



U.S. Department of Labor on behalf of the
U.S. Department of Education

**Fund for the Improvement of Postsecondary
Education-Open Textbook Pilot Program**

Fiscal Year 2026 Grant Competition

Posted May 21, 2026

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Program Information

The Employment and Training Administration at the U.S. Department of Labor (Labor) is soliciting applications in support of the administration of the Open Textbook Pilot Program (OTP) on behalf of the U.S. Department of Education (ED) and the Secretary of Education (Secretary). The purpose of the OTP program is to support projects at eligible institutions of higher education (IHEs) or State higher education agencies that create new open textbooks and expand the use of open textbooks and course materials in courses that are part of a degree-granting program, particularly those with high enrollments. This pilot program emphasizes the development of projects that demonstrate the greatest potential to achieve the highest level of savings for students through sustainable, expanded use of open textbooks in high-enrollment courses or in programs that prepare individuals for in-demand fields.

Assistance Listing Number: 84.116T.

OMB Control Number: 1894-0006.

Program authority: [20 U.S.C. 1138-1138d](#); the Explanatory Statement accompanying Division B of the Consolidated Appropriations Act, 2026 (Pub. L. 119-75).

For further information contact: Robin Dabney, Telephone: (202) 453-7908.
Email: OTP@ed.gov.

Type of Award: Discretionary grants.

Estimated Available Funds: \$7,000,000.

Estimated Range of Awards: \$1,500,000-\$2,000,000 for the 4-year project period.

Estimated Average Size of Awards: \$1,750,000 over four years.

Estimated number of awards: 4.

Maximum Award: \$2,000,000 for the 4-year project period.

Project Period: Up to 48 months.

Application Deadline: June 23, 2026.

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

Eligibility

Eligible Applicants: Institutions of higher education (as defined in section 101 of the Higher Education Act of 1965, as amended (HEA)), combinations of such institutions, and other public and private nonprofit institutions and agencies.

Note: “Public agencies” include State Education Agencies and State Higher Education Agencies.

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

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

Costs

Cost Sharing

This program does not require cost sharing or matching.

Indirect Cost Rate Information

This program uses an unrestricted indirect cost rate. For more information regarding indirect costs, or to obtain a negotiated indirect cost rate, please see <https://www.ed.gov/about/ed-offices/ofo/indirect-cost-group-icg>.

Administrative Cost Limitation

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

Subgrantees

Under [34 CFR 75.708\(b\)](#) and [\(c\)](#) a grantee under this competition may award subgrants—to directly carry out project activities described in its application—to entities listed in the grant application.

Submission Requirements and Deadlines

Requirements

These requirements are from the Notice of Final Priorities, Requirements, and Definitions-Fund for the Improvement of Postsecondary Education-Open Textbooks Pilot Program ([85 FR 57138](#)) (NFP) published in the **Federal Register** on September 15, 2020, and apply to this competition for FY 2026 and any subsequent year in which we make awards from the list of unfunded applications from this competition.

Accessibility

All digital content developed under this grant program must incorporate the principles of universal design (<https://udlguidelines.cast.org/>) to ensure that they are accessible to individuals with disabilities. The content and courses must be in full compliance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, as amended, and the Web Content Accessibility Guidelines 2.1, Level AA (www.w3.org/TR/WCAG/).

Note: The Web Content Accessibility Guidelines (WCAG) 2.2 was published on December 12, 2024. WCAG 2.2 extends Web Content Accessibility Guidelines 2.1 (WCAG 2.1) (<https://www.w3.org/TR/WCAG22/>).

Technical Standards for Interoperability

All digital assets developed under this grant program must be produced to maximize interoperability, exchange, and reuse and must conform to industry-recognized open standards and specifications. Applicants must identify the industry standard they will use. All digital assets created in whole or in part under this grant program must be licensed for free, attributed public use and distribution as required under [2 CFR 3474.20](#).

Deadlines

Applications Available	May 21, 2026
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Application Deadline	June 23, 2026
Deadline for Intergovernmental Review	August 24, 2026

Applicants are required to follow the 2025 Common Instructions and Information for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register on August 29, 2025 (90 FR 42234) and available at [ED 2025 Common Instructions](#).

Program Description

Overview

The Open Textbook Pilot program invites applications that will expand the use of high-quality, openly licensed textbooks that dramatically reduce costs for students. In this competition, applicants are encouraged to further [America's Talent Strategy](#) by harnessing Artificial Intelligence (AI) to accelerate the creation, adaptation, customization and continuous improvement of open textbooks. AI tools may be used to support rigorous content development, improve accessibility, enable learning pathways, or facilitate efficient updates to keep materials current. Applicants are also encouraged to integrate enduring primary sources from the Great Books of Western History—such as the foundational works in philosophy, literature, history, science, etc., that are critical for the survival of the American Constitutional Republic—into open textbooks across disciplines, including the humanities, social sciences, general education, and interdisciplinary studies. Projects may adapt or contextualize the Great Books, with AI, in ways that promote deep reading, critical inquiry, civil discourse, and education for democratic citizenship, while making these sources accessible and adaptable. Such integration of AI and the Great Books can help address gaps in the open educational resources ecosystem by providing affordable, high-fidelity alternatives to current textbooks that are historically inaccurate and/or not grounded in the tradition of the Western Canon.

Priorities

This notice includes three absolute priorities and two competitive preference priorities. The absolute priorities are from the NFP ([85 FR 57138](#)) for this program published in the **Federal Register** on September 15, 2020. Competitive preference priority 1 is from the Secretary's Supplemental Priority and Definitions on Advancing Artificial Intelligence in Education ([91 FR 18774](#)) (Advancing Artificial Intelligence in Education Supplemental Priority), published in the **Federal Register** on April 13, 2026. Competitive preference priority 2 is from the Secretary's Supplemental Priorities and Definitions on

Evidence-Based Literacy, Education Choice, and Returning Education to the States ([90 FR 43514](#))(2025 Supplemental Priorities), published in the **Federal Register** on September 9, 2025.

All priorities that are being addressed must be identified in the abstract form and the project narrative section of the application.

Absolute Priority: For Fiscal Year (FY) 2026 and any subsequent year in which we make awards from the list of unfunded applications from this competition, the priority is an absolute priority. Under [34 CFR 75.105\(c\)\(3\)](#), we consider only applications that meet the absolute priority. Each application must clearly identify the specific subset of the absolute priority for which a grant is requested.

Competitive Preference Priority: For FY 2026, and any subsequent year in which we make awards from the list of unfunded applications from this competition, this priority is a competitive preference priority. Under [34 CFR 75.105\(c\)\(2\)\(i\)](#), an application may receive up to 10 additional points under the competitive preference priority 1 and may be awarded 0 or 10 points under competitive preference priority 2. ED will not review or award points where an applicant fails to clearly identify the competitive preference priority that it wishes ED to consider for purposes of awarding competitive preference priority points.

Priorities

Title	Required	Points	Priority Language
Absolute Priority 1— Improving Collaboration and Dissemination (from the NFP (85 FR 57138))	Yes	N/A	To meet this priority, an eligible applicant must propose to lead and carry out projects that involve a consortia of institutions, instructors, and subject matter experts, including no less than three IHEs, along with relevant employers, workforce stakeholders (as defined in this notice), and/or trade or professional associations (as defined in this notice). Applicants must explain how the members of the consortium will work together to develop and implement open textbooks that: (a) Reduce the cost of college for large numbers of students through a variety of cost saving measures; and (b) contain instructional content and ancillary instructional materials that align student learning objectives with the skills or knowledge required by large numbers of students (at a given institution or nationally), or in the case of a career and

			technical postsecondary program, meet industry standards in in-demand industry sectors or in-demand occupations (as defined in this notice).
Absolute Priority 2— Addressing Gaps in the Open Textbook Marketplace and Bringing Solutions to Scale (from the NFP (85 FR 57138))	Yes	N/A	To meet this priority, an applicant must identify the gaps in the open textbook marketplace in courses that are part of a degree-granting program that it seeks to address and propose how to close such gaps. An applicant must propose a comprehensive plan to: (a) identify and assess existing open educational resources in the proposed subject area before creating new ones, such as by identifying any existing open textbooks that could potentially be used as models for the design of the project or ancillary learning resources that would support the development of courses that use open textbooks; (b) focus on the creation and expansion of education and training materials that can be scaled, within and beyond the participating consortium members, to reach a broad range of students participating in high-enrollment courses or preparing for in-demand industry sectors or in-demand occupations; (c) create and disseminate protocols to review any open textbooks created or adapted through the project for accuracy, rigor, and accessibility for students with disabilities; (d) disseminate information about the results of the project to other IHEs, including promoting the adoption of any open textbooks created or adapted through the project, or adopting open standard protocols and processes that support the interoperability for any digital assets created; (e) include professional development to build capacity of faculty, instructors, and other staff to adapt and use open textbooks; and (f) describe the courses for which open textbooks and ancillary materials are being developed.
Absolute Priority 3— Promoting Student Success (from the NFP (85 FR 57138))	Yes	N/A	To meet this priority, an applicant must propose to build upon existing open textbook materials and/or develop new open textbooks for high-enrollment courses or high-enrollment programs

			in order to achieve the highest level of savings for students. Additionally, this priority requires the applicant to include plans for: (a) promoting and tracking the use of open textbooks in postsecondary courses across participating members of the consortium, including an estimate of the projected direct cost savings for students which will be reported during the annual performance review; (b) monitoring the impact of open textbooks on instruction, learning outcomes, course outcomes, and educational costs; (c) investigating and disseminating evidence-based practices associated with using open textbooks that improve student outcomes; and (d) updating the open textbooks beyond the funded period.
Competitive Preference Priority (CPP) 1—Advancing Artificial Intelligence in Education (from the Secretary’s Supplemental Priority and Definitions on Advancing Artificial Intelligence in Education (91 FR 18774))	No	Up to 10 points	Projects or proposals that expand the appropriate and ethical use of AI technology in education through one or more of the following: (i) Integrate AI-driven tools into classrooms to personalize learning, improve student outcomes, and support differentiated instruction. This integration may include, but is not limited to, adaptive learning technologies, virtual teaching assistants, tutoring, and data analytics tools to support student progress; (ii) Use AI technology to provide high-quality instructional resources, high-impact tutoring, college and career pathway exploration, advising, and navigation to improve educational outcomes.
CPP 2—Returning Education to the States (from the Secretary’s Supplemental Priorities and Definitions on Evidence-Based Literacy, Education Choice, and Returning Education to the States (90 FR 43514))	No	0 or 10 points	Projects or proposals that will be carried out by State higher education agencies (as defined in 20 U.S.C. 1003(22)). <i>Note: Only <u>one</u> State higher education agency within each State may apply for CPP 2, consistent with the adopted definition in 20 U.S.C. 1003(22) that a State higher education agency is “the</i>

			officer or agency <u>primarily</u> responsible for the State supervision of higher education.”
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Selection Criteria

The selection criteria for this competition are from [34 CFR 75.210](#). The maximum score for all of the selection criteria is 100 points. The maximum score for each criterion is included in parentheses following the title of the specific selection criterion. Each criterion also includes the factors that reviewers will consider in determining the extent to which an applicant meets the criterion.

Points awarded under the competitive preference priorities are in addition to any points an applicant earns for all of the selection criteria in this notice. The maximum score that an application may receive under the competitive preference priorities and the selection criteria is 120. Under [34 CFR 75.105\(c\)\(2\)\(i\)](#), an application may receive up to 10 additional points under the competitive preference priority 1 and may be awarded 0 or 10 points under competitive preference priority 2. ED will not review or award points where an applicant fails to clearly identify the competitive preference priority that it wishes ED to consider for purposes of awarding competitive preference priority points.

The selection criteria are as follows:

- (a) Need for the Project (up to 12 points): The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers one or more of the following factors:
 - (1) The data presented (including a comparison to local, State, regional, or national, or international data) that demonstrates the issue, challenge, or opportunity to be addressed by the proposed project. (Up to 6 points)
 - (2) The extent to which the specific nature and magnitude of gaps or challenges are identified and the extent to which these gaps or challenges will be addressed by the services, supports, infrastructure, or opportunities described in the proposed project. (Up to 6 points)
- (b) Quality of the Project Design (up to 48 points): The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers one or more of the following factors:

- (1) The extent to which the design of the proposed project demonstrates meaningful community engagement and input to ensure that the project is appropriate to successfully address the needs of the target population or other identified needs and will be used to inform continuous improvement strategies. (Up to 4 points)
- (2) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified, measurable, and ambitious yet achievable within the project period, and aligned with the purposes of the grant program. (Up to 4 points)
- (3) The extent to which the proposed project proposes specific, measurable targets, connected to strategies, activities, resources, outputs, and outcomes, and uses reliable administrative data to measure progress and inform continuous improvement. (Up to 4 points)
- (4) The extent to which the proposed project will integrate or build on ideas, strategies, and efforts from similar external projects to improve relevant outcomes, using existing funding streams from other programs or policies supported by community, State, and Federal resources. (Up to 4 points)
- (5) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to build recipient and project capacity in ways that lead to improvements in practice among the recipients of those services. (Up to 4 points)
- (6) The likelihood that the services to be provided by the proposed project will lead to meaningful improvements in the achievement of students as measured against rigorous and relevant standards. (Up to 4 points)
- (7) The likelihood that the services to be provided by the proposed project will lead to meaningful improvements in the skills and competencies necessary to gain employment in high-quality jobs, careers, and industries or build capacity for independent living. (Up to 4 points)
- (8) The extent to which the services to be provided by the proposed project involve the use of efficient strategies, including the use of technology, as appropriate, and the leveraging of non-project resources. (Up to 4 points)
- (9) The applicant's capacity (such as qualified personnel, financial resources, or management capacity), together with any project partners, to bring the proposed project effectively to scale on a national or regional level during the grant period. (Up to 10 points)
- (10) The quality of the mechanisms the applicant will use to broadly disseminate information and resources on its project to support further

development, adaptation, or replication by other entities to implement project components in additional settings or with other populations. (Up to 6 points)

(c) Adequacy of Resources (up to 12 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 one or more of the following factors:

- (1) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (Up to 6 points)
- (2) The potential for the purposes, activities, or benefits of the proposed project to be institutionalized into the ongoing practices and programs of the applicant, agency, or organization and continue after Federal funding ends. (Up to 6 points)

(d) Quality of the Management Plan (up to 16 points): The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers one or more of the following factors:

- (1) The feasibility of the management plan to achieve project objectives and goals on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (Up to 8 points)
- (2) The adequacy of mechanisms for ensuring high-quality and accessible products and services from the proposed project for the target population. (Up to 8 points)

(e) Quality of the Evaluation Plan (up to 12 points): The Secretary considers the quality of the evaluation or other evidence-building of the proposed project. In determining the quality of the evaluation or other evidence-building, the Secretary considers one or more of the following factors:

- (1) The extent to which the methods of evaluation or other evidence-building are thorough, feasible, relevant, and appropriate to the goals, objectives, and outcomes of the proposed project. (Up to 6 points)
- (2) The extent to which the evaluation employs an appropriate analytic strategy to build evidence about the relationship between key project components,

mediators, and outcomes and inform decisions on which project components to continue, revise, or discontinue. (Up to 6 points)

Performance Measures

ED has developed the following performance measures for the purposes of the reporting to ED under [34 CFR 75.110](#).

Program Performance Measures. The Department developed the following program performance indicators to evaluate the overall effectiveness of this program. These measures constitute the Department's indicators of success for this program.

Consequently, we advise an applicant for a grant under this program to give careful consideration to these measures in conceptualizing the approach and evaluation for its proposed project. If funded, you will be required to collect and report data in your project's annual performance report ([34 CFR 75.590](#)).

Program Performance Measure 1	The number of students who enrolled in courses that use open textbooks and/or ancillary materials developed through the grant
Program Performance Measure 2	The number of students who completed courses that used open textbooks and/or ancillary materials developed through the grant
Program Performance Measure 3	The failure rate or withdrawal rate in courses that use open textbooks and/or ancillary materials compared with equivalent courses that used commercial textbooks
Program Performance Measure 4	The average grade of students who completed a course that used open textbooks and/or ancillary materials developed through the grant compared with the equivalent average grade of students who used commercial textbooks
Program Performance Measure 5	The number of faculty/instructors that use open textbooks and/or ancillary materials developed through the grant
Program Performance Measure 6	The number of institutions within the consortium, and the number of institutions outside of the consortium, that adopted the open textbooks and/or ancillary materials developed through the grant
Program Performance Measure 7	The number of courses among consortium members that adopted the open textbooks and/or ancillary materials developed through the grant, compared to those that continued to use commercial textbooks;
Program Performance Measure 8	The number of faculty/instructors or institutions that use tools for revising and remixing open educational

	resources content to facilitate adoption of open textbooks and/or ancillary materials developed through the grant
Program Performance Measure 9	The average cost savings per student
Program Performance Measure 10	The total cost savings for students who used open textbooks and/or ancillary materials developed through the grant compared to students in the same course of study who used traditional textbooks

Application Submission Information

Application Submission Instructions

Applicants are required to follow the [Common Instructions and Information for Applicants to Department of Education Discretionary Grant Programs](#), published in the *Federal Register* on August 29, 2025 ([90 FR 42234](#)), which contain requirements and information on how to submit an application.

Registration

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

Grants.gov registration involves several steps including registration on [SAM.gov](#). You may begin working on your application while completing the registration process, but you cannot apply until all registration steps are complete. 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 apply through Grants.gov. For detailed information on the registration steps, please go to: [Grants.gov Applicant Registration](#). Please note that your organization will need to update its SAM registration annually.

SAM.gov

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

To register, go to SAM.gov and click on "Get Started."

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

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

Grants.gov

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

To register, go to Grants.gov and click “Register.” When ready click on “Get Registered Now” and complete required fields.

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

ED strongly recommends that you do not wait until the last day to submit your application. Grants.gov will put a date/time stamp on your application and then process it after it is fully uploaded. If Grants.gov rejects your application, you will need to resubmit successfully to Grants.gov before 11:59:59 p.m. Eastern Time on the deadline date.

You must provide the Unique-Entity Identifier (UEI) on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov. This UEI is assigned to your organization in SAM at the time your organization registers in SAM. If you do not enter the UEI assigned by SAM on your application, Grants.gov will reject your application.

A Grants.gov applicant must apply online using Workspace, a shared environment in Grants.gov where members of a grant team may simultaneously access and edit different web forms within an application. The Grants.gov website contains [further instructions on how to apply](#).

Intergovernmental Review

This is subject to [Executive Order 12372](#) (Intergovernmental Review of Federal Programs) and the regulations in [34 CFR Part 79](#). One of the objectives of Executive Order 12372 is to strengthen federalism – or the distribution of responsibility between localities, states, and the Federal government – by fostering intergovernmental partnerships. This idea includes supporting processes that state or local governments have developed to coordinate and review proposed Federal financial grant applications. Grant applicants need to contact State Single Points of Contact (SPOC) for information on their state’s procedures. Multi-state applicants should follow procedures specific to each state. Further information about the SPOC and the official list of entities can be found at:

<https://www.ojp.gov/IntergovernmentalReviewSPOCList.pdf>.

Absent specific State review programs, applicants may submit comments directly to the point of contact listed in this notice.

Verify Submission

Verify that Grants.gov received your application submission on time and that it was validated successfully. To see the date/time your application was received, login to Grants.gov and click on the Track My Application link. For a successful submission, the date/time received should be earlier than 11:59:59 p.m. Eastern Time, on the deadline date, AND the application status should be: Validated, Received by Agency, or Agency Tracking Number Assigned.

If the date/time received is later than 11:59:59 p.m. Eastern Time, on the deadline date, your application is late. If your application has a status of “Received” it is still awaiting validation by Grants.gov. Once validation is complete, the status will either change to “Validated” or “Rejected with Errors.” If the status is “Rejected with Errors,” your application has not been received successfully. Some of the reasons Grants.gov may reject an application can be found at <https://www.grants.gov/applicants/encountering-error-messages>. For more detailed information on troubleshooting Adobe errors, you can review the Adobe Reader Software Tip Sheet at: <https://www.grants.gov/applicants/adobe-software-compatibility>. If you discover your application is late or has been rejected, please see the instructions below. Note: You will receive a series of confirmations both online and via e-mail about the status of your application. Please do not rely solely on e-mail to confirm whether your application has been received timely and validated successfully.

Submission Problems – What should you do?

If you have problems submitting to Grants.gov before the closing date, please contact Grants.gov Customer Support at 1-800-518-4726 or email at: support@grants.gov or access the [Grants.gov Self- Service Knowledge Base web portal](#).

Application Review Information

Review and Selection Process

We remind potential applicants that in reviewing applications in any discretionary grant competition, the Secretary may consider, under [34 CFR 75.217](#), information outside the rank order of applications, including: the information in each application; and any other information—

- (1) Relevant to a criterion, priority, or other requirement that applies to the selection of applications for new grants;
- (2) Concerning the applicant's performance and use of funds under a previous award under any Department program; and

(3) Concerning the applicant's failure under any Department program to submit a performance report or its submission of a performance report of unacceptable quality.

Before making awards, Department staff will screen applications submitted in accordance with the requirements in this notice to determine whether applications have met eligibility and other requirements, including whether an application may fail to meet the “General Terms and Conditions” applicable to awarded funds referenced elsewhere within this notice. This screening process may occur at various stages of the review and selection process. Applicants that are determined to be ineligible will not receive a grant, regardless of whether the application was included in the peer review process. Applications not selected for funding will be informed of the Secretary's decision in accordance with 34 CFR 75.218.

Peer reviewers will read, prepare a written evaluation of, and score the assigned applications, using the selection criteria provided in this notice.

For this competition, a panel of non-Federal reviewers will review each application in accordance with the selection criteria. The individual scores assigned by the reviewers will be added and the sum divided by the number of reviewers to determine the peer reviewer score received in the review process.

In addition, in making a competitive grant award, the Secretary requires various assurances, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from ED ([34 CFR 100.4](#), [104.5](#), [106.4](#), [108.8](#), and [110.23](#)).

Tiebreaker

In the event there are two or more applications with the same final score in the rank order listing, and there are insufficient funds to fully support each of these applications, the Department will apply the following procedure to determine which application, or applications, will receive an award:

First Tiebreaker: Under the first tiebreaker, the Secretary will select the application(s) with the smallest amount of funding allocated to indirect costs. If a tie remains, the second tiebreaker will be utilized.

Second Tiebreaker: Under the second tiebreaker, the Secretary will select the application(s) with the greatest projected total cost savings for students to be achieved during the 48-month performance period.

Definitions

The following definitions are from the NFP ([85 FR 57138](#)): “high-enrollment courses”, “high-enrollment program”, “in-demand industry sector”, “in-demand occupation”, “open textbook”, “sector partner”, “trade or professional association”, and “workforce stakeholder”. The terms “continuous improvement”, “evaluation”, “evidence-building”, “performance measure”, “performance target”, “project component”, “quality data”, “relevant outcome”, and “state educational agency” are defined in [34 CFR 77.1](#). “Artificial intelligence” or “AI” has the meaning set forth in [15 U.S.C. 9401\(3\)](#). “Institution of higher education” has the meaning as defined in section 101 of the HEA ([20 U.S.C. 1001](#)). “State higher education agency” has the meaning as defined in [20 U.S.C. 1003\(22\)](#).

Artificial intelligence (AI) has the meaning set forth in [15 U.S.C. 9401\(3\)](#).

Continuous improvement means using plans for collecting and analyzing data about a project component's implementation and outcomes (including the pace and extent to which project outcomes are being met) to inform necessary changes throughout the project. These plans may include strategies to gather ongoing feedback from participants and stakeholders on the implementation of the project component ([34 CFR 77.1](#)).

Evaluation means an assessment using systematic data collection and analysis of one or more programs, policies, practices, and organizations intended to assess their implementation, outcomes, effectiveness, or efficiency ([34 CFR 77.1](#)).

Evidence-building means a systematic plan for identifying and answering questions relevant to programs and policies through performance measurement, exploratory studies, or program evaluation ([34 CFR 77.1](#)).

High-enrollment courses means courses that are required for a degree-granting program offered by an eligible IHE that either have total student enrollments within the top third of courses: (a) at the lead institution, if applicable, or at one or more of the consortia partner institutions; (b) in the State; or (c) nationally as compared to other academic or career and technical education courses ([85 FR 57138](#)).

High-enrollment program means a program that yields a postsecondary degree that either has total student enrollments within the top third of programs: (a) at the lead institution, if applicable, or at one or more of the consortia partner institutions; (b) in the State; or (c) nationally as compared to other academic or career and technical education programs ([85 FR 57138](#)).

In-demand industry sector means an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors ([85 FR 57138](#)).

In-demand occupation means an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate ([85 FR 57138](#)).

Institution of higher education has the meaning as defined in section 101 of the HEA ([20 U.S.C. 1001](#)).

Open textbook means a textbook that is licensed under a worldwide, nonexclusive, royalty-free, perpetual, and irrevocable license to the public to exercise any of the rights under copyright conditioned only on the requirement that attribution be given as directed by the copyright owner. An open textbook may also include a variety of open educational resources or materials used by instructors in the development of a course and those learning activities necessary for successful completion of a course by students. These include any learning exercises, technology-enabled experiences (e.g., simulations), and adaptive support and assessment tools ([85 FR 57138](#)).

Performance measure means any quantitative indicator, statistic, or metric used to gauge program or project performance ([34 CFR 77.1](#)).

Performance target means a level of performance that an applicant would seek to meet during the course of a project or as a result of a project ([34 CFR 77.1](#)).

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

Quality data encompasses utility, objectivity, and integrity of the information. “Utility” refers to how the data will be used, either for its intended use or other uses. “Objectivity” refers to data being accurate, complete, reliable, and unbiased. “Integrity” refers to the protection of data from being manipulated ([34 CFR 77.1](#)).

Relevant outcome means the student outcome(s) or other outcome(s) the key project component is designed to improve, consistent with the specific goals of the program ([34 CFR 77.1](#)).

Sector partner means a member of a workforce collaborative, convened by or acting in partnership with a state board or local board, that organizes key stakeholders interconnected by labor markets, technologies, and worker skill needs into a working group that focuses on shared goals and resource needs ([85 FR 57138](#)).

State educational agency means the State board of education or other agency or officer primarily responsible for the supervision of public elementary and secondary schools in a State. In the absence of this officer or agency, it is an officer or agency designated by the Governor or State law. ([34 CFR 77.1](#))

State higher education agency has the meaning as defined in [20 U.S.C. 1003\(22\)](#).

Trade or professional association means a membership organization that inspects employers or practitioners, or leads credentialing programs, in a specific industry or sector ([85 FR 57138](#)).

Workforce stakeholder means an individual or organization with an interest in the employability of others either for self-interest or the interest of other employers ([85 FR 57138](#)).

Award Requirements

Terms and Conditions

If you are awarded a grant under this competition, you must ensure and may be required to demonstrate that federal funds will not be used under this project in any manner that violates the United States Constitution, Title VI or Title VII of the Civil Rights Act of 1964 ([42 U.S.C. 2000d et seq.](#) or [42 U.S.C. 2000e et seq.](#)), Title IX of the Education Amendments of 1972 ([20 U.S.C. 1681 et seq.](#)), section 504 of the Rehabilitation Act ([29 U.S.C. 794](#)), the Age Discrimination Act of 1975 ([42 U.S.C. 6101 et seq.](#)), Title II of the Americans with Disabilities Act of 1990 ([42 U.S.C. 12131 et seq.](#)), the Boy Scouts of America Equal Access Act of 2001 ([20 U.S.C. 7905](#)), section 117 of the Higher Education Act of 1965, as amended ([20 U.S.C. 1011f](#)), or other applicable federal law. To the extent that a grantee uses grant funds for such unallowable activities, ED may pursue termination under [2 CFR 200.340](#). The Grant Award Notification document accompanying your award may contain further

terms and conditions, as necessary to ensure grantee compliance with applicable laws, regulations, and administrative priorities.

Please note the provisions of Executive Orders 14151, 14168, 14173, and 14190 as well as the U.S. Department of Justice’s July 29, 2025, non-regulatory “Guidance for Recipients of Federal Funding Regarding Unlawful Discrimination,” which clarifies the application of federal antidiscrimination laws to programs or initiatives that may involve discriminatory practices, including those labeled as Diversity, Equity, and Inclusion (“DEI”) programs.

Such activities may risk violating federal civil rights laws and may jeopardize federal funding. This includes any discriminatory equity ideology in violation of a Federal anti-discrimination law. A definition of “discriminatory equity ideology” is contained in Section 2(b) of Executive Order 14190. To the extent that an ED grantee uses grant funds for unallowable activities, ED reserves the right to take appropriate enforcement action, including recovery of grant funds.

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 Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485. (c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended in 2 CFR part 3474. (d) The NFP. (e) The Supplemental Priorities.

Note: The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian Tribes.

Note: The regulations in 34 CFR part 86 apply to institutions of higher education only.

Application Checklist

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

1. Standard Documents

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

2. Budget Information

- ☐ Budget Information for Non-Construction Programs (SF 424A)

3. Abstract Form

- ☐ Abstract — Attach this document to the Abstract Form in the Grants.gov application.

4. Project Narrative

- ☐ Application Narrative (Project Narrative Attachment Form)

5. Budget Narrative

- ☐ Budget Narrative Attachment Form

6. Other Attachment Forms

- ☐ Competitive Preference Priority 1 Narrative (no more than 3 pages)
- ☐ Competitive Preference Priority 2—Letter of attestation from the State higher education agency official
- ☐ Curriculum Vitae (CV)
- ☐ Letters of support from all members of the consortium and other partners
- ☐ Bibliography
- ☐ Proof of nonprofit status to meet the eligibility requirements

7. Assurances and Certifications

- ☐ Disclosure of Lobbying Activities (Standard Form LLL)
- ☐ Grants.gov Lobbying Form

Part 1: Standard Documents

Application for Federal Assistance (SF 424)

ED Supplemental Information for SF 424 ([Instructions](#))

This form requires basic identifying information about the applicant and the application. Please provide all requested applicant information (including name, address, e-mail address and UEI). **When applying electronically via Grants.gov,**

you will need to ensure that the UEI on your application is the same as the UEI your organization used when it registered with the System for Award Management.

Applicants are advised to complete the Application for Federal Assistance (Form SF 424) first. Grants.gov will automatically insert the correct Assistance Listing Number and program name automatically wherever needed on other forms.

Please do not attach any narratives, supporting files, or application components to the Standard Form (SF 424). Although this form accepts attachments, ED will only review materials/files attached in accordance with the instructions provided within this application.

Part 2: Budget Information

Budget Information for Non-Construction Programs (Standard Form 424A)

The SF-424A Budget Information Form is required. This part of your application contains information about the Federal funding you are requesting. The form requires total funding requests for each year of the project. You will provide information on all years of the project, including an itemized budget breakdown for each year of the proposed project, in your Budget Narrative. Specific instructions for completing the Budget Narrative are provided within this application notice and instructions under Budget Narrative. Budget Narrative attachments are not included in the page count.

Instructions for completing SF-424A:

The SF-424A has six sections (A-F). While the form includes several sections and boxes, please use the information below to complete only the necessary sections.

Section A – Budget Summary

- *Section A-Budget Summary:* Enter the name of the grant program for which you are requesting funds in 1(a).
- *Section A-Budget Summary:* 1(b): Enter the Assistance Listing Number (Example 84.116T).
- *Section A-Budget Summary:* 1(e) “Federal”: Include the total amount requested for the entire performance period. The amount you enter here will auto populate in 5 (e).
- *Section A-Budget Summary:* 1(f) “Non-Federal”: Only include an amount in this section if you propose to include non-Federal financial resources as part of this project, including any non-Federal funds to meet any program cost sharing

requirements. If not including non-Federal financial resources, leave this blank or include 0.

- *Section A-Budget Summary: 1(g):* If using Grants.gov form, the total amount included here will be auto-calculated based on what is included in 1(e) and 1(f).

Section B – Budget Categories

- *Section B-Budget Categories:*
 - *Line 6. Object Class Categories:* The categories listed here (a-k) are the categories you will need to further describe in the Budget Narrative. You will provide a breakdown by category for each year of the project in the Budget Narrative. If using Grants.gov, line 6 column (1) will be auto populated with the name of the program for which you are requesting funding.
- *Personnel (line 6a.):* Enter project personnel salaries and wages only. Include fees and expenses for consultants on line 6f or 6h.
- *Fringe Benefits (line 6b):* The organization's normal fringe benefits contribution may be charged to the program. Leave this line blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost.
- *Travel (line 6c):* Indicate the travel costs of employees and participants only. Include travel of persons such as consultants on line 6f or 6h.
- *Equipment (line 6d):* Indicate the cost of tangible, non-expendable personal property that has a usefulness greater than one year and acquisition costs that are the lesser of the capitalization level established by the applicant entity for financial statement purposes or \$10,000 per article. Lower limits may be established to maintain consistency with the applicant's policy.
- *Supplies (line 6e):* Show all tangible, expendable personal property. Direct supplies and materials differ from equipment in that they are consumable, expendable, and of a relatively low unit cost. Supplies purchased with grant funds should directly benefit the grant project and be necessary for achieving the goals of the project.
- *Contractual (line 6f):* The contractual category should include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal procurement system. Include consultant fees, expenses, and travel costs in this category if the consultant's services are obtained through a written binding agreement or contract.

- *Construction (line 6g):* Construction funds are not authorized, unless specified by the program. If construction is allowable, include the amount request for construction costs.
- *Other (line 6h):* Indicate all direct costs not covered on lines 1-6. For example, include costs such as space rental, required fees, honoraria and travel (where a contract is not in place for services), training, and communication and printing costs. If applicable, include stipends under other. If stipends are included under other, do not include stipends when calculating the indirect cost. Do not include costs that are included in the indirect cost rate.
- *Total Direct Costs (line 6i):* The sum of lines 6a-6h. If using Grants.gov, this number is auto calculated.
- *Indirect Costs (line 6j):* Indicate the applicant's approved indirect cost rate, per [34 CFR 75.560 - 75.564](#). If an applicant does not have an approved indirect cost rate agreement with a cognizant Federal agency, the applicant must apply to ED for a temporary indirect cost rate if it wishes to charge indirect costs to the grant. For more information, go to [ED's website](#). In addition, a grantee, if it is eligible, may also use de minimis rate as provided for under [2 CFR 200.414\(f\)](#).
- *Total Cost (line 6i and 6j):* This number should be equal to sum of lines 6i-6j (total of direct costs + indirect costs). If using Grants.gov, this number is auto calculated. The sum for column one, labeled Project Year 6 (1), should also be equal to item 15a on the application cover sheet (SF Form 424).
- *Line 7. Program Income:* You may leave this field blank.

Section C – Non-Federal Resources

This section should only be completed if you are proposing a cost share or if the program for which you are applying requires a non-federal cost share. If you include a cost share, provide a breakdown by including the dollars that will come from the applicant, State, and other sources, as applicable.

Section D – Forecasted Cash Needs

- *Line 13. Federal:* The total for 1st Year column will automatically calculate based on the funding amounts included in Quarters 1-4. These quarters apply to **Year One ONLY**. Enter the forecasted cash needs from Federal sources for each quarter of the first program year. The amount entered for each quarter will be used to auto-calculate the amount in line 15 and is your forecasted needs. You will have an opportunity to provide updates to these quarterly amounts in post-award.

- **Line 14. Non-Federal:** The total for 1st year column will automatically calculate based on the funding amounts included in Quarters 1-4. These quarters apply to **Year One ONLY. Leave this blank for each quarter if you are not including any Non-Federal Funds.** If including non-Federal funds, enter the forecasted cash needs from non-Federal sources for the first quarter of the first program year. If not applicable, leave blank.
- **Line 15. (sum of lines 13 and 14):** If using Grants.gov, the total is auto-calculated.

Section E – Budget Estimates of Federal Funds Needed for Balance of the Project

This section collects information for future funding periods. While the columns are labeled First (b) through Fourth (e), this is the section where you will include the **total** amount of Federal funds requested for Years 2-4, for four-year projects. You are only including the **total** amount of Federal funds requested for the outyears beyond Year 1. The total amount in Section D. line 13 plus the total amount in the outyears should match the project total requested in Section A line 5 (e).

- **Line 16 Column (a) Grant Program:** If using Grants.gov, this box will be auto populated with the name of the program you included in Section A Line 1.
- **Line 16 Column (b) First:** Include the total amount requested for the first outyear. **Year 2 of the project.** Ensure this amount matches what is in your Budget Narrative.
- **Line 16 Column (c) Second:** Include the total amount requested for the second outyear. **Year 3 of the project.** Ensure this amount matches what is in your Budget Narrative.
- **Line 16 Column (d) Third:** Include the total amount requested for the third outyear. **Year 4 of the project.** Ensure this amount matches what is in your Budget Narrative.

Section F – Other Budget Information

- **Line 21. Direct Charges:** You may leave this field blank.
- **Line 22. Indirect Charges:** Enter the type of indirect rate (provisional, predetermined, final or fixed) or 15% de minimis rate that will be in effect during the funding period, the estimated amount of the base to which the rate is applied, and the total indirect expense.
- **Line 23. Remarks:** You may leave this field blank.

Part 3: Abstract Form

The project abstract should not exceed one single spaced page and should include a concise description of the following information:

- Lead applicant institution, or nonprofit organization or agency
- Proposed consortium partners that you plan to partner with for the purpose of meeting absolute priority 1, including:
 - 3 additional IHEs beyond the lead applicant; and
 - An advisory group of relevant employers, workforce stakeholders (as defined in this notice), and/or trade or professional associations (as defined in this notice)."
- Each of your responses to the 3 Absolute Priorities
- Applicable Competitive Preference Priorities
- Target population (e.g., faculty, staff, students)
- Proposed project objectives and activities to be conducted during the 48-month performance period
- Proposed project outcomes
- Projected average cost savings per student
- Projected total cost savings for students to be achieved during the 48-month performance period

Part 4: Project Narrative

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

Ensure that you only attach the ED approved file types detailed in the [2025 Common Instructions](#). When attaching files, applicants should limit the size of their file names.

☐ **Table of Contents**

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

☐ **Application Narrative**

ED encourages applicants to limit this section of the application to the equivalent of no more than 65 pages. The recommended page limit does not apply to the cover sheet; the budget section, including the narrative budget justification; the assurances and certifications; or the one- abstract, the resumes, the bibliography, logic model, or the letters of support. However, the recommended page limit does apply to the **Project Narrative**.

Part 5: Budget Narrative

This section should be attached as a single document to the Budget Narrative Attachment Form in accordance with the instructions found on Grants.gov. It should be organized in the following manner and include the following parts in order to expedite the review process. Ensure that you attach the ED approved file types detailed in the [2025 Common Instructions](#).

Each application must also provide a Budget Narrative for requested Federal funds. The Budget Narrative for requested Federal funds should provide a justification of how the money requested for each budget item will be spent, and the total amounts for each project year should match the total amounts in Section E – Budget Estimates of Federal Funds Needed for Balance of the Project in SF-424A.

This section requires an itemized budget breakdown for each project year and the basis for estimating the costs of personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs and any other projected expenditures. Be sure to complete an itemized budget breakdown and narrative for each year of the proposed project. Below is a breakdown of the categories to be included in the Budget Narrative for each project year:

- *Personnel*: List all staff positions by title including roles and responsibilities. For each position give the annual salary, the percentage of time devoted to the project, and the amount of each position's salary funded by the grant.
- *Fringe Benefits*: The institution's normal fringe benefits contribution may be charged to the program. Leave this line blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost.
- *Travel*: For grantee staff only, specify the purpose, number of staff traveling, mileage, per diem, estimated number of in-state and out-of-state trips, and other estimated costs for each type of travel.
- *Equipment*: Identify each item of equipment you expect to purchase that has an estimated acquisition cost of \$10,000 or more per unit (or if your capitalization level is less than \$10,000, use your capitalization level) and a useful lifetime of more than one year (see [2 CFR Part 200.1](#) for the definition of Equipment). List the item, quantity, and the unit cost per item.
- *Supplies*: Identify the cost of supplies (e.g., general office supplies, desk/chairs, laptops/printers, other specialty items) in the detailed budget per category. Except for general office supplies, list the item, quantity, and the unit cost per item. Supplies include all tangible personal property other than "equipment" (see [2 CFR Part 200.1](#) for the definition of Supplies). Items with a unit cost of less than \$10,000 are supplies, not "equipment."

- *Contractual:* The contractual category should include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal procurement system. Include consultant fees, expenses, and travel costs in this category if the consultant's services are obtained through a written binding agreement or contract.
- *Construction:* Construction funds are not authorized.
- *Other:* Indicate all direct costs not covered elsewhere. For example, include such costs as space rental, required fees, honoraria and travel (where a contract is not in place for services), training, and communication and printing costs. List items, such as stipends or incentives, not covered elsewhere. Do not include costs that are included in the indirect cost rate.
- *Indirect Costs:* Indicate the applicant's approved indirect cost rate, per sections [34 CFR 75.560 - 75.564](#). If an applicant does not have an approved indirect cost rate agreement with a cognizant Federal agency, the applicant must apply to ED for a temporary indirect cost rate if it wishes to charge indirect costs to the grant. For more information, go to [ED's website](#). In addition, a grantee, if it is eligible, may also use de minimis rate as provided for under 2 CFR 200.414(f).
- *Total Cost:* This number should be total direct costs + indirect costs.

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

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

Note: Applicants are encouraged to review the Cost Principles described in 2 CFR part 200 subpart E of the Guidance for Federal Financial Assistance.

Part 6: Other Attachment Forms

- ☐ Competitive Preference Priority 1 Narrative (no more than 3 pages)
- ☐ Competitive Preference Priority 2--Letter of attestation from the State higher education agency official
- ☐ Additional support documentation may include the curriculum vitae (CV) of project personnel/participants, letters of commitment and support from project partners, business information that you consider proprietary, proof of nonprofit status to meet

the eligibility requirements, and the bibliography, if applicable. Please attach all supporting documentation as a single document.

Note: It is recommended that the CV be no more than three (3) pages. Commitment letters should briefly describe what services and resources partners will be contributing to the project.

Part 7: Assurances and Certifications

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

☐ **Disclosure of Lobbying Activities**

☐ **Grants.Gov Lobbying Form – “Certification Regarding Lobbying”**

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

Attaching Files – Additional Tips

Please note the following tips related to attaching files to your application:

- When you submit your application electronically, you must upload any narrative sections and all other attachments to your application as files Portable Document Format (PDF). ED recommends applicants submit all documents as read-only flattened PDFs, meaning any fillable PDF files must be saved and submitted as non-fillable PDF files and not as interactive or fillable PDF files, to better ensure applications are processed in a more timely, accurate, and efficient manner.
- Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission. Therefore, each file uploaded to your application package should have a unique file name.
- When attaching files, applicants should follow the guidelines established by Grants.gov on the size and content of file names. Uploaded file names must be fewer than 50 characters, and, in general, applicants should not use any special characters. However, Grants.gov does allow for the following UTF-8 characters when naming your attachments: A-Z, a-z, 0-9, underscore, hyphen, space, period, parenthesis, curly braces, square brackets, ampersand, tilde, exclamation point, comma, semi colon, apostrophe, at sign, number sign, dollar sign, percent sign, plus sign, and equal sign. Applications submitted that do not comply with the Grants.gov guidelines will be rejected at Grants.gov and not forwarded for review.
- Applicants should limit the size of their file attachments. Documents submitted that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files. For reference, the

average discretionary grant application package with all attachments is less than 5 MB. Therefore, you may want to check the total size of your package before submission.

Helpful Hints When Working with Grants.gov

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

Slow Internet Connections

When using a slow internet connection, such as a dial-up connection, to upload and submit your application, it can take significantly longer than when you are connected to the Internet with a high-speed connection, e.g., cable modem/DSL/T1. While times will vary depending upon the size of your application, it can take a few minutes to a few hours to complete your grant submission using a dial up connection. Failure to fully upload an application by the deadline date and time will result in your application being marked late in the G5 system. If you do not have access to a high-speed internet connection, you may want to consider following the instructions in the Federal Register notice to obtain an exception to the electronic submission requirement no later than 14 calendar days before the application deadline date.

Attaching Files – Additional Tips

Please note the following tips related to attaching files to your application:

- When you submit your application electronically, you must upload any narrative sections and all other attachments to your application as files in Portable Document Format (PDF). ED recommends applicants submit all documents as read-only flattened PDFs, meaning any fillable PDF files must be saved and submitted as non-fillable PDF files and not as interactive or fillable PDF files, to better ensure applications are processed in a more timely, accurate, and efficient manner.
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plus sign, and equal sign. Applications submitted that do not comply with the Grants.gov guidelines will be rejected at Grants.gov and not forwarded to ED.

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