upload large documents to

the Grants.gov system;

and

- No later than two weeks before the application deadline date (14 calendar days or, if the fourteenth calendar day before the application deadline date falls on a Federal holiday, the next business day following the Federal holiday), you mail or fax a written statement to the Department, explaining which of the two grounds for an exception prevents you from using the Internet to submit your application.

If you mail your written statement to the Department, it must be postmarked no later than two weeks before the application deadline date. If you fax your written statement to the Department, we must receive the faxed statement no later than two weeks before the application deadline date.

Address and mail or fax your statement to: Shedita Alston, U.S. Department of Education, 1990 K Street, NW., room 6131, Washington, DC 20006-8225. FAX: (202) 502-7699.

Your paper application must be submitted in accordance with the mail or hand delivery instructions described in this notice.

b. Submission of Paper Applications by Mail.

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

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.407B)
LBJ Basement Level 1
400 Maryland Avenue, SW.
Washington, DC 20202-4260

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

- (1) A legibly dated U.S. Postal Service postmark.
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier.
- (4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

- (1) A private metered postmark.
- (2) A mail receipt that is not dated by the U.S. Postal Service.

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

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

c. Submission of Paper Applications by Hand Delivery.

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

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.407B)
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington, DC 20202-4260

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

Note for Mail or Hand Delivery of Paper Applications: If you mail or hand deliver your application to the Department--

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

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

V. Application Review Information

1. Selection Criteria: The selection criteria for this program are from 34 CFR 75.210. The points assigned to each criterion are indicated in parentheses. Applicants may earn up to a total of 75 points for the selection criteria. These selection criteria serve as the template for submitting and reviewing proposals. Additional details may be found in the application package under Instructions for the Project Narrative.

The five selection criteria for the grant in this competition are as follows:

1. Quality of the Project Design (up to 20 points)

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

- The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.
- The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives.

- The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

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

2. Quality of Project Services (up to 15 points)

The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the following factors:

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

- The likelihood that the services to be provided by the proposed project will lead to improvements in the skills necessary to gain employment or build capacity for independent living.

3. Quality of Project Personnel (up to 10 points)

The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the following factors:

- The extent to which the applicant encourages applications from persons who are members of groups that have traditionally

been underrepresented based on race, color, national origin, gender, age, or disability.

- The qualifications, including relevant training and experience, of the project director or principal investigator.

- The qualifications, including relevant training and experience, of key project personnel.

4. Adequacy of Resources (up to 15 points)

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

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

- The extent to which the budget is adequate to support the proposed project.

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

- The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

5. Quality of Project Evaluation (up to 15 points)

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of

the project evaluation to be conducted of the proposed project, the Secretary considers the following factors:

- The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.
- The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.
- The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress towards achieving intended outcomes.
- The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.

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

In addition, in making a competitive grant award, the Secretary also 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 of Education (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

3. Special Conditions: Under 2 CFR 3474.10, the Secretary may impose special 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.

VI. Award Administration Information

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

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

2. Administrative and National Policy Requirements: We identify administrative and national policy requirements in the application package and reference these and other requirements in the Applicable Regulations section of this notice.

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

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

(b) At the end of the project period, a grantee must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multi-year award, you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.118. The Secretary may also require more frequent performance reports under 34 CFR 75.720(c). For this program, not later than five years after the date of the establishment of the Coordinating Center, the Coordinating Center must report to the Secretary, the authorizing committees, and the National Advisory Committee on Institutional Quality and Integrity on the recommendations of the workgroup described in the absolute priority of this notice. For specific

requirements on reporting, please go to

<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>.

4. Performance Measures: The Government Performance and Results Act of 1993 directs Federal departments and agencies to improve the effectiveness of their programs by engaging in strategic planning, setting outcome-related goals for programs, and measuring program results against those goals. The goal of the Coordinating Center Program is to provide: (A) recommendations related to the development of standards for inclusive comprehensive transition and postsecondary programs for students with intellectual disabilities; (B) technical assistance for such programs; and (C) evaluations for such programs. To assess the success of the grantee in meeting these goals, in addition to other information, the grantee's annual performance report must include--

(1) The percentage of inclusive comprehensive transition and postsecondary programs assisted by the center that meet evidence-based, center-developed standards for necessary program components, reported across each standard; and

(2) The percentage of students with intellectual disabilities who are enrolled in programs assisted by the center who complete the programs and obtain a meaningful credential, as defined by the center and supported through empirical evidence.

In addition, the Coordinating Center will work closely with the Federal project officer to develop additional performance measures, performance targets, and data collection methodologies that are aligned with this work. Data must be collected by the Coordinating Center around accreditation standards and communications with accrediting bodies, descriptions and analyses of funding streams, and the impact of the Coordinating Center's technical assistance activities related to outreach and dissemination. These additional performance measures will capture formative data about the quality, usefulness, relevance, and efficiency of the Coordinating Center's technical assistance and evaluation services.

5. Continuation Awards: In making a continuation award under 34 CFR 75.253, the Secretary considers, among other things: whether a grantee has made substantial progress toward meeting the goals and objectives of the project; whether the grantee has expended funds in a manner that is consistent with its approved application and budget; and, if the Secretary has established performance measurement requirements, the performance targets in the grantee's approved application. In making a continuation grant, the Secretary also considers whether the grantee is operating in compliance with the assurances in its approved application, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities

receiving Federal financial assistance from the Department (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

VII. Agency Contact

For Further Information Contact: Shedita Alston, U.S. Department of Education, Model Comprehensive and Transition Programs for Students with Intellectual Disabilities, 1990 K Street, NW., room 6131, Washington, DC 20006-8524. Telephone: (202) 502-7808, or by email: shedita.alston@ed.gov.

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

VIII. Other Information

Accessible Format: Individuals with disabilities can obtain this document and a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or compact disc) on request to the program contact person listed under For Further Information Contact in section VII of this notice.

Electronic Access to This Document: The official version of this document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available via the Federal Digital System at: www.gpo.gov/fdsys. At this site you can view this document, as well as all other documents of this Department published in the Federal Register, in text or Adobe Portable Document Format (PDF). To use PDF, you must have Adobe Acrobat Reader, which is available free at the site.

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

Delegation of Authority: The Secretary of Education has delegated authority to Jamiene S. Studley, Deputy Under Secretary, to perform the functions and duties of the Assistant Secretary for Postsecondary Education.

Dated:

Jamiene S. Studley,
Deputy Under Secretary.

AUTHORIZING LEGISLATION

**HIGHER EDUCATION ACT OF 1965,
AS AMENDED**

**TITLE VII – GRADUATE AND POSTSECONDARY
IMPROVEMENTS PROGRAMS**

**PART D – Programs to Provide Students with
Disabilities with a Quality Higher Education**

**Subpart 4—National Technical Assistance
Center; Coordinating Center**

Subpart 4 – Graduate and Postsecondary Improvements Programs

SEC. 776. PURPOSE. It is the purpose of this subpart to provide technical assistance and information on best and promising practices to students with disabilities, the families of students with disabilities, and entities awarded grants, contracts, or cooperative agreements under subpart 1, 2, or 3 to improve the postsecondary recruitment, transition, retention, and completion rates of students with disabilities.

Sec 777(b) COORDINATING CENTER.—

(1) **DEFINITION OF ELIGIBLE ENTITY.**—In this subsection, the term ‘eligible entity’ means an entity, or a partnership of entities, that has demonstrated expertise in the fields of—

- (A) higher education;
- (B) the education of students with intellectual disabilities;
- (C) the development of comprehensive transition and postsecondary programs for students with intellectual disabilities; and
- (D) evaluation and technical assistance.

(2) **IN GENERAL.**—From amounts appropriated under section 778, the Secretary shall enter into a cooperative agreement, on a competitive basis, with an eligible entity for the purpose of establishing a Coordinating Center for institutions of higher education that offer inclusive comprehensive transition and postsecondary programs for students with intellectual disabilities, including institutions participating in grants authorized under subpart 2, to provide—

- (A) recommendations related to the development of standards for such programs;
- (B) technical assistance for such programs; and
- (C) evaluations for such programs.

(3) **ADMINISTRATION.**—The program under this subsection shall be administered by the office in the Department that administers other postsecondary education programs.

(4) **DURATION.**—The Secretary shall enter into a cooperative agreement under this subsection for a period of five years.

(5) **REQUIREMENTS OF COOPERATIVE AGREEMENT.**—The eligible entity entering into a cooperative agreement under this subsection shall establish and maintain a Coordinating Center that shall—

- (A) serve as the technical assistance entity for all comprehensive transition and postsecondary programs for students with intellectual disabilities;
- (B) provide technical assistance regarding the development, evaluation, and continuous improvement of such programs;
- (C) develop an evaluation protocol for such programs that includes qualitative and quantitative methodologies for measuring student outcomes and program strengths in the areas of academic enrichment, socialization, independent living, and competitive or supported employment;

(D) assist recipients of grants under subpart 2 in efforts to award a meaningful credential to students with intellectual disabilities upon the completion of such programs, which credential shall take into consideration unique State factors;

(E) develop recommendations for the necessary components of such programs, such as—

“(i) academic, vocational, social, and independent living skills;

“(ii) evaluation of student progress;

“(iii) program administration and evaluation;

“(iv) student eligibility; and

“(v) issues regarding the equivalency of a student’s participation in such programs to semester, trimester, quarter, credit, or clock hours at an institution of higher education, as the case may be;

(F) analyze possible funding streams for such programs and provide recommendations regarding the funding streams;

(G) develop model memoranda of agreement for use between or among institutions of higher education and State and local agencies providing funding for such programs;

(H) develop mechanisms for regular communication, outreach and dissemination of information about comprehensive transition and postsecondary programs for students with intellectual disabilities under subpart 2 between or among such programs and to families and prospective students;

(I) host a meeting of all recipients of grants under subpart 2 not less often than once each year; and

(J) convene a workgroup to develop and recommend model criteria, standards, and components of such programs as described in subparagraph (E), that are appropriate for the development of accreditation standards, which workgroup shall include—

(i) an expert in higher education;

(ii) an expert in special education;

(iii) a disability organization that represents students with intellectual disabilities;

(iv) a representative from the National Advisory Committee on Institutional Quality and Integrity; and

(v) a representative of a regional or national accreditation agency or association.

(6) REPORT.—Not later than five years after the date of the establishment of the Coordinating Center under this subsection, the Coordinating Center shall report to the Secretary, the authorizing committees, and the National Advisory Committee on Institutional Quality and Integrity on the recommendations of the workgroup described in paragraph (5)(J).

GENERAL EDUCATION PROVISIONS ACT (GEPA)

SECTION 427

OMB Control No. 1894-0005

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

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

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

GOVERNMENT PERFORMANCE AND RESULTS ACT (GPRA)

What is GPRA?

The Government Performance and Results Act of 1993 (GPRA) is a straightforward statute that requires all federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what it intends to accomplish, identify the resources required, and periodically report their progress to the Congress. In so doing, it is expected that the GPRA will contribute to improvements in accountability for the expenditures of public funds, improve Congressional decision-making through more objective information on the effectiveness of federal programs, and promote a new government focus on results, service delivery, and customer satisfaction.

How has the Department of Education Responded to the GPRA Requirements?

As required by GPRA, the Department of Education has prepared a strategic plan for 2014-2018. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the U.S. The Department's goals, as listed in the plan, are:

Goal 1: Increase college access, affordability, quality, and completion by improving postsecondary education and lifelong learning opportunities for youths and adults.

Goal 2: Improve the elementary and secondary education system's ability to consistently deliver excellent instruction aligned with rigorous academic standards while providing effective support services to close achievement and opportunity gaps, and ensure all students graduate high school college- and career ready.

Goal 3: Improve the health, social-emotional, and cognitive outcomes for all children from birth through 3rd grade, so that all children, particularly those with high needs, are on track for graduating from high-school college- and career ready.

Goal 4: Increase educational opportunities for underserved students and reduce discrimination so that all students well-positioned to succeed

Goal 5: Enhance the education system's ability to continuously improve through better and more widespread use of data, research and evaluation, evidence, transparency, innovation, and technology

Goal 6: Improve the organizational capacities of the Department to implement this strategic plan.

What are the performance indicators for the Coordinating Center program?

The goal of the TPSID Coordinating Center Program is to provide: (A) recommendations related to the development of standards for inclusive comprehensive transition and postsecondary programs for students with intellectual disabilities; (B) technical assistance for such programs; and (C) evaluations for such programs. To assess the success of the grantee in meeting these goals, in addition to other information, the grantee's annual performance report must include --

(1) The percentage of recipients that have grants authorized under the TPSID program that meet Department-approved, center-developed standards for necessary program components, reported across each standard; and

(2) The percentage of students with intellectual disabilities who are enrolled in programs funded under TPSID who complete the programs and obtain a meaningful credential, as defined by the center and approved by the Department.

How does the Department of Education determine whether performance goals have been met?

An applicant that receives a grant award will be required to submit annual progress reports and a final report as a condition of the award. The reports will document the extent to which project goals and objectives are met. At the end of the project period, a grantee must submit a final performance report, including financial 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). In addition, not later than five years after the date of the establishment of the coordinating center, the coordinating center must report to the Secretary, the Congressional authorizing committees, and the National Advisory Committee on Institutional Quality and Integrity on the recommendations of the workgroup described in the absolute priority of this notice.

PAPERWORK BURDEN STATEMENT

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 20 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit under 20 U.S.C. 1140q(b) . Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to [regulations.gov](https://www.regulations.gov) during the public comment period for this collection of information. If you have specific questions about the form, instrument or survey, please contact Shedita Alston at 202-502-7808.

PART I: INSTRUCTIONS FOR COMPLETING THE APPLICATION PACKAGE

The Coordinating Center application consists of four parts. These parts are organized in the same manner that the submitted application should be organized. The parts are as follows:

Part: I Instructions for Completing the Application Package

Part II: Instructions for Completing the Project Narrative and Other Attachments

- Project Abstract
- Project Narrative – Quality of Project Design

- Project Narrative – Quality of Project Services

- Project Narrative – Quality of Project Personnel

- Project Narrative – Adequacy of Resources

- Project Narrative – Quality of Project Evaluation

- Appendix 1 – Curriculum vitae

- Appendix 2 – Letters of support and partnership agreements or memoranda of agreement

- Appendix 3 – Bibliography

- Appendix 4 – Optional (Position descriptions, project timeline chart, and/or project evaluation chart)

The **ED Abstract Form** is where you attach your project abstract. Additional details about the project abstract may be found under the “Part II: Instructions for Completing the Project Narrative and Other Attachments” section of this application package.

The **Project Narrative Attachments Form** is where you address the selection criteria that reviewers use to evaluate your application. **You must limit the project narrative to no more than 70 double-spaced pages. Applications that exceed this page limit will not be considered for funding and will be returned to the applicant.**

The **Other Attachments Form** is where you attach the appendices, referenced in the Instructions for Completing the Project Narrative section. Appendices are limited to the following: Curriculum Vitae, letters of support/partnership agreements/memoranda of agreements, a bibliography, and one additional optional appendix relevant to the support of the proposal, not to exceed five pages.

Attaching Files – Additional Tips

Please note the following tips related to attaching files to your application, especially the requirement that applicants **only include read-only, non-modifiable .PDF files** in their application:

Ensure that you attach **.PDF files only** for any attachments to your application, and they must be in a **read-only, non-modifiable format**. PDF files are the only Education approved file type accepted as detailed in the Federal Register application notice. Applicants must submit individual .PDF files only when attaching files to their application. Specifically, the Department will not accept any attachments that contain files within a file, such as PDF Portfolio files, or an interactive or fillable .PDF file. Any attachments uploaded that are not .PDF files or are password protected files will not be read. If you need assistance converting your files to a .PDF format, please refer to the following Grants.gov webpage with links to conversion programs under the heading of additional resources:

<http://www.grants.gov/web/grants/support/technical-support/software/pdf-conversion-software.html>.

Part III: Instructions for the 524 Form, the Budget Summary and Itemized Line Item Budget

The Department of Education Budget Summary Form (ED 524) Sections A & B must be completed. Section C - Budget Narrative should be included in the “Project Narrative – Adequacy of Resources” attachment, which is located in Part II.

Part IV: Instructions for the SF-424 and Other Forms

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

***Note:** Please do not attach any narratives, supporting files, or application components to the SF 424. The Department of Education will only review materials/files attached to the forms that are referenced below.

- Assurances – Non-Construction Programs (SF 424B)
- General Education Provision Act (GEPA) Section 427 Requirement
- Disclosure of Lobbying Activities (SF-LLL)
- Lobbying Form (formerly ED form 80-0013)

PART II: INSTRUCTIONS FOR COMPLETING THE PROJECT NARRATIVE AND OTHER ATTACHMENTS

Before preparing the project narrative, the applicant should **read carefully**: the program statute, and the Notice Inviting Applications.

ABSTRACT INSTRUCTIONS:

The project abstract is limited to one-page, single spaced. The abstract should include information about the project's goals and objectives, the activities that will be implemented during the five-year grant performance period, and a list of partners that will participate in the grant.

Formatting requirements:

A "page" is "8.5x11," on one side only, with 1" margins at the top, bottom, and both sides. Page numbers and an identifier may be within 1" margin. Applicants may use one of the following fonts: Times New Roman, Courier, Courier New or Arial only. Applications submitted in any other font (including Times Roman and Arial Narrow) will not be accepted. Do not use anything smaller than a 12-point font.

PROJECT NARRATIVE INSTRUCTIONS:

Formatting Requirements:

A "page" is "8.5x 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. An application submitted in any other font (including Times Roman or Arial Narrow) will not be accepted.

Project Narrative Page Limits:

Applications for this program must be limited to the equivalent of no more than **70** pages. Page limitation requirements that are outlined in the published Federal Register notice for this program will be strictly enforced. Applications that exceed this page limit will not be considered for funding.

Selection Criteria:

The Secretary evaluates an application on the basis of the criteria in 34 CFR 75.210 of the Education Department General Administrative Regulations (EDGAR). The maximum score that any application may receive on the selection criteria is 100 points.

The Department intends to conduct a peer review process in which all eligible applications will be individually reviewed and scored by a panel of qualified peer reviewers.

The selection criteria outlined below will be used to evaluate the quality of applications submitted for funding. The application process requires each applicant to address the selection criteria, including all sub-criteria, in sequential order. The maximum score that an applicant can earn for the selection criteria is 100 points.

Quality of Project Design	(20)
Quality of Project Services	(20)
Quality of Project Personnel	(20)
Adequacy of Resources	(20)
Quality of Project Evaluation	(20)
	100

QUALITY OF PROJECT DESIGN (up to 20 POINTS)

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

- The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.
- The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation and the use of appropriate methodological tools to ensure successful achievement of project objectives.
- The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.
- The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

QUALITY OF PROJECT SERVICES (up to 20 POINTS)

In determining the quality of project services to be provided by the proposed project, the Secretary considers the following factors:

- The quality and sufficiency of strategies for ensuring equal access and treatment for

- eligible project participants who are members of groups that traditionally have been underrepresented based on race, color, national origin, gender, age or disability.
- The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services.
- The likelihood that the services to be provided by the proposed project will lead to improvements in the skills necessary to gain employment or build capacity for independent living.

QUALITY OF PROJECT PERSONNEL (up to 20 POINTS)

In determining the quality of project personnel, the Secretary considers the following factors:

- The extent to which the applicant encourages applications from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.
- The qualifications, including relevant training and experience, of the project director or principal investigator.
- The qualifications, including relevant training and experience, of key project personnel.

ADEQUACY OF RESOURCES (up to 20 POINTS)

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

- The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.
- The extent to which the budget is adequate to support the proposed project.
- The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.
- The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

QUALITY OF PROJECT EVALUATION (up to 20 POINTS)

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

- The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.
- The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.
- The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress towards achieving intended outcomes.
- The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.

Other Requirements:

The **Project Narrative-Adequacy of Resources Form** is where you describe your proposed multiyear project activities and present a multiyear budget. 34 CFR 75.112 (b) requires

applicants to present “a narrative that describes how and when, in each budget period of the project, the applicant plans to meet each objective of the project.” In addition, projects must complete form SF-524 for all budget years of the proposed project. Further instructions are available in the budget form found in this package.

The indirect cost for the Coordinating Center award is limited to eight percent or the applicant’s negotiated rate, whichever is lower.

PART III: INSTRUCTIONS FOR THE ED 524 FORM, THE BUDGET SUMMARY AND ITEMIZED LINE ITEM BUDGET

NOTE: Applicants must submit: (1) budget information that categorizes the requested funds (ED Form 524), **AND** (2) a detailed budget narrative for each year of the budget period.

The Budget Summary is to be included on the Budget Information – Non-Construction Programs (ED Form 524).

The Budget Narrative is to be included in the “Project Narrative – Adequacy of Resources” attachment located in Part II.

This section requests information on the applicant’s financial plan for carrying out the project. Submit an annual budget for five years plus a total for the entire period.

The federal and any non-federal shares are to be included on the Budget Information – Non-Construction Programs (ED Form 524).

The Budget Information-Section A – Budget Summary – Non-Construction Programs (ED Form 524) and the Budget Narrative must include all costs that are allowable, reasonable and necessary for carrying out the objectives of the TPSID CC program. Among the costs that may be supported with grant funds are:

1. **Personnel:** On line 1 (ED Form 524), enter only the project personnel salaries and wages. Fees and expenses for consultants/evaluators should be included on line 8. The budget should include the total commitment of time and the total salary to be charged to the project for each key staff member. You should provide a breakdown of project personnel that includes: the position titles; the percent of time and number of months committed to the project for each key staff member; the salary for each key staff member; and the total salary costs to be charged to the grant.
2. **Fringe Benefits:** On line 2 (ED Form 524), enter the amount of fringe benefits for each person listed under Personnel. The institution or agency’s normal fringe benefit contribution may be charged to the program. In the budget, include an explanation and appropriate justification if the institution or agency’s normal fringe benefit contribution exceeds 20 percent of salaries.

3. **Travel:** On line 3 (ED Form 524), provide the travel costs for project personnel. Consultant travel must be included on line 8. In the budget, you should detail the proposed travel costs: for each trip explain the purpose and objective of the travel and provide the number of persons traveling. In addition to the project travel, include in each year of the budget travel expenses for the project director and the evaluator to attend a project director's meeting in Washington D.C. Transportation costs should not exceed tourist class airfare. For automobile mileage, the established institution or agency rate should be used. Reimbursement is allowed for taxicab, bus, train, or limousine transportation. Per diem at the established institution or agency rate is permitted when an individual is away from home overnight on official project business (see OMB Circular A-21, J.48.c-Commercial Air Travel). No foreign travel will be authorized under the grant. All travel must be related to the project's overall purpose and proposed activities.

4. **Equipment:** On line 4 (ED Form 524), indicate the cost of equipment -- non-expendable personal property, which has a usefulness of greater than one year and an acquisition cost of \$5,000 or more per unit. Consistent with an applicant's policy, a lower dollar amount may be used to define equipment. In the budget, explain why the requested equipment is necessary to carry out project activities, and include a list of all equipment in the following format: item, quantity, cost per unit, and total cost. The TPSID CC program generally funds only small amounts for equipment.

5. **Supplies:** On line 5 (ED Form 524), include the costs of all tangible personal property that was not included as "equipment" on line 4. In the budget, provide an itemized list of the supplies.

6. **Contractual:** The costs/fees for evaluators and their travel should be included here. In the budget narrative identify the evaluator(s) who will work on the project and the scope of work to be performed. Also, provide a detailed breakdown of the costs (fees to be paid, estimated number of days of services, and all travel expenses, including per diem). Cost allowances for per diem and travel should not exceed amounts permitted by institutional policies.

7. **Construction:** Not applicable. Leave blank.

8. **Other:** On line 8 (ED Form 524), indicate all direct costs not covered on lines 1 through 5. Examples of "other" costs are: equipment rental, required fees, communication costs, and printing costs. In the budget, provide a breakdown of all direct costs not clearly covered by other budget categories.

9. **Total Direct Costs:** On line 9 (ED Form 524), provide the total direct costs requested – the sum of lines 1 through 8.

10. **Indirect Costs:** On line 10 (ED Form 524), provide the amount of indirect costs that you propose to charge against the grant. All grants awarded under this program are designated as training grants. The Education Department General Administrative Regulations (EDGAR) limit reimbursement to grantees for indirect costs they incur under training grants to the grantee's actual indirect costs as determined by the grantee's negotiated indirect cost agreement or a maximum of 8% of a modified total direct cost base, whichever is less. (NOTE: This limitation does not apply to State agencies, or local governments, or federally recognized Indian tribal governments. [§75.562(c) (2)]) A modified total direct cost base is defined as total direct costs, less stipends, tuition and related fees, and capital expenditures of \$5,000 or more per unit. Therefore, calculations of indirect costs may not include cost of equipment, stipends, tuition and related fees, room and board and summer non-residential meals associated with the TPSID CC Program.

Grantees charging indirect costs to a Department grant are required to have a negotiated rate with their cognizant agency (i.e., either the Federal agency from which it has received the most direct funding that is subject to indirect cost support, or a particular agency specifically assigned

cognizance by the Office of Management and Budget). Although applicants are not required to submit with their application a copy of their indirect cost agreement to claim the 8 percent rate for funding received in this program, they are required to have documentation available for audit that shows that their negotiated indirect cost rate is at least 8 percent [§75.563(d)]. In the event that they receive an award under this program, applicants without a negotiated indirect cost rate with its cognizant agency should seek to identify that agency and contact it to obtain an approved rate as soon as possible after award notification.

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

11. **Training Stipends:** Not applicable. Leave blank.

12. **Total Costs:** On line 12 (ED Form 524), provide the total amount that you are requesting – the sum of lines 9 and 10. Note: This amount should also be the same as that shown in 18g on the application face sheet (SF 424) and on the detailed budget narrative in Part III.

Note to applicants about total funding. Peer reviewers and TPSID CC staff will review the budget for line items and total amount requested. To ensure a competitive budget your request should be commensurate with the scope and scale of your project. Funding is dependent on merit, not institutional need. Make sure your request is reasonable in relation to the number of students involved, the number of staff and faculty working on the project, additional hires you may need, funding for the evaluation to meet the required level of evidence, the number of interventions, the frequency of data collections, and the costs for partners. Larger, more complex projects (perhaps with partners) will require a greater funding amount. Less complex projects (perhaps a single institution) will require a lower funding amount.

INSTRUCTIONS FOR ED 524 FORM

General Instructions

This form is used to apply to individual U.S. Department of Education (ED) discretionary grant programs. Unless directed otherwise, provide the same budget information for each year of the multi-year funding request. Pay attention to applicable program specific instructions, if attached. You may access the Education Department General Administrative Regulations, 34 CFR 74 – 86 and 97-99, on ED’s website at:

<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>

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

Section A - Budget Summary U.S. Department of Education Funds

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

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

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

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

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

10. Indirect Cost Information: On line 10 (ED Form 524), provide the amount of indirect costs that you propose to charge against the grant.

All grants awarded under the TPSID CC Program are designated as training grants. The Education Department General Administrative Regulations (EDGAR) limit reimbursement to grantees for indirect costs they incur under training grants to the grantee’s actual indirect costs as determined by the grantee’s negotiated indirect cost agreement or a maximum of 8 percent of a modified total direct cost base, **whichever is less**. (NOTE: This limitation does not apply to State agencies, or local governments, or federally recognized Indian tribal governments. [§75.562(c) (2)]) If you are applying for a grant under a Restricted Rate Program (34 CFR 75.563 or 76.563), indicate whether you are using a restricted indirect cost rate that is included on your approved Indirect Cost Rate Agreement or whether you are using a restricted indirect cost rate that complies with 34 CFR 76.564(c)(2). Note: State or Local government agencies may not use the provision for a restricted indirect cost rate specified in 34 CFR 76.564(c)(2). Check only one response. Leave blank, if this item is not applicable.

Section B - Budget Summary Non-Federal Funds

There is no cost share or match for the TPSID CC. The instructions for Section B do not apply to this program. Leave this section blank. If you are required to provide or volunteer to provide cost-sharing or matching funds or other non-Federal resources to the project, these should be shown for each applicable budget category on lines 1-11 of Section B.

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

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

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

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

Section C - Budget Narrative [Attach separate sheet(s)]

Pay attention to applicable program specific instructions, if attached.

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

2. For non-Federal funds or resources listed in Section B that are used to meet a cost-sharing or matching requirement or provided as a voluntary cost-sharing or matching commitment, you must include:

a. The specific costs or contributions by budget category;

b. The source of the costs or contributions; and

c. In the case of third-party in-kind contributions, a description of how the value was determined for the donated or contributed goods or services.

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

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

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

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

<http://www.ed.gov/fund/grant/apply/appforms/appforms.html>.

You may also contact (202) 377-3838 for additional information regarding calculating indirect cost rates or general indirect cost rate information.

5. Provide other explanations or comments you deem necessary.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number

for this information collection is **1894-0008**. The time required to complete this information collection is estimated to vary from 13 to 22 hours per response, with an average of 17.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to 84.407B, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

PART IV: INSTRUCTIONS FOR SF 424

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

Item	Entry:	Item	Entry:
1.	Type of Submission: (Required) Select one type of submission in accordance with agency instructions. • Pre-application • Application • Changed/Corrected Application – Check if this submission is to change or correct a previously submitted application. Unless requested by the agency, applicants may not use this form to submit changes after the closing date.	10.	Name Of Federal Agency: (Required) Enter the name of the federal agency from which assistance is being requested with this application.
		11.	Catalog Of Federal Domestic Assistance Number/Title: Enter the Catalog of Federal Domestic Assistance number and title of the program under which assistance is requested, as found in the program announcement, if applicable.
2.	Type of Application: (Required) Select one type of application in accordance with agency instructions. • New – An application that is being submitted to an agency for the first time. • Continuation - An extension for an additional funding/budget period for a project with a projected completion date. This can include renewals. • Revision - Any change in the federal government’s financial obligation or contingent liability from an existing obligation. If a revision, enter the appropriate letter(s). More than one may be selected. If "Other" is selected, please specify in text box provided. A. Increase Award D. Decrease Duration B. Decrease Award E. Other (specify) C. Increase Duration	12.	Funding Opportunity Number/Title: (Required) Enter the Funding Opportunity Number (FON) and title of the opportunity under which assistance is requested, as found in the program announcement.
		13.	Competition Identification Number/Title: Enter the competition identification number and title of the competition under which assistance is requested, if applicable.
		14.	Areas Affected By Project: This data element is intended for use only by programs for which the area(s) affected are likely to be different than the place(s) of performance reported on the SF-424 Project/Performance Site Location(s) Form. Add attachment to enter additional areas, if needed.
3.	Date Received: Leave this field blank. This date will be assigned by the Federal agency.	15.	Descriptive Title of Applicant’s Project: (Required) Enter a brief descriptive title of the project. If appropriate, attach a map showing project location (e.g., construction or real property projects). For pre-applications, attach a summary description of the project.
4.	Applicant Identifier: Enter the entity identifier assigned by the Federal agency, if any, or the applicant’s control number if applicable.		
5a.	Federal Entity Identifier: Enter the number assigned to your organization by the federal agency, if any.	16.	Congressional Districts Of: 16a. (Required) Enter the applicant’s congressional district. 16b. Enter all district(s) affected by the program or project. Enter in the format: 2 characters state abbreviation – 3 characters district number, e.g., CA-005 for California 5th
5b.	Federal Award Identifier: For new applications, enter NA. For a continuation or revision to an existing award, enter the		

Item	Entry:	Item	Entry:
	previously assigned federal award identifier number. If a changed/corrected application, enter the federal identifier in accordance with agency instructions.		district, CA-012 for California 12 district, NC-103 for North Carolina's 103 district. If all congressional districts in a state are affected, enter "all" for the district number, e.g., MD-all for all congressional districts in Maryland. If nationwide, i.e. all districts within all states are affected, enter US-all. If the program/project is outside the US, enter 00-000. This optional data element is intended for use only by programs for which the area(s) affected are likely to be different than place(s) of performance reported on the SF-424 Project/Performance Site Location(s) Form. Attach an additional list of program/project congressional districts, if needed.
6.	Date Received by State: Leave this field blank. This date will be assigned by the state, if applicable.		
7.	State Application Identifier: Leave this field blank. This identifier will be assigned by the state, if applicable.		
8.	Applicant Information: Enter the following in accordance with agency instructions:		
	a. Legal Name: (Required) Enter the legal name of applicant that will undertake the assistance activity. This is the organization that has registered with the Central Contractor Registry (CCR). Information on registering with CCR may be obtained by visiting www.Grants.gov .	17.	Proposed Project Start and End Dates: (Required) Enter the proposed start date and end date of the project.
	b. Employer/Taxpayer Number (EIN/TIN): (Required) Enter the employer or taxpayer identification number (EIN or TIN) as assigned by the Internal Revenue Service. If your organization is not in the US, enter 44-4444444.	18.	Estimated Funding: (Required) Enter the amount requested, or to be contributed during the first funding/budget period by each contributor. Value of in-kind contributions should be included on appropriate lines, as applicable. If the action will result in a dollar change to an existing award, indicate only the amount of the change. For decreases, enclose the amounts in parentheses.
	c. Organizational DUNS: (Required) Enter the organization's DUNS or DUNS+4 number received from Dun and Bradstreet. Information on obtaining a DUNS number may be obtained by visiting www.Grants.gov .	19.	Is Application Subject to Review by State Under Executive Order 12372 Process? (Required) Applicants should contact the State Single Point of Contact (SPOC) for Federal Executive Order 12372 to determine whether the application is subject to the State intergovernmental review process. Select the appropriate box. If "a." is selected, enter the date the application was submitted to the State.
	d. Address: Enter address: Street 1 (Required); city (Required); County/Parish, State (Required if country is US), Province, Country (Required), 9-digit zip/postal code (Required if country US).	20.	Is the Applicant Delinquent on any Federal Debt? (Required) Select the appropriate box. This question applies to the applicant organization, not the person who signs as the authorized representative. Categories of federal debt include; but, may not be limited to: delinquent audit disallowances, loans and taxes. If yes, include an explanation in an attachment.
	e. Organizational Unit: Enter the name of the primary organizational unit, department or division that will undertake the assistance activity.	21.	Authorized Representative: To be signed and dated by the authorized representative of the applicant organization. Enter the first and last name (Required); prefix, middle name, suffix. Enter title, telephone number, email (Required); and fax number. A copy of the governing body's authorization for you to sign this application as the official representative must be on file in the applicant's office. (Certain federal agencies may require that this authorization be submitted as part of the application.)
	f. Name and contact information of person to be contacted on matters involving this application: Enter the first and last name (Required); prefix, middle name, suffix, title. Enter organizational affiliation if affiliated with an organization other than that in 7.a. Telephone number and email (Required); fax number.		
9.	Type of Applicant: (Required) Select up to three applicant type(s) in accordance with agency instructions.		
	A. State Government	M. Nonprofit N. Private	

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

**Instructions for U.S. Department of Education
Supplemental Information for the SF-424**

1. Project Director. Name, address, telephone and fax numbers, and e-mail address of the person to be contacted on matters involving this application. Items marked with an asterisk (*) are mandatory.

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

This novice applicant information will be used by ED to: 1) determine the amount and type of technical assistance that a novice might need, if funded, and 2) determine novice applicant eligibility in discretionary grant competitions that give special consideration to novice applications. Certain ED discretionary grant programs give special consideration to novice applications, either by establishing a special competition for novice applicants or by giving competitive preference to novice applicants under the procedures in 34 CFR 75.105(c)(2). If special consideration is being given to novice applications under a particular discretionary grant competition, the application notice for the competition published in the Federal Register will specify this information

3. Human Subjects Research. (See I. A. “Definitions” in attached page entitled “Definitions for U.S. Department of Education Supplemental Information for the SF-424.”)

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

3a. If Human Subjects Research. Check “Yes” if research activities involving human subjects are planned at any time during the proposed project period, either at the applicant organization or at any other performance site or collaborating institution. Check “Yes” even if the research is exempt from the regulations for the protection of human subjects. (See I. B. “Exemptions” in attached page entitled “Definitions for U.S. Department of Education Supplemental Information for SF-424.”)

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

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

3b. Human Subjects Assurance Number. If the applicant has an approved Federal Wide Assurance (FWA) on file with the Office for Human Research Protections (OHRP), U.S. Department of Health and Human Services, that covers the specific activity, insert the number in the space provided. **(A list of current FWAs is available at: <http://ohrp.cit.nih.gov/search/asearch.asp#ASUR>)** If the applicant does not have an approved assurance on file with OHRP, enter “None.” In this case, the applicant, by signature on the SF-424, is declaring that it will comply with 34 CFR 97 and proceed to obtain the human subjects assurance upon request by the designated ED official. If the application is recommended/selected for funding, the designated ED official will request that the applicant obtain the assurance within 30 days after the specific formal request.

3c. If applicable, please attach your “Exempt Research” or “Nonexempt Research” narrative to your submission of the U.S Department of Education Supplemental Information for the SF-424 form as instructed in item II, “Instructions for Exempt and Nonexempt Human Subjects Research Narratives” in the attached page entitled “Definitions for U.S. Department of Education Supplemental Information for the SF-424.”

Note about Institutional Review Board Approval. ED does not require certification of Institutional Review Board approval with the application. However, if an application that involves non-exempt human subjects research is recommended/selected for funding, the designated ED official will request that the applicant obtain and send the certification to ED within 30 days after the formal request.

No covered human subjects research can be conducted until the study has ED clearance for protection of human subjects in research.

Paperwork Burden Statement. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0007. The time required to complete this information collection is estimated to average between 15 and 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed and complete and review the information collection. If you have any comments concerning the accuracy of the estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-0170. If you have comments or concerns regarding the status of your individual submission of this form write directly to: (insert program office), U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

Definitions for U.S. Department of Education Supplemental Information for the SF-424

Definitions:

Novice Applicant (See 34 CFR 75.225)

For discretionary grant programs, novice applicant means any applicant for a grant from ED that—

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

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

PROTECTION OF HUMAN SUBJECTS IN RESEARCH

I. Definitions and Exemptions

A. Definitions.

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

—Research

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

—Human Subject

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

B. Exemptions.

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

(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods. ***If an educational practice is being introduced to the site and is not widely used for similar populations, it is not covered by this exemption.***

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (b) any disclosure of the human subjects’ responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects’ financial standing, employability, or reputation. ***If the subjects are children, exemption 2 applies only to research involving educational tests and observations of public behavior when the investigator(s) do not participate in the activities being observed.***

Exemption 2 does not apply if children are surveyed or interviewed or if the research involves observation of public behavior and the investigator(s) participate in the activities being observed.

[Children are defined as persons who have not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law or jurisdiction in which the research will be conducted.]

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

(4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in a manner that subjects cannot be identified, directly or through identifiers linked to the subjects. ***[This exemption applies only to retrospective studies using data collected before the initiation of the research.]***

(5) Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) public benefit or

service programs; (b) procedures for obtaining benefits or services under those programs; (c) possible changes in or alternatives to those programs or procedures; or (d) possible changes in methods or levels of payment for benefits or services under those programs. *[The standards of this exemption are rarely met because it was designed to apply only to specific research conducted by HHS at the time the regulations were established. We will strictly construe this exemption because it was not intended to apply to ED research.]*

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

II. Instructions for Exempt and Nonexempt Human Subjects Research Narratives

If the applicant marked “Yes” for Item 3.b. of the U.S. Department of Education Supplemental Information for the SF 424, the applicant must attach a human subjects “exempt research” or “nonexempt research” narrative to the U.S. Department of Education Supplemental Information for the SF-424 form. If you have multiple projects and need to provide more than one narrative, be sure to label each set of responses as to the project they address.

A. Exempt Research Narrative.

If you marked “Yes” for item 3.b. and designated exemption numbers(s), attach the “exempt research” narrative to the U.S. Department of Education Supplemental Information for the SF-424. The narrative must contain sufficient information about the involvement of human subjects in the proposed research to allow a determination by ED that the designated exemption(s) are appropriate. The narrative must be succinct.

B. Nonexempt Research Narrative.

If you marked “No” for item 3.b. you must attach the “nonexempt research” narrative to the U.S. Department of Education Supplemental Information for the SF-424. The narrative must address the following seven points. Although no specific page limitation applies to this section of the application, be succinct.

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

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

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

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

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

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

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

Copies of the Department of Education's Regulations for the Protection of Human Subjects, 34 CFR Part 97 and other pertinent materials on the protection of human subjects in research are available from the Office of the Chief Financial Officer, U.S. Department of Education, Washington, D.C. 20202-4331, telephone: (202) 245-8090, and on the U.S. Department of Education's Protection of Human Subjects in Research Web Site: <http://www.ed.gov/about/offices/list/ocfo/humansub.html>

NOTE: The **State Applicant Identifier** on the SF-424 is for State Use only. Please complete it on the SF-424 in the upper right corner of the form is applicable.

SF-LLL DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether sub-awardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity 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 a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a follow up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.

8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."

9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).

11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.