U.S. DEPARTMENT OF EDUCATION

Office of Postsecondary Education
Washington, D.C. 20006-8524
http://www2.ed.gov/programs/tpsid/index.html
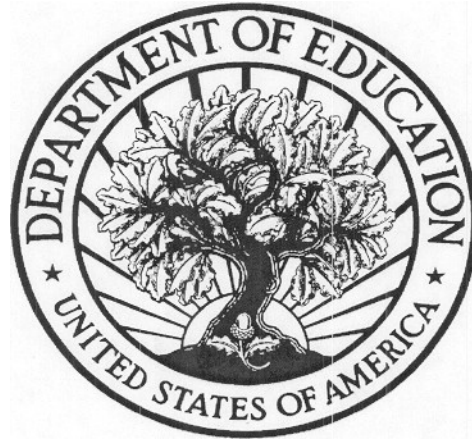
Fiscal Year 2015

APPLICATION FOR GRANTS UNDER THE TRANSITION PROGRAMS FOR STUDENTS WITH INTELLECTUAL DISABILITIES INTO HIGHER EDUCATION (TPSID)

CFDA NO. 84.407A

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 Transition Programs for Students with Intellectual Disabilities into Higher Education Program – Model Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID). The TPSID program provides grants to institutions of higher education or consortia of institutions of higher education to enable them to create or expand high quality, inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities. Under section 767(d)(6) of the HEA all grant recipients must partner with one or more local educational agencies (LEAs) to support students with intellectual disabilities who are still eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA). We are pleased to provide the application packet for the Fiscal Year (FY) 2015 competition which contains the TPSID authorizing statute 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 program is accessible at the U.S. Department of Education Website at: http://www2.ed.gov/programs/tpsid/index.html.

For the FY 2015 competition, the Secretary established one absolute priority that is comprised of (8) elements:

Absolute Priority: A grant recipient must use grant funds to establish a model comprehensive transition and postsecondary program for students with intellectual disabilities that:

1) Serves students with intellectual disabilities;
2) Provides individual supports and services for the academic and social inclusion of students with intellectual disabilities in academic courses, extracurricular activities, and other aspects of the IHE's regular postsecondary program;
3) Provides a focus on academic enrichment, socialization, independent living skills, including self-advocacy, and integrated work experiences and career skills that lead to gainful employment;
4) Integrates person-centered planning in the development of the course of study for each student with an intellectual disability participating in the model program;
5) Participates with the coordinating center established under section 777(b) of the HEA in the evaluation of the components of the model program;
6) Partners with one or more local educational agencies to support students with intellectual disabilities participating in the model program who are still eligible for special education and related services under the IDEA;

7) Plans for the sustainability of the model program after the end of the grant period; and

8) Creates and offers a meaningful credential for students with intellectual disabilities upon the completion of the model program.

For the FY 2015 competition, the Secretary has established three competitive priorities:

Competitive Priority 1

This priority is: Applicants that propose to form a sustained and meaningful partnership with any relevant agency serving students with intellectual disabilities, such as a vocational rehabilitation agency.

Competitive Priority 2:

This priority is: Applicants that demonstrate that their institution of higher education (IHE) provides institutionally owned or operated housing for students attending the institution that integrates students with intellectual disabilities into the housing offered to all students.

Competitive Priority 3:

This priority is: Applicants that propose to involve undergraduate or graduate students attending the IHE who are studying special education, general education, vocational rehabilitation, assistive technology, or related fields in the model program.

Applicants responding to one or more of these priorities will receive up to an additional nine points (up to three points for each priority addressed) depending upon how well the application meets the priorities.

Invitational Priority: For FY 2015, the Secretary has established one invitational priority. Under 34 CFS 75.105 (c)(1) we do not give an application that meets this invitational priority a competitive or absolute preference over other applications.

This priority is: Applicants that demonstrate that the institution will use TPSID funds to build, extend, or enhance an existing program, rather to supplant other non-federal resources that are allocated to the program. Applicants responding to this priority should describe any existing programs at their institutions, including the number and characteristics of the students served, how well integrated students with intellectual disabilities are in regard to academic courses, extracurricular activities and other aspects of the IHE's regular postsecondary program, and describe how the TPSID grant will build upon current efforts.

Applicants that are funded under the TPSID program will be required to work closely with the coordinating center that will be funded under section 777(b) of the Higher Education Act of 1965, as amended (HEA). The coordinating center will provide technical assistance to IHEs that

offer comprehensive transition and postsecondary programs for students with intellectual disabilities, and will work with these programs to evaluate program components and recommend standards for such programs.

TPSID grantees are required to participate in activities such as regular meetings or conference calls sponsored by the coordinating center and must ensure that they have allocated one project personnel to support conference planning five-percent of the time each year.

The Higher Education Act, as reauthorized by the Higher Education Opportunity Act (HEOA), includes provisions related to the eligibility of students with intellectual disabilities to participate in Federal student financial aid programs. Institutions that offer a comprehensive transition and postsecondary program, if they choose, can apply to FSA to participate in Federal student aid programs. These institutions must already be participating in Federal student aid programs. For institutions interested in participating, the HEOA (sec 668.232) specifies: *an institution that offers a comprehensive transition and postsecondary program must apply to the Secretary to have the program determined to be an eligible program. The Institution applies under the provisions in 34 CFR 600.20 for adding an educational program.* The requirements related to the eligibility of comprehensive transition and postsecondary programs to participate in federal student financial aid programs are in the HEOA final regulations (http://edocket.access.gpo.gov/2009/E9-25373.htm).

If an applicant is awarded a TPSID grant, this does not necessarily indicate that the applicant's program will be deemed eligible to participate in federal student aid programs. All institutions that offer a comprehensive transition and postsecondary program, if they are interested in participating in federal student financial aid programs, and regardless of whether they are a TPSID grantee, must apply to FSA to determine whether this additional program is an eligible program. Similarly, if a comprehensive transition and postsecondary program has already applied to FSA, and their program was determined to be eligible to participate in federal student aid programs, this does not necessarily indicate that the applicant will be successful in procuring a TPSID grant.

For more information about the Federal Student Aid's Comprehensive Transition Program application process, please feel free to access the following link:

https://studentaid.ed.gov/eligibility/intellectual-disabilities

In order to carry out the activities of a TPSID grant successfully, in addition to involving institutional financial aid offices to ensure that students with intellectual disabilities receive any needed financial support, applicants should also consider involving disability services, admissions, and institutional accreditation offices.

The Department of Education is requiring that applications for the FY 2015 grant competition under the TPSID Program be submitted electronically using the Grants.gov site. **Grants.gov** is accessible through its portal page 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 a TPSID grant and provides application submission procedures. You should not rely upon any information that is inconsistent with the guidance contained within the official document.

We look forward to receiving your application and appreciate your efforts on behalf of students with intellectual disabilities. For further information regarding the 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

1. **Purpose of the Program**
   The purpose of the program is to support model demonstration programs that promote successful transition of students with intellectual disabilities into higher education. Grants awarded to institutions of higher education (or consortia of institutions of higher education) will enable the institutions or consortia to create or expand high quality, inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities. Under section 767(d)(6) of the HEA all grant recipients must partner with one or more local educational agencies (LEAs) to support students with intellectual disabilities who are still eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA).

2. **Program 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. Conference materials can be accessed at http://kihd.gmu.edu/policy/conference.

   Current literature addresses the varying components of comprehensive transition and postsecondary programs. In these descriptions, evidence and promising practices underlying the design and delivery of comprehensive transition and postsecondary programs are highlighted. Applicants to the TPSID Program can use this information as the foundation for program development.

   - Understanding the individualized academic, social, and career-related needs of students with disabilities and encouraging equal opportunity, full participation, independent living, and economic self-sufficiency, and thereby, raising expectations for student outcomes (Turnbull, Turnbull, Wehmeyer, and Park, 2003).

   - Ensuring curriculum and course design provides opportunities for self-determination (Chambers, Wehmeyer, Saito, Lidia, Lee, and Singh, 2007) and person-centered planning (O'Brien, & O'Brien, 2000; Neubert & Redd, 2008) as a means of heightening expectations for student outcomes.

- Delivering academic, career and technical education through a structure that improves student engagement and academic, social, and career inclusion (Grigal & Hart, 2010).

- Collaborating across secondary and postsecondary settings and transition planning (Neubert & Redd, 2008).

- Incorporating educational supports and instructional delivery methods, such as educational coaching, peer tutors, universal course design (Hart & Grigal, 2010; Zeff, 2007), and universal design for learning (Rose & Meyer, 2002; Shaw, 2010) to facilitate student retention, advancement, and success (Thoma, Bartholomew, & Scott, 2009).

- Including community-based instruction, work-based learning, and a focus on career-development (Izzo & Lamb, 2003).

- Creating opportunities for parent and family engagement (Getzel & Wehman, 2005).

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3. **Definitions**
   The following definitions apply to comprehensive transition and postsecondary programs.

Comprehensive transition and postsecondary program for students with intellectual disabilities (section 760(1) of the HEA).
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:
(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.

Institution of Higher Education. For purposes of this Act, other than title IV, 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 preaccreditation 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.

(b) ADDITIONAL INSTITUTIONS INCLUDED.—For purposes of this Act, other than title IV, 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)).

Person Centered Planning (PCP). Person Centered Planning is a way of helping people to think about what they want now and in the future. It is about supporting people to plan their lives, work towards their goals and get the right support. It is a collection of tools and approaches based upon a set of shared values that can be used to plan *with* a person - not *for* them. Planning should build the person's circle of support and involve all the people who are important in that person's life.

Person Centered Planning is built on the values of inclusion and looks at what support a person needs to be included and involved in their community. Person centered approaches offer an alternative to traditional types of planning which are based upon the medical model of disability and which are set up to assess need, allocate services and make decisions *for* people http://www.inclusive-solutions.com/pcplanning.asp).

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 (section 760 (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).

Universal Design for Learning. The term 'universal design for learning' means a scientifically valid framework for guiding educational practice that—
(A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient http://frwebgate.access.gpo.gov/cgi_bin/getdoc.cgi?dbname=110_cong_public_laws&docid=f:publ315.110.pdf.

4. **Comprehensive Transition and Postsecondary Program Verification.** In the Project Narrative section, all applicants must clearly describe how they will establish a model comprehensive transition and postsecondary program for students with intellectual disabilities that meets the statutory definition of such program.

5. **Eligible Applicants**
   Institutions of higher education (IHEs) (as defined under section 101(a) of the Higher Education Act of 1965, as amended (HEA)) and consortia of IHEs are eligible to receive grants under the TPSID program. All grant recipients must partner with one or more local educational agency to support students with intellectual disabilities who are still eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA).

   Consortia. Proposed consortia members must meet the same definition of an IHE as indicated above. Applicants must clearly describe the contributions of consortia members to the project. Additionally, although for the duration of the project, the IHE to whom TPSID funds are obligated will remain the primary fiscal agent for the project, applicants must describe the contributions that consortia members will make in each budget year. Consortia members can contribute to the matching funds requirement in this priority, however, the IHE to whom funds are obligated will remain the primary fiscal agent responsible for maintaining, documenting, and reporting activities associated with matching funds.

   Local Educational Agencies (LEAs). Applicants must clearly describe the contributions of LEA partners to the project. Additionally, although for the duration of the project, the IHE to whom TPSID funds are obligated will remain the fiscal agent for the project, applicants must describe the contributions that LEA partners will make in each budget year.

6. **Absolute Priorities/Uses of Funds**

   A grant recipient must use grant funds to establish a model comprehensive transition and postsecondary program for students with intellectual disabilities that:

   1) Serves students with intellectual disabilities;
   2) Provides individual supports and services for the academic and social inclusion of students with intellectual disabilities in academic courses, extracurricular activities, and other aspects of the IHE's regular postsecondary program;
   3) Provides a focus on academic enrichment, socialization, independent living skills, including self-advocacy, and integrated work experiences and career skills that lead to gainful employment;
   4) Integrates person-centered planning in the development of the course of study for each student with an intellectual disability participating in the model program;
   5) Participates with the coordinating center established under section 777(b) of the HEA in the evaluation of the components of the model program;
   6) Partners with one or more local educational agencies to support students with intellectual disabilities participating in the model program who are still eligible for special education and related services under the IDEA;
   7) Plans for the sustainability of the model program after the end of the grant period; and
   8) Creates and offers a meaningful credential for students with intellectual disabilities upon the completion of the model program.

7. **Competitive Priorities**

   In accordance with 34 CFR 75.105(b)(2)(iv), these priorities are from section 767(c)(3) of the Higher Education Act of 1965, as amended (HEA). For FY 2015, these priorities are competitive preference priorities. Under 34 CFR 75.105(c)(2)(i), we award an additional nine points to an applicant (three points for each of the three priorities), that meets these priorities. An applicant can choose to respond to one, two, or all three of these priorities and can receive points based on their response to each separate priority. **In the FY 2015 competition, there are three competitive priorities**: Points awarded to an applicant under each priority are as follows:

Competitive Priority 1:

   This priority is:

Applicants that propose to form a sustained and meaningful partnership with any relevant agency serving students with intellectual disabilities, such as a vocational rehabilitation agency. Applicants will be awarded the following points:

   Three (3) points: Evidence of this level of partnership must include the allocation of dedicated labor or fiscal resources to the partnership and a description of the role and

activities that this partnership would support over the entire five-year performance period.

Two (2) points: Evidence of this level of partnership must include the allocation of dedicated labor or fiscal resources to the partnership and a description of the role and activities that this partnership would support over some or part of the entire five-year performance period.

One (1) point: Evidence of this level of partnership must include a statement by the applicant that this partnership exists, however, no description if provided in the proposed budget or scope of work that the dedicated labor or fiscal resources will be allocated and the proposed project does not include a description of the role and activities that this partnership would support over some or part of the entire five-year performance period.

Zero (0) points: The applicant does not address this competitive priority.

Competitive Priority 2:

This priority is:

Applicants that demonstrate that their institution of higher education (IHE) provides institutionally owned or operated housing for students attending the institution that integrates students with intellectual disabilities into the housing offered to all students. Applicants will be awarded the following points:

Three (3) points: Evidence of this priority for those applicants that offer or will offer housing to all students who are interested (regardless of which of the consortium members offers the housing) must include a description of the housing program including the kinds of supports provided, the number of students the housing program can serve annually (to be awarded 3 points, the program must be available to all students), and the institutions outreach and communication efforts about the availability of housing.

Two (2) points: Evidence of this priority for those applicants that offer or will offer housing to some students who are interested (regardless of which of the consortium members offers the housing) must include a description of the housing program including the kinds of supports provided, the number of students the housing program can serve annually (to be awarded 2 points, the program must be available to more than 50% of the students enrolled or expected to be enrolled in the program annually), and the institutions outreach and communication efforts about the availability of housing.

One (1) point: Evidence of this priority for those applicants that offer or will offer housing to all or some students who are interested (regardless of which of the consortium members offers the housing) indicates that their proposed program will provide housing to all or some students who are interested, however, does not provide a description of the housing program including the kinds of supports provided, the number of students the

housing program can serve annually, and the institutions outreach and communication efforts about the availability of housing.

Zero (0) points: The applicant does not address this competitive priority.

Competitive Priority 3:

This priority is:

Applicants that propose to involve undergraduate or graduate students attending the IHE who are studying special education, general education, vocational rehabilitation, assistive technology, or related fields in the model program. Applicants will be awarded the following points:

Three (3) points: Evidence of this level of involvement of undergraduate or graduate students must include information about the applicants' successful track record in addressing this priority if the proposed program is already established, and if the proposed program is new, a description of how this priority will be addressed. Regardless, to receive three points, applicants must provide all of the following quantitative and qualitative data: descriptions of how the students contributed or will contribute to the program, the percentage of time the students were or will be involved, and if applicable, a budget or staffing plan that demonstrates this involvement.

Two (2) points: Evidence of this level of involvement of undergraduate or graduate students must include descriptions of the applicant's proven experience or, if the proposed program is new, evidence of an achievable plan. To receive two points, applicants must provide some of the following quantitative and qualitative data: descriptions of how the students contributed or will contribute to the program, the percentage of time the students were or will be involved, and if applicable, a budget or staffing plan that demonstrates this involvement.

One (1) point: Evidence of this level of involvement of undergraduate or graduate students must include descriptions of the applicant's proven experience or, if the program is new, evidence of an achievable plan. To receive one point, applicants will indicate that their proposed program has or will involve undergraduate or graduate students, however, the descriptive information will be vague or incomplete and will fail to address the following quantitative and qualitative data: descriptions of how the students contributed or will contribute to the program, the percentage of time that students were or will be involved, and if applicable, a budget or staffing plan that demonstrates this involvement.

Zero (0) points: The applicant does not address this competitive pr
Applicants responding to one or more of these priorities will receive up to an additional nine points (up to three points for each priority addressed) depending upon how well the application meets the priorities.

8. **Invitational Priority**

For FY 2015, there is one invitational priority. Under 34 CFR 75.105 (c) (1) we do not give an application that meets this invitational priority a competitive or absolute preference over other applications.

This priority is:

Applicants that demonstrate that the institution will use TPSID funds to build, extend, or enhance an existing program, rather than to supplant other non-Federal resources that are allocated to the program. Applicants responding to this priority should describe any existing programs at their institutions, including the number and characteristics of the students served, the staffing and budget for the program, how well students with intellectual disabilities are integrated with students without disabilities in regard to academic courses, extracurricular activities and other aspects of the IHE's regular postsecondary program, and describe how the TPSID grant will build upon current efforts.

9. **Matching Funds**
    In the FY 2015 competition, an institution or consortia must provide, from non-Federal funds, a matching contribution equal to at least 25 percent of cost of the project. An applicant will not receive additional points for exceeding the 25 percent match, and will be expected to sustain the match, regardless of whether the match exceeds the 25 percent requirement throughout the grant performance period. Although matching funds can come from a variety of sources, including consortia members, the IHE to whom these funds are obligated, will remain the fiscal agent during the project performance period and therefore, will be responsible for the managing, documenting, and reporting activities associated with these matching funds. Applicants are encouraged to consider the administrative costs associated with maintaining, documenting, and reporting activities associated with matching funds. The fiscal agent is responsible for maintaining records on the documented match for three years beyond the life of the grant.

10. **Electronic Submission of Applications**
    Applications for grants under the TPSID program—CFDA number 84.407A—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 are urged to acquaint yourself with the requirements of Grants.gov 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.** A more thorough discussion of the application submission requirements can be found in the **"Grants.gov Submission Procedures and Tips for Applicants"** section of this application booklet. For technical support regarding Grants.gov, please call **1-800-518-4726**.

11. **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. 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.**

12. Page Limit

Applicants are required to adhere to the page limit in 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 and formatting instructions. The page limit for the project narrative portion of the application for the FY 2015 TPSID competition is 40 pages. The 40-page limit does not apply to Part I, the SF-424; Part II, the budget section, including the narrative budget justification; Part III, the abstract, the table of contents, the competitive and invitational priorities (three page limit per priority), the resumes (three-page limit), the citations, the letters of support; or Part IV, the assurances and certifications.

Applicants addressing the absolute priority, the selection criteria, all three of the competitive preference priorities (no more than 5 pages per competitive preference priority—not to exceed a total of 15 pages for all three competitive preference priorities) and the invitational priority (not to exceed a total of three pages for the invitational priority) may not exceed a total of 58 pages for the project narrative section of their TPSID application. Applicants who wish only to address all of the selection criteria and the absolute priority must limit the project narrative to no more than 40 double-spaced pages. Applications that exceed this page limit will not be considered for funding and will be returned to the applicant.

NOTE: For the purposes of determining compliance with the 40 page limit, each page on which there are words will be counted as one full page.

13. Project Abstract

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, the number of students to be served, and a list of partners that will participate in the grant.

14. Budget

Instructions for the SF 524 provide 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.

15. Indirect Cost Rate

ED regulations limit recovery of costs on training grants to the grantee's indirect cost rate or 8% of a modified total direct cost base, whichever is lower. This limitation to 8%

indirect costs does not apply to state and local governments, including Federally recognized Indian tribal governments. EDGAR §75.562(c).

For the purposes of calculating indirect costs for training grants, EDGAR §75.562(c) defines modified total direct cost base as "total direct costs less stipends, tuition and related fees, and capital expenditures of $5,000 or more." This limitation on indirect cost reimbursement for training grants does not apply to states, agencies of local governments, or Federally recognized Indian tribal governments. However, the 8% limit applies to cost-type contracts under grants, if these contracts are for training as defined in EDGAR §75.562(c)(2). **NOTE:** Please see Subparts D and E of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards for Rules Regarding Cost Sharing, Matching, Indirect Costs and Indirect Cost Rates.

16. **Annual and Final Performance Report Requirements**
    If you receive an FY 2015 new grant award, grantees are required to submit annual performance reports during the five-year funding cycle. After your grant has expired, you will be required to submit a final performance report. Please see Subpart D and of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards for rules regarding grantee reporting requirements.

17. **Project Evaluation**
    Funded grantees will be working closely with the coordinating center to develop a valid and reliable evaluation plan. However, as applicants address the Quality of Program Evaluation selection criteria described in Part III: Instructions for Completing the Project Narrative 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.

    Projects will also want to consider elements related to the comprehensive transition and postsecondary program's characteristics including:

a) **Mission and Purpose**. Does the program meet the statutory definition of a comprehensive transition and postsecondary program for students with intellectual disabilities? Does the program have a clearly defined mission and purpose of the program? How are the mission and purpose of the program aligned with the overall institutional mission and purpose? How is this mission/purpose communicated to institutional personnel and others, including K-12 institutions and the community?
b) **Leadership**. How is the program managed? Does the program have support from institutional leaders? What does the program cost to operate? How is the program leveraging resources across the institution and community?

c) **Climate and Culture**. What facilities and resources support the program? How is information about the program communicated to the rest of the institution? Does the program support student self-determination?

d) **Staffing and Professional Development**. What are the credentials of the professionals that deliver the program? What professional development supports are provided to the staff that support the program?

e) **Curriculum and Instruction**. Does the application include course syllabi and course descriptions with learning objectives for each course? How does the content of each course link to employment, personal, or independent living outcomes and are these outcomes individualized and student-focused? Are varying instructional methods such as distance education, diverse grouping strategies, or peer mentoring used in course delivery?

f) **Student Engagement**. Do students have opportunities to select courses and to develop a program that is aligned with their preferences and interests? Can students make decisions about the curriculum and offer feedback regarding program components and delivery? Are students involved in choosing outcomes?

g) **Student Assessment**. Do course descriptions and syllabi include descriptions of the methods by which student performance will be measured? How are these data used to affect program delivery?

h) **Transitional Planning and Support**. Does the program include a focus on post-school outcomes and employment and/or independent living objectives?

i) **Parent/Guardian Involvement**. How does the program facilitate the participation of parents/guardians/family?

j) **Collaboration**. Does the program invite the participation of other institutional programs and faculty? How does the program collaborate with community or service agencies such the K-12 school system, vocational rehabilitation, the social security administration, or business?

k) **Program Evaluation**. How is the program evaluated? Does the program use these data to continuously improve its courses and services? How are program staff involved in the evaluation? Does the evaluation include formative and summative methodologies?

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 can 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 *84.407A*
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 *84.407A*
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.

4000-01-U

DEPARTMENT OF EDUCATION

Applications for New Awards; Transition Programs for Students

with Intellectual Disabilities into Higher Education

AGENCY: Office of Postsecondary Education, Department of

Education

ACTION: Notice.

Overview Information:

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: 84.407A.

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 the TPSID Program is to support model demonstration programs that promote the successful transition of students with intellectual disabilities into higher education and to enable institutions of higher education (IHEs), or consortia of IHEs, to create or expand high-quality, inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities.

Priorities: This notice contains one absolute priority, three competitive preference priorities, and one invitational priority.

Absolute Priority: In accordance with 34 CFR 75.105(b)(2)(v), this priority is from allowable activities specified in the statute (see section 767 of the Higher Education Act of 1965, as amended (HEA), 20 U.S.C. 1140g). 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 a model comprehensive transition and postsecondary program for students with intellectual disabilities that:

(1) Serves students with intellectual disabilities;

(2) Provides individual supports and services for the academic and social inclusion of students with intellectual disabilities in academic courses, extracurricular activities, and other aspects of the IHE's regular postsecondary program;

(3) Provides a focus on academic enrichment, socialization, independent living skills, including self-advocacy, and integrated work experiences and career skills that lead to gainful employment;

(4) Integrates person-centered planning in the development of the course of study for each student with an intellectual disability participating in the model program;

(5) Participates with the coordinating center established under section 777(b) of the HEA in the evaluation of the components of the model program;

(6) Partners with one or more local educational agencies to support students with intellectual disabilities participating in the model program who are still eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA);

(7) Plans for the sustainability of the model program after the end of the grant period; and

(8) Creates and offers a meaningful credential for students with intellectual disabilities upon the completion of the model program.

Competitive Preference Priorities: In accordance with 34 CFR

75.105(b)(2)(iv), these priorities are from section 767(c)(3) of

the HEA (20 U.S.C. 1140g(c)(3)). For FY 2015, and any subsequent

year in which we make awards from the list of unfunded applicants

from this competition, these priorities are competitive

preference priorities. Under 34 CFR 75.105(c)(2)(i), we award up

to an additional nine points to an applicant (up to three points

for each of the three priorities), that meets these priorities.

An applicant may respond to none, one, two, or all three of these

priorities and will receive points based on its response to each

separate priority.

These priorities are:

Competitive Priority 1 (Up to three points): Applicants

that propose to form a sustained and meaningful partnership with

any relevant agency serving students with intellectual

disabilities, such as a vocational rehabilitation agency.

Note: Applicants addressing this competitive priority are

encouraged to describe the components of their partnership, the

expected contributions of each partner to the success of the

project, and any interagency agreement or other mechanism for

coordination they have with such entities.

Competitive Priority 2 (Up to three points): Applicants

that provide institutionally owned or operated housing for

students attending the institution that integrates students with

intellectual disabilities into the housing offered to all
students.

Competitive Priority 3 (Up to three points): Applicants
that propose to involve in the model program undergraduate or
graduate students attending the IHE who are studying special
education, general education, vocational rehabilitation,
assistive technology, or related fields.

Under this competition we are particularly interested in
applications that address the following priority.

Invitational 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 invitational priority.
Under 34 CFR 75.105(c)(1), we do not give an application that
meets this invitational priority a competitive or absolute
preference over other applications.

This priority is:

Applicants that propose to use TPSID funds to build, extend,
or enhance an existing program, rather than to build a new
program from other non-Federal resources that are allocated to
the program. Applicants responding to this priority should
describe any existing programs at their institutions, including
the number and characteristics of the students served, how well
integrated students with intellectual disabilities are in regard
to academic courses, extracurricular activities, and other

aspects of the IHE's regular postsecondary program, and describe how the TPSID grant will build upon current efforts.

Definitions: The following definitions are from section 760 of the HEA (20 U.S.C. 1140).

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, non-degree 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.

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 IDEA.

Program Authority: Title VII, part D, subpart 2 of the HEA (20 U.S.C. 1140g).

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 Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR 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 in 2 CFR part 3474.

II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds: $9,702,980.

Contingent upon the availability of funds and the quality of

applications, we may make additional awards in FY 2016 from the

list of unfunded applicants from this competition.

Estimated Range of Awards: $100,000 - $500,000.

Estimated Average Size of Awards: $388,000.

Maximum Award: We will reject any application that proposes a

budget exceeding $500,000 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: 25.

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

notice.

Project Period: 60 months.

III. Eligibility Information

1. Eligible Applicants: Institutions of higher education,

as defined under section 101 of the HEA, or consortia of IHEs are

eligible to apply for funding.

2. Cost Sharing or Matching: The grantee must provide,

from non-Federal funds, a matching contribution equal to at least

25 percent of the cost of the project.

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 84.407A.

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. <u>Content and Form of Application Submission:</u>
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. We
have established mandatory page limits. You must limit the
section of the application narrative that addresses:

- The selection criteria and the absolute priority
  to no more than 40 pages.

- A competitive preference priority, if you are
  addressing one or more, to no more than five pages per
  priority (for a total of 15 pages if you address all
  three).

- The invitational priority to no more than three
  pages, if you address it.

Accordingly, under no circumstances may the application
narrative exceed 58 pages. Please include a separate heading for
the absolute priority and for each competitive preference
priority and invitational priority that you address.

For the purpose of determining compliance with the page limits, each page on which there are words will be counted as one full page. Applicants must use the following standards:

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

- Double space (no more than three lines per vertical inch) all text in the application narrative, 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.

The 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. <u>Electronic Submission of Applications</u>.

Applications for grants under the TPSID Program, CFDA number 84.407A, must be submitted electronically using the Governmentwide Grants.gov Apply site at <u>www.Grants.gov</u>. 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 <u>Exception to Electronic Submission Requirement</u>.

You may access the electronic grant application for the TPSID Program at <u>www.Grants.gov</u>. 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 84.407A).

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;

<u>and</u>

- 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. <u>Submission of Paper Applications by Mail</u>.

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 84.407A)
> 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 84.407A)
550 12th Street, SW.
Room 7039, Potomac Center Plaza
Washington, DC  20202-4260
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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. <u>Selection Criteria</u>: 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 100 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 seven selection criteria for grants in this competition

are as follows:

(1) Need for Project (up to 10 points).

The Secretary considers the need for the proposed project.

In determining the need for the proposed project, the Secretary

considers the following factors:

• The magnitude or severity of the problem to be addressed by the proposed project.

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

• The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

(2) Significance (up to 15 points).

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

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

• The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.

• The potential replicability of the proposed project or strategies, including, as appropriate, the potential for implementation in a variety of settings.

(3) 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.

(4) 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 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.

(5) 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.

(6) 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.

(7) 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 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.

2. <u>Review and Selection Process</u>: Under section 767(c)(1) and (2) of the HEA, we also consider the following factors in selecting an application for an award: ensuring an equitable geographic distribution of grants, and providing grant funds to projects that will serve areas that are underserved by programs of this type.

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 your project period, you 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 specific requirements on reporting, please go to

www.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 TPSID Program is to promote the successful transition of students with intellectual disabilities into higher education and to enable IHEs, or consortia of IHEs, to create or expand high-quality, inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities. To assess the success of the grantees in meeting this goal, grantees will be required to submit annual performance reports to the Secretary and, in accordance with section 767(d)(5) of the HEA, will be required to participate in evaluation activities conducted by the coordinating center established by section 777(b) of the HEA. As part of these reports and evaluation activities, grantees will be expected to work closely with the coordinating center to develop performance measures most closely aligned with activities that promote the successful transition of students with disabilities into higher education. Grantees will be asked to provide to the coordinating center information such as: (1) a description of the population of students targeted to receive assistance under the grant; (2) evidence of academic and social inclusion of students with

intellectual disabilities in academic courses, extracurricular
activities, and other aspects of the IHE's regular postsecondary
program; (3) a description of how the model program addresses
individualized student needs and improvement through person-
centered planning, academic enrichment, socialization,
independent living skills, and integrated work experiences and
career skills; (4) a description of how the model program's
partnership with one or more LEAs supports students with
intellectual disabilities participating in the model program who
are still eligible for funds under the IDEA; (5) plans for
program sustainability beyond the grant period; (6) a detailed
description of the credential offered to students with
intellectual disabilities; (7) data regarding the change in
enrollment of students with intellectual disabilities at the IHE;
(8) data regarding persistence and completion of students with
intellectual disabilities; (9) a detailed description of
measureable goals for the individual project, planned methods of
achieving those goals, and progress towards meeting the goals;
and (10) if applicable, a description of how the grantee
continues to address the competitive preference priorities
described in this application related to sustained and meaningful
partnerships with relevant agencies, the participation of
students with intellectual disabilities in institutionally owned
or operated housing, and the involvement in the model program of

students attending the IHE who are studying special education, general education, vocational rehabilitation, assistive technology, or related fields.

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 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 Jamienne S. Studley, Deputy Under

Secretary, to perform the functions and duties of the Assistant

Secretary for Postsecondary Education.

Dated:

                                   _____
                                   Jamienne S. Studley,
                                   <u>Deputy Under Secretary</u>.

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 2 – Transition Programs for Students with Intellectual Disabilities into Higher Education

Subpart 2--Transition Programs for Students With Intellectual Disabilities Into Higher Education

SEC. 766. PURPOSE.

It is the purpose of this subpart to support model demonstration programs that promote the successful transition of students with intellectual disabilities into higher education.

SEC. 767. MODEL COMPREHENSIVE TRANSITION AND POSTSECONDARY PROGRAMS FOR STUDENTS WITH INTELLECTUAL DISABILITIES.

(a) Grants Authorized-

(1) IN GENERAL- From amounts appropriated under section 769(a), the Secretary shall annually award grants, on a competitive basis, to institutions of higher education (or consortia of institutions of higher education), to enable the institutions or consortia to create or expand high quality, inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities.

(2) ADMINISTRATION- The program under this section shall be administered by the office in the Department that administers other postsecondary education programs.

(3) DURATION OF GRANTS- A grant under this section shall be awarded for a period of 5 years.

(b) Application- An institution of higher education (or a consortium) desiring a grant under this section shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

(c) Award Basis- In awarding grants under this section, the Secretary shall--

(1) provide for an equitable geographic distribution of such grants;

(2) provide grant funds for model comprehensive transition and postsecondary programs for students with intellectual disabilities that will serve areas that are underserved by programs of this type; and

(3) give preference to applications submitted under subsection (b) that agree to incorporate into the model comprehensive transition and postsecondary program for students with intellectual disabilities carried out under the grant one or more of the following elements:

(A) The formation of a partnership with any relevant agency serving students with intellectual disabilities, such as a vocational rehabilitation agency.

(B) In the case of an institution of higher education that provides institutionally owned or operated housing for students attending the institution, the integration of students with intellectual disabilities into the housing offered to nondisabled students.

(C) The involvement of students attending the institution of higher education who are studying special education, general education, vocational rehabilitation, assistive technology, or related fields in the model program.

(d) Use of Funds- An institution of higher education (or consortium) receiving a grant under this section shall use the grant funds to establish a model comprehensive transition and postsecondary program for students with intellectual disabilities that--

(1) serves students with intellectual disabilities;

(2) provides individual supports and services for the academic and social inclusion of students with intellectual disabilities in academic courses,

extracurricular activities, and other aspects of the institution of higher education's regular postsecondary program;

(3) With respect to the students with intellectual disabilities participating in the model program, provides a focus on--

> *(A) academic enrichment;*
> *(B) socialization;*
> *(C) independent living skills, including self-advocacy skills; and*
> *(D) integrated work experiences and career skills that lead to gainful employment;*

(4) integrates person-centered planning in the development of the course of study for each student with an intellectual disability participating in the model program;

(5) participates with the coordinating center established under section 777(b) in the evaluation of the model program;

(6) partners with one or more local educational agencies to support students with intellectual disabilities participating in the model program who are still eligible for special education and related services under the Individuals with Disabilities Education Act, including the use of funds available under part B of such Act to support the participation of such students in the model program;

(7) plans for the sustainability of the model program after the end of the grant period; and

(8) creates and offers a meaningful credential for students with intellectual disabilities upon the completion of the model program.

(e) Matching Requirement- An institution of higher education (or consortium) that receives a grant under this section shall provide matching funds toward the cost of the model comprehensive transition and postsecondary program for students with intellectual disabilities carried out under the grant. Such matching funds may be provided in cash or in-kind, and shall be in an amount of not less than 25 percent of the amount of such costs.

(f) Report- Not later than five years after the date of the first grant awarded under this section, the Secretary shall prepare and disseminate a report to the authorizing committees and to the public that--

> *(1) reviews the activities of the model comprehensive transition and postsecondary programs for students with intellectual disabilities funded under this section; and*
> *(2) provides guidance and recommendations on how effective model programs can be replicated.*

INSTRUCTIONS FOR

COMPLETING THE

TPSID

APPLICATION PACKAGE

The TPSID program application consists of <u>four parts</u>. These parts are organized in the same manner that the submitted application should be organized. The parts are as follows:

<u>**Part I**</u>:   **424 Forms**
- Application for Federal Assistance – (SF 424)
- Department of Education Supplemental Information Form for SF 424

*<u>Note</u>:   Please do not attach any narratives, supporting files, or application components to the SF 424. Although the form accepts attachments, the Department of Education will only review materials/files attached to the forms listed below.

<u>**Part II**</u>: **ED 524 Forms**
        Department of Education Budget Summary Form (ED 524) Sections A & B
        (Section C – Budget Narrative should be included in the "Project Narrative – Adequacy of Resources" attachment located in Part III.)

<u>**Part III**</u>:   **Attachments**

- Project Abstract
- Project Narrative – Need for the Project
- Project Narrative – Significance
- 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
- **Project Narrative – Competitive Priority 1(optional)**
- **Project Narrative – Competitive Priority 2 (optional)**
- **Project Narrative – Competitive Priority 3 (optional)**
- **Project Narrative – Invitational Priority (optional)**
- Appendix 1 – Curriculum vitae
- Appendix 2 – Letters of support and partnership agreements or memoranda of agreement
- Appendix 3 – Bibliography
- Appendix 4 – Optional (Position descriptions, list of project/Local Education Agency (LEAs) partners, project timeline chart, and/or project evaluation chart)

The **<u>ED Abstract Form</u>** is where you attach your project abstract.

The **<u>Project Narrative Attachments Form</u>** is where you address the selection criteria, the absolute priority, and if desired, the competitive preference and invitational priorities that reviewers will use to evaluate your application. **Applicants who address the absolute priority, the selection criteria, all three of the competitive preference priorities (no more than 5 pages per competitive preference priority—not to exceed a total of 15 pages for all three**

competitive preference priorities) and the invitational priority (not to exceed a total of three pages for the invitational priority) may not exceed a total of 58 pages for the project narrative section of their TPSID application. Applicants who wish only to address all of the selection criteria and the absolute priority **must limit the project narrative to no more than 40 double-spaced pages. Applications that exceed this page limit will not be considered for funding and will be returned to the applicant.**

The 40-page limit does not apply to Part I, the SF-424; Part II, the budget section, including the narrative budget justification; Part III, the abstract, the table of contents, the competitive and invitational priorities (three page limit per priority), the resumes (three-page limit), the citations, the letters of support; or Part IV, the assurances and certifications. **NOTE: For the purposes of determining compliance with the 40 page limit, each page on which there are words will be counted as one full page.**

The **Other Attachments Form** is where you, the applicant, may upload other supporting documents into the TPSID application's Appendices section. The **Appendices** are limited to the following supporting documents: curriculum vitae, position descriptions, letters of support, a list of project partners/LEA(s), a bibliography, a brief project timeline chart, and/or a brief project evaluation chart. The Appendices should not exceed ten pages.

Attaching Files – Additional Tips

NOTE: Applicants are required to upload their attachments in .pdf format only.
Additionally, for the purposes of the page limit, if you include any attachments or appendices not specifically requested and required for the application, these items will be counted as part of the project narrative.

For additional tips regarding attaching files, please see the section of this application package entitled ***Grants.gov Submission Procedures and Tips for Applicants.**__*

Part IV: Assurances and Certifications

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

Instructions for Completing the Project Narrative
(PART III of the Application)

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, the number of students to be served, and a list of partners that will participate in the grant.

Formatting Requirements:

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. 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.**

PROJECT NARRATIVE INSTRUCTIONS:

Project Narrative Page Limits:

Applicants who address the absolute priority, the selection criteria, all three of the competitive preference priorities (no more than 5 pages per competitive preference priority —not to exceed a total of 15 pages for all three competitive preference priorities) and the invitational priority (not to exceed a total of three pages for the invitational priority) may not exceed a total of 58 pages for the project narrative section of their TPSID application. Applicants who wish only to address all of the selection criteria and the absolute priority **must limit the project narrative to no more than 40 double-spaced pages.**

Applications that exceed this page limit will not be considered for funding.
Page limitation requirements for the application narrative section will be strictly enforced. Your application will be rejected if you exceed the page limits outlined above.

Formatting Requirements:

Formatting requirements for the project narrative are the same as those referenced in the "Abstract Instructions" section above.

SELECTION CRITERIA:

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.

Need for Project	**(10)**
Significance	**(15)**
Quality of the Project Design	**(20)**
Quality of Project Services	**(15)**
Quality of Project Personnel	**(10)**
Adequacy of Resources	**(15)**
Quality of Project Evaluation	**(15)**
	100

I. **NEED FOR PROJECT (up to 10 POINTS)**
   In determining need for the proposed project, the Secretary considers the following factors:
   - The magnitude or severity of the problem to be addressed by the proposed project.
   - The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project.
   - The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

II. **SIGNIFICANCE (up to 15 POINTS)**
   In determining the significance of the proposed project, the Secretary considers the following factors:
   - The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.
   - The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed projects, including the potential for their being used effectively in a variety of other settings.
   - The potential replicability of the proposed project or strategies, including, as appropriate, the potential for implementation in a variety of settings.

III. **QUALITY OF THE 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.

IV.   QUALITY OF PROJECT SERVICES (up to 15 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.

V.   QUALITY OF PROJECT PERSONNEL (up to 10 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.

VI.   ADEQUACY OF RESOURCES (up to 15 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.

VII.   QUALITY OF PROJECT EVALUATION (up to 15 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.

PRIORITIES:

For the 2015 TPSID Program grant competition, there is one absolute priority, three competitive preference priorities and one invitational priority.

ABSOLUTE PRIORITY:

A grant recipient must use grant funds to establish a model comprehensive transition and postsecondary program for students with intellectual disabilities that:

- Serves students with intellectual disabilities;

- Provides individual supports and services for the academic and social inclusion of
  students with intellectual disabilities in academic courses, extracurricular activities, and other aspects of the IHE's regular postsecondary program;

- Provides a focus on academic enrichment, socialization, independent living skills,
  including self-advocacy, and integrated work experiences and career skills that lead to gainful employment;

- Integrates person-centered planning in the development of the course of study for
  each student with an intellectual disability participating in the model program;

- Participates with the coordinating center established under Section 777(b) of the HEA in the evaluation of the components of the model program;

- Partners with one or more local educational agencies to support students with intellectual disabilities participating in the model program who are still eligible for special education and related services under the Individuals With Disabilities Education Act (IDEA);

- Plans for the sustainability of the model program after the end of the grant period;

- Creates and offers a meaningful credential for students with intellectual

disabilities upon the completion of the model program.

COMPETITIVE PRIORITIES:

The competitive preference priorities are outlined below. Applicants will be awarded up to nine additional points (up to three points for each priority addressed), depending upon how well the applicant meets the priority. Applicants may address one or more of the priorities. Applicants are not required to address any of the competitive priorities.

COMPETITIVE PRIORITY 1 (UP TO 3 ADDITIONAL POINTS)
The Secretary awards up to 3 points to applicants that form a sustained and meaningful partnership with any relevant agency serving students with intellectual disabilities, such as a vocational rehabilitation agency.

COMPETITIVE PRIORITY 2 (UP TO 3 ADDITIONAL POINTS)
The Secretary awards up to 3 points to institutions of higher education that provide institutionally owned or operated housing for students attending the institution that integrates students with intellectual disabilities into the housing offered to all students.

COMPETITIVE PRIORITY 3 (UP TO 3 ADDITIONAL POINTS)
The Secretary awards up to 3 points to applicants that involve students attending the institution of higher education who are studying special education, general education, vocational rehabilitation, assistive technology, or related fields in the model program.

INVITATIONAL PRIORITY:

For FY 2015, there is one invitational priority. Under 34 CFR 75.105 (c) (1) we do not give an application that meets this invitational priority a competitive or absolute preference over other applications.

This priority is: applicants that demonstrate that the institution will use TPSID resources to build, extend, or enhance an existing program, rather than use TPSID resources to supplant resources that may already be allocated to the program, and thereby, suppress the benefit that TPSID resources can have on the breadth and depth of the program. Applicants responding to this priority should describe any existing programs at their institutions including the number and characteristics of the students served, and describe how the TPSID grant will build upon current efforts.

Other Requirements:

- The **Project Narrative – Adequacy of Resources** attachment is where you describe your proposed multi-year project activities and present a multi-year 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 this package.

- The indirect cost on TPSID awards is limited to eight percent or the applicant's negotiated rate, whichever is lower.

- The TPSID program requires applicants to provide a non federal match not less than 25 percent of the cost of the project.

- The TPSID program requires applicants to ensure that they have allocated one project personnel to support conference planning five-percent of the time.

- Applicants are required to address the **Project Narrative – Quality of Project Evaluation** component in the selection criteria. If a grant is awarded, grantees are required to carry out the evaluation activities described in their funded grants. Project evaluation should be used, as appropriate, to shape the development of the project from the beginning of the grant period. Project evaluation should include baseline data and benchmarks to monitor progress toward meeting specific project objectives based on the program's performance indicators. Specifically, project evaluation should include the identification of the individual or organization that has agreed to serve as evaluator for the project and describe the qualifications of the evaluator.

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# 84.407A, 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.***

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 3^{rd} 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 TPSID Program?
The goal of the TPSID program is to promote the successful transition of students with intellectual disabilities into higher education. Specific performance indicators will be developed by the Secretary in collaboration with the Coordinating Center authorized under section 777(b) of the HEA.

How does the Department of Education determine whether performance goals have been met?
In order to assess the success of the grantees in meeting this goal, grantees will be required to submit annual performance reports to the Secretary and will be required to participate in evaluation activities conducted by the Coordinating Center authorized under section 777(b) of the Higher Education Act of 1965, as amended. As part of these reports and evaluation activities, grantees will be asked to provide –
(1) a description of the population of students targeted to receive assistance under this grant; (2) evidence of academic and social inclusion of students with intellectual disabilities in academic courses, extracurricular activities, and other aspects of the IHE's regular postsecondary program; (3) a description of how the model program addresses individualized student needs and improvement through person-centered planning, academic enrichment, socialization, independent living skills, and integrated work experiences and career skills; (4) a description of how the program leads to gainful employment and data systems used to track student outcomes; (5) a description of how the model program's partnership with one or more LEAs supports students with intellectual disabilities participating in the model program who are still eligible for funds under IDEA; (6) plans for program sustainability beyond the grant period; (7) a detailed description of the meaningful credential offered to students with intellectual disabilities; (8) data regarding the change in enrollment of students with intellectual disabilities at the IHE; (9) data regarding persistence and completion of students with intellectual disabilities; (10) a detailed description of

measurable goals for the individual project, planned methods of achieving those goals, and progress towards meeting the goals: and (11) if applicable, a description of how the grantee continues to address the competitive preference priorities described in this application, related to sustained and meaningful partnerships with relevant agencies, the participation of students with intellectual disabilities in institutionally owned or operated housing and the involvement of students attending the IHE who are studying special education, general education, vocational rehabilitation, assistive technology, or related fields in the model program.

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

PART IV-Instructions for Standard Forms

INSTRUCTIONS FOR THE SF-424

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

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 buy 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	16.	**Congressional Districts Of**: 16a. (Required) Enter the applicant's congressional

Item	Entry:	Item:	Entry:
	federal agency, if any.		district. 16b. Enter all district(s) affected by the program or project. Enter in the format: 2 characters state abbreviation – 3 characters district number, e.g., CA-005 for California 5th district, CA-012 for California 12 district, NC-103 for North Carolina's 103 district. If all congressional districts in a state are affected, enter "all" for the district number, e.g., MD-all for all congressional districts in Maryland. If nationwide, i.e. all districts within all states are affected, enter US-all. If the program/project is outside the US, enter 00-000. This optional data element is intended for use only by programs for which the area(s) affected are likely to be different than place(s) of performance reported on the SF-424 Project/Performance Site Location(s) Form. Attach an additional list of program/project congressional districts, if needed.
5b.	**Federal Award Identifier**: For new applications, enter NA. For a continuation or revision to an existing award, enter the previously assigned federal award identifier number. If a changed/corrected application, enter the federal identifier in accordance with agency instructions.		
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		

Ite m	Entry:	Item :	Entry:
	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 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 M. Nonprofit N. Private 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.

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.

INSTRUCTIONS FOR ED 524

<u>General Instructions</u>

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.

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<u>Section A - Budget Summary</u>
<u>U.S. Department of Education Funds</u>

</div>

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 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.

<div align="center">

<u>Section B - Budget Summary</u>
<u>Non-Federal Funds</u>

</div>

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.

<u>Section C - Budget Narrative [Attach separate sheet(s)]</u>

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.

INSTRUCTIONS FOR THE BUDGET SUMMARY (ED Form 524) 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 as part of the Project Narrative Attachment Form.

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 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, the evaluator, and one participant from each partner organization to attend a project directors' 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. <u>Equipment:</u> 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 program generally funds only small amounts for equipment.

5. <u>Supplies</u>: 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. <u>Contractual</u>: 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. <u>Construction</u>: Not applicable. Leave blank.

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

10. <u>Indirect Costs</u>: 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 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 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.

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.

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. 1140g.   Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to 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.