

(75), C01AA (77), & D10AA (77); Applied Mathematics Forms A01BB (73), A02BB (74), C01BB (73), & D01BB (73).

Publisher: ACT, Inc., 500 ACT Drive, P.O. Box 168, Iowa City, IA 52243-0168.

Contact: <https://global.act.org/content/global/en/global-programs/contact-us.html>.

3. *Test:* The College Board DTLs and DTMS Forms M-K-3KDT and M-K-3LDT tests.

Effective Dates: November 1, 2002, through April 27, 2007.

Passing Scores: Reading Comprehension (108), Sentence Structure (9), Conventions of Written English (309), and Arithmetic (506).

Publisher: The College Board, 250 Vesey Street, New York, New York 10281.

Contact: ACCUPLACER Program; Telephone: (866) 630-9305. Email: <https://form.collegeboard.org/f/send-message>.

4. *Test:* ASSET: Basic Skills Test (Reading, Writing, and Numerical)—Forms B2, C2, D2, and E2.

Effective Dates: November 1, 2002, through October 31, 2015.

Passing Scores: Reading (35), Writing (35), and Numerical (33).

Publisher: ACT, Inc., 500 ACT Drive, P.O. Box 168, Iowa City, IA 52243-0168.

Contact: <https://global.act.org/content/global/en/global-programs/contact-us.html>.

5. *Test:* COMPASS Subtests—Prealgebra/Numerical Skills.

Passing Scores: Prealgebra/Numerical (25), Reading (62), and Writing (32).

Effective Dates: November 1, 2002, through October 31, 2015.

Publisher: ACT, Inc., 500 ACT Drive, P.O. Box 168, Iowa City, IA 52243-0168.

Contact: <https://global.act.org/content/global/en/global-programs/contact-us.html>.

6. *Test:* COMPASS ESL.

Passing Scores: Grammar/Usage (64), Reading (70), and Listening (70).

Effective Dates: May 19, 2006, through October 31, 2015.

Publisher: ACT, Inc., 500 ACT Drive, P.O. Box 168, Iowa City, IA 52243-0168.

Contact: <https://global.act.org/content/global/en/global-programs/contact-us.html>.

7. *Test:* Wonderlic Basic Skills Test (WBST) Verbal Forms VS-1 & VS-2, Quantitative Forms QS-1 & QS-2 Paper and pencil versions and online versions.

Effective Dates: October 25, 1996, through March 31, 2023.

Publisher: Wonderlic, Inc., 400 Lakeview Parkway, Suite 200, Vernon Hills, IL 60061.

Contact: <https://wonderlic.com/contact-us/>.

8. *Test:* Spanish Wonderlic Basic Skills Test (Spanish WBST) Verbal Forms VS-1 & VS-2, Quantitative Forms QS-1 & QS-2 Paper and pencil versions and online versions.

Effective Dates: July 1, 2015 through March 31, 2023.

Publisher: Wonderlic, Inc., 400 Lakeview Parkway, Suite 200, Vernon Hills, IL 60061.

Contact: <https://wonderlic.com/contact-us/>.

Accessible Format: Individuals with disabilities can obtain this document in an accessible format (e.g., braille, large print, audiotope, or compact disc) on request to the program contact person listed under **FOR FURTHER INFORMATION CONTACT**.

Electronic Access to This Document: The official version of this document is the document published in the **Federal Register**. You may access the official edition of the **Federal Register** and the Code of Federal Regulations at www.govinfo.gov. 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 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.

Program Authority: 20 U.S.C. 1091(d).

Signing Authority

This document of the U.S. Department of Education was signed on May 20, 2025, by Christopher J. McCaghren, ED.D, *Acting Assistant Secretary Office of Postsecondary Education*. That document with the original signature and date is maintained by the U.S. Department of Education. For administrative purposes only, and in compliance with requirements of the Office of the Federal Register, the undersigned has been authorized to sign the document in electronic format for publication, as an official document of the U.S. Department of Education. This administrative process in no way alters

the legal effect of this document upon publication in the **Federal Register**.

Tracey St. Pierre,

Director, Office of the Executive Secretariat, Office of the Secretary, U.S. Department of Education.

[FR Doc. 2025-09313 Filed 5-23-25; 8:45 am]

BILLING CODE P

DEPARTMENT OF EDUCATION

Applications for New Awards; Personnel Development to Improve Services and Results for Children With Disabilities—Preparation of Special Education and Early Intervention Administrators

AGENCY: Office of Special Education and Rehabilitative Services, Department of Education.

ACTION: Notice.

SUMMARY: The Department of Education (Department) is issuing a notice inviting applications for new awards for fiscal year (FY) 2025 for Personnel Development to Improve Services and Results for Children with Disabilities—Preparation of Special Education and Early Intervention Administrators.

DATES:

Applications Available: May 27, 2025.

Deadline for Transmittal of

Applications: June 26, 2025.

Deadline for Intergovernmental Review: August 25, 2025.

Pre-Application Webinar Information: No later than June 2, 2025, the Office of Special Education and Rehabilitative Services will post pre-recorded informational webinars designed to provide technical assistance to interested applicants. The webinars may be found at www.ed.gov/about/ed-offices/osers/osep/new-osep-grant-competitions.

ADDRESSES: For the addresses for obtaining and submitting an application, please refer to our Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the **Federal Register** on December 23, 2024 (89 FR 104528) and available at www.federalregister.gov/documents/2024/12/23/2024-30488/common-instructions-for-applicants-to-department-of-education-discretionary-grant-programs.

FOR FURTHER INFORMATION CONTACT:

Celia Rosenquist, U.S. Department of Education, 400 Maryland Avenue SW, room 4A219, Washington, DC 20202. Telephone: 202-245-7373. Email: Celia.Rosenquist@ed.gov.

If you are deaf, hard of hearing, or have a speech disability and wish to

access telecommunications relay services, please dial 7-1-1.

SUPPLEMENTARY INFORMATION:

Applications funded under this notice will be funded in lieu of applications received under the notice that published in the **Federal Register** on October 8, 2024 (89 FR 81503).

Full Text of Announcement

I. Funding Opportunity Description

Purposes of Program: The purposes of this program are to (1) help address State-identified needs for personnel preparation in special education, early intervention, related services, and regular education to work with children, including infants and toddlers, with disabilities; and (2) ensure that those personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically based research and experience, to be successful in serving those children.

Assistance Listing Number: 84.325D.

OMB Control Number: 1820-0028.

Priorities: This competition includes one absolute priority and two competitive preference priorities. In accordance with 34 CFR 75.105(b)(2)(v), the absolute priority and Competitive Preference Priority 1 are from allowable activities specified in the statute (see sections 662 and 681 of the Individuals with Disabilities Education Act (IDEA); 20 U.S.C. 1462 and 1481). Competitive Preference Priority 2 is from 34 CFR 75.225.

Absolute Priority: For FY 2025 and any subsequent year in which we make awards from the list of unfunded applications 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:

Preparation of Special Education and Early Intervention Administrators.

Background:

It is this Administration's priority to prepare and increase the number of personnel who are well qualified for, and can act effectively in, leadership positions in State educational agencies (SEAs), charter management organizations, charter school authorizers, lead agencies, local educational agencies (LEAs), private school networks, parochial schools, early intervention services programs, or schools. Special education and early intervention administrators play an essential role in planning for and supervising the provision of effective instruction, interventions, and services that improve outcomes for children, including infants, toddlers, and youth

with disabilities (children with disabilities) and their families.

Absolute Priority:

The purpose of this priority is to support doctoral degree programs to prepare and increase the number of personnel who are well-qualified for, and can act effectively in, leadership positions in SEAs, charter management organizations, charter school authorizers, lead agencies, LEAs, private school networks, parochial schools, early intervention services programs, or schools in positions such as SEA special education administrators, LEA or regional special education directors, school-based special education directors, preschool coordinators, and early intervention coordinators. Doctoral programs in educational administration that include a focus on special education or early intervention are eligible under this priority. Programs must culminate in a doctoral degree, which may include a Doctor of Education (Ed.D.) degree. The preparation of school principals is not included under this priority.

Note: Eligible applicants include partnerships¹ that are comprised of two or three IHEs with doctoral programs that prepare scholars² and otherwise meet the eligibility requirements. For additional information regarding group applications, refer to 34 CFR 75.127, 75.128, and 75.129.

Note: Under 34 CFR 75.250, project periods under this priority may be up to 60 months. Projects should be designed to ensure that all proposed scholars successfully complete the program within 60 months from project start date. The Secretary may reduce continuation awards for any project in which scholars are not on track to complete the program by the end of that period.

To be considered for funding under this absolute priority, applicants must meet the application requirements contained in the priority. All projects

funded under this absolute priority also must meet the programmatic and administrative requirements specified in the priority.

To meet the application requirements of this priority, an applicant must—

(a) Demonstrate, in the narrative section of the application under “Significance,” how—

(1) The proposed project would address the need and increase the number of leadership personnel who are well qualified to plan for and supervise the provision of effective instruction, interventions, and services that improve outcomes for children with disabilities and their families;

(2) The doctoral program to date has been successful (including program data, if available) in producing leadership personnel. Applicants should include data for the number of students who have completed the doctoral program; the types of leadership positions that recent program graduates are employed in related to their preparation; the professional accomplishments of program graduates that demonstrate their leadership in special education or early intervention administrator roles (e.g., public service, awards, publications); and the percentage of program graduates finding employment related to their preparation serving children with disabilities; and

Note: Data on the success of a doctoral program should be no more than 5 years old on the start date of the project proposed in the application. When reporting percentages, the denominator (i.e., the total number of scholars or program graduates) must be provided.

(3) Scholar competencies to be acquired in the program relate to knowledge and skills needed by the leadership personnel in the project's proposed preparation focus area to plan for and supervise the provision of effective instruction, interventions, and services, including through distance learning environments, that improve outcomes for children with disabilities and their families.

(b) Demonstrate, in the narrative section of the application under “Quality of the project design,” how—

(1) The applicant will recruit and retain scholars participating in the project. To meet this requirement, the narrative must describe—

(i) The selection criteria the applicant will use to identify doctoral applicants for admission to the program;

Note: Doctoral applicants admitted to the program must be newly enrolled in the doctoral training program within the proposed project's preparation focus area;

¹ For the purposes of this priority, a “partnership” is a group comprised of two or three IHEs with doctoral programs in which (a) each IHE enrolls and supports scholars as part of the partnership, and (b) the partnership provides joint experiences each year for scholars to learn from faculty and scholars at each participating IHE that promote the acquisition of leadership competencies through coursework, research, internship experiences, work-based experiences, or other opportunities as a requirement of the project.

² For the purposes of this priority, “scholar” is limited to an individual who (a) is pursuing a doctoral degree related to special education or early intervention; (b) receives scholarship assistance as authorized under section 662 of IDEA (34 CFR 304.3(g)); and (c) will be able to be employed in a position that serves children with disabilities for at least 51 percent of their time or case load. See <https://pdp.ed.gov/OSEP/Home/Regulation> for more information.

(ii) The recruitment strategies the project will use to attract doctoral applicants, including applicants with disabilities; and

Note: The recruitment strategies and scholar selection criteria the applicant intends to use must ensure equal access and treatment of all applicants seeking admission to the program and must be consistent with applicable law, including Federal civil rights laws.

(iii) The approach that will be used to mentor and support all scholars for retention and completion of the program within 60 months from the project start date and preparing them for careers as special education or early intervention administrators; and

(2) The project is designed to promote the acquisition of the competencies needed by leadership personnel in the project's proposed preparation focus area to plan for or supervise the provision of effective instruction, interventions, and services that improve outcomes for children with disabilities and their families. To address this requirement, the applicant must describe how—

(i) The proposed project components, such as coursework, internship experiences, work-based experiences, program evaluation, and other opportunities provided to scholars, and how the sequence of the components will enable the scholars to acquire the competencies needed by leadership personnel;

Note: Applicants that propose partnership projects must describe how the project components and sequence of the components are designed to ensure that scholars have opportunities to acquire the competencies needed by leadership personnel through engaging and collaborating with faculty and scholars at each IHE participating in the partnership.

(ii) The proposed project components will prepare scholars to plan for or supervise the provision of effective instruction, interventions, and services that improve outcomes for children with disabilities and their families, in a variety of educational or early childhood and early intervention settings, including in-person and remote settings;

(iii) The proposed project will engage partners, including individuals and families, public or private entities (e.g., organizations, centers, agencies, schools, programs) that provide services to children with disabilities and their families, to inform project components; and

(iv) The proposed project components will promote the acquisition of scholars' knowledge of strategies and approaches

in attracting, preparing, and retaining future personnel who will work with, and provide effective instruction, interventions, and services to children with disabilities and their families.

(c) Demonstrate, in the narrative section of the application under "Quality of the Management Plan," how—

(1) The project director and other key project personnel are qualified to prepare scholars in the project's preparation focus area;

(2) The project director and other key project personnel will manage the components of the project;

(3) The time commitments of the project director and other key project personnel are adequate to meet the objectives of the proposed project; and

(4) For proposed partnership projects, the project will establish policies, procedures, standards, and fiscal management of the partnership.

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

(1) Accommodations and resources provided to support scholars will be individualized to support them in completing the program; and

(2) The budget is adequate for meeting the project objectives and mitigating financial burden to scholars while completing the program of study.

(3) Scholar support will be distributed to support scholars in completing their degrees. In distributing scholar support, the applicant must consider that—

(i) Scholar support does not need to be uniform for all scholars and should be customized for individual scholars based on the scholar's financial needs, including a consideration of all costs associated with the attendance;

(ii) Scholar support can include support for cost of attendance (e.g., tuition and fees; university student health insurance; an allowance for books, materials, and supplies; an allowance for miscellaneous personal expenses; an allowance for dependent care, such as childcare; an allowance for transportation; and an allowance for room and board), travel in conjunction with training assignments, including conference registration, and stipends to support scholars' completion of the program and professional development; and

(iii) Projections for scholar support should consider tuition increases and cost of living increases over the project period.

(e) Demonstrate, in the narrative section of the application under "Quality of the project evaluation or other evidence-building," how the applicant will—

(1) Evaluate how well the goals or objectives of the proposed leadership project have been met. The applicant must describe the outcomes to be measured for both the project and the scholars, particularly the acquisition of scholars' competencies, and the evaluation methodologies to be employed, data collection methods, and possible analyses; and

(2) Collect, analyze, and use data on scholars supported by the project to inform the proposed project on an ongoing basis.

(f) Demonstrate, in the appendices or narrative under "Required project assurances" as directed, that the following requirements are met. The applicant must—

(1) Include, in Appendix A of the application—

(i) Charts, tables, figures, graphs, and visuals that provide information directly relating to the application requirements for the narrative; and

(ii) A letter of support from a public or private partnering agency, school, or program, that states it will provide scholars with a field or clinic experience in a high-need LEA,³ a high-poverty school,⁴ a school implementing a comprehensive support and improvement plan,⁵ a school implementing a targeted support and improvement plan⁶ for children with disabilities, an SEA, an early childhood and early intervention program located

³ For the purposes of this priority, "high-need LEA" means an LEA (a) that serves not fewer than 10,000 children from families with incomes below the poverty line; or (b) for which not less than 20 percent of the children are from families with incomes below the poverty line.

⁴ For the purposes of this priority, "high-poverty school" means a school in which at least 50 percent of students are from low-income families as determined using one of the measures of poverty specified in section 1113(a)(5) of the Elementary and Secondary Education Act of 1965, as amended (ESEA). For middle and high schools, eligibility may be calculated on the basis of comparable data from feeder schools. Eligibility as a high-poverty school under this definition is determined on the basis of the most currently available data.

⁵ For the purposes of this priority, "school implementing a comprehensive support and improvement plan" means a school identified for comprehensive support and improvement by a State under section 1111(c)(4)(D) of the ESEA that includes (a) not less than the lowest performing 5 percent of all schools in the State receiving funds under title I, part A of the ESEA; (b) all public high schools in the State failing to graduate one third or more of their students; and (c) public schools in the State described in section 1111(d)(3)(A)(i)(II) of the ESEA.

⁶ For the purposes of this priority, "school implementing a targeted support and improvement plan" means a school identified for targeted support and improvement by a State that has developed and is implementing a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system as defined in section 1111(d)(2) of the ESEA.

within the geographical boundaries of a high-need LEA, or an early childhood and early intervention program located within the geographical boundaries of an LEA serving the highest percentage of schools identified for comprehensive support and improvement or implementing targeted support and improvement plans in the State;

(2) Include in Appendix B of the application—

(i) A table that includes the project's required coursework that provides the title, description, and learning goals; and

(ii) Up to four exemplars of course syllabi in research methods, evaluation methods, or data analysis courses required by the degree program;

Note: Partnership projects should include two course syllabi from each participating IHE.

(3) Include in the application budget attendance by the project director at a two-day project directors' meeting in Washington, DC, during each year of the project. The budget may also provide for the attendance of scholars at the same two-day project directors' meetings in Washington, DC; and

(4) Provide an assurance that—

(i) The project will meet the requirements in 34 CFR 304.23, particularly those related to (A) informing all scholarship recipients of their service obligation commitment; and (B) disbursing scholarships. Failure by a grantee to properly meet these requirements is a violation of the grant award that may result in the grantee being liable for returning any misused funds to the Department;

(ii) The project will meet the statutory requirements in section 662(e) through (h) of IDEA;

(iii) The project will be operated in a manner consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws;

(iv) All the syllabi for the project's required coursework will be provided if requested by OSEP;

(v) At least 65 percent of the total award over the project period (*i.e.*, up to 5 years) will be used for scholar support;

(vi) Scholar support provided by the project will not be conditioned on the scholar working for the grantee while enrolled in the program (*e.g.*, personnel at the IHE);

(vii) The project director, key personnel, and scholars will actively participate in the cross-project collaboration, advanced trainings, and cross-site learning opportunities (*e.g.*, webinars, briefings) supported by OSEP. This network is intended to promote

opportunities for participants to share resources and generate new knowledge by addressing topics of common interest to participants across projects including Department priorities and needs in the field;

(viii) The project website, if applicable, will be of high quality, with an easy-to-navigate design that meets government or industry-recognized standards for accessibility;

(ix) Scholar accomplishments (*e.g.*, public service, awards, publications) will be reported in annual and final performance reports; and

(x) Annual data will be submitted on each scholar who receives grant support (OMB Control Number 1820–0686). The primary purposes of the data collection are to track the service obligation fulfillment of scholars who receive funds from OSEP grants and to collect data for program performance measure reporting under 34 CFR 75.110. Data collection includes the submission of a signed, completed pre-scholarship agreement and exit certification for each scholar funded under an OSEP grant (see paragraph (f)(4)(i) of this priority). Applicants are encouraged to visit the Personnel Development Program Data Collection System (DCS) website at <https://pdp.ed.gov/osep> for further information about this data collection requirement.

Competitive Preference Priorities: For FY 2025 and any subsequent year in which we make awards from the list of unfunded applications from this competition, these priorities are competitive preference priorities. Under 34 CFR 75.105(c)(2)(i), we award an additional 3 points to an application that meets the Competitive Preference Priority 1 and an additional 5 points to an application that meets Competitive Preference Priority 2.

Applicants should indicate in the abstract if the competitive preference priorities are addressed, and which competitive preference priorities are being addressed.

The competitive preference priorities are:

Competitive Preference Priority 1: Applications from Historically Black Colleges and Universities⁷ and Minority-Serving Institutions⁸ (0 or 3 points).

⁷ For the purposes of this priority, "Historically Black Colleges and Universities" means colleges and universities that meet the criteria in 34 CFR 608.2.

⁸ For purposes of this priority, "Minority-Serving Institution" means an institution that is eligible to receive assistance under sections 316 through 320 of part A of title III, under part B of title III, or under title V of the Higher Education Act of 1965. For purposes of this priority, the Department will use the FY 2024 Eligibility Matrix to determine MSI eligibility (see www.ed.gov/grants-and-programs/

Under this priority, an applicant must demonstrate the project will be implemented by or in partnership with one or both of the following entities:

(a) Historically Black Colleges and Universities (as defined in this notice).

(b) Minority-Serving Institutions (as defined in this notice).

Competitive Preference Priority 2: Applications from New Potential Grantees (0 or 5 points).

(a) Under this priority, an applicant must demonstrate that the applicant (*i.e.*, the IHE) has not had an active discretionary grant under the ALN 84.325D or 84.325H, including through membership in a group application submitted in accordance with 34 CFR 75.127 through 75.129, in the last 5 years before the deadline date for submission of applications under ALN 84.325D.

(b) For the purposes of this priority, 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.

Waiver of Proposed Rulemaking: Under the Administrative Procedure Act (APA) (5 U.S.C. 553) the Department generally offers interested parties the opportunity to comment on proposed priorities. Section 681(d) of IDEA (20 U.S.C. 1481(d)), however, makes the public comment requirements of the APA inapplicable to the absolute priority and competitive preference priority 1 in this notice.

Program Authority: 20 U.S.C. 1462 and 1481.

Note: Projects will be awarded and must be operated in a manner consistent with the nondiscrimination requirements contained in Federal civil rights laws.

Applicable Regulations: (a) The Education Department General Administrative Regulations in 34 CFR parts 75, 77, 79, 81, 82, 84, 86, 97, 98, and 99. (b) The Office of Management and Budget (OMB) 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 Guidance for Federal Financial Assistance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474. (d) The regulations for this program in 34 CFR part 304.

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

II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds:

\$1,500,000 for this competition.

Contingent upon the availability of funds and the quality of applications, we may make additional awards in FY 2026 from the list of unfunded applications from this competition.

Estimated Range of Awards:

\$150,000–\$300,000 per year for an individual IHE; \$300,000–\$700,000 per year for a two-IHE partnership application; and \$450,000–\$1,050,000 per year for a three-IHE partnership application.

Estimated Average Size of Awards:

\$250,000 per year for an individual IHE; \$500,000 per year for a two-IHE group application; and \$750,000 per year for a three-IHE group application.

Maximum Award: We will not make an award exceeding: \$1,250,000 per project for a project period of 60 months or an award that exceeds \$350,000 for any single budget period of 12 months for an individual IHE; \$2,500,000 per project for a project period of 60 months or an award that exceeds \$700,000 for any single budget period of 12 months for a two-IHE group application; and \$3,750,000 per project for a project period of 60 months or an award that exceeds \$1,050,000 for any single budget period of 12 months for a three-IHE group application.

Note: Applicants must describe, in their applications, the amount of funding being requested for each 12-month budget period.

Estimated Number of Awards: Up to six awards for individual IHEs. However, the total number of awards may change depending on the number of group application awards.

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

Project Period: Up to 60 months.

III. Eligibility Information

1. *Eligible Applicants:* IHEs and private nonprofit organizations.

Note: To meet the absolute priority, eligible applicants (*i.e.*, IHEs) must have a doctoral degree program that prepares scholars in special education or early intervention administration or be a nonprofit organization that has the legal authority to enter into grants and cooperative agreements with the Federal government on behalf of an applicant (*i.e.*, IHE) that has a doctoral degree program that prepares scholars in special education or early intervention administration.

Note: If you are a nonprofit organization, under 34 CFR 75.51, you may demonstrate your 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.

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

b. *Indirect Cost Rate Information:* This program uses a training indirect cost rate. This limits indirect cost reimbursement to an entity's actual indirect costs, as determined in its negotiated indirect cost rate agreement, or eight percent of a modified total direct cost base, whichever amount is less. For more information regarding training indirect cost rates, see 34 CFR 75.562. For more information regarding indirect costs, or to obtain a negotiated indirect cost rate, please see www.ed.gov/about/ed-offices/fofo#Indirect-Cost-Division.

c. *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 Guidance for Federal Financial Assistance.

3. *Subgrantees:* Under 34 CFR 75.708(b) and (c) a grantee under this competition may award subgrants—to directly carry out project activities described in its application—to the following types of entities: IHEs and private nonprofit organizations. The grantee may award subgrants to entities it has identified in an approved application or that it selects through a competition under procedures established by the grantee, consistent with 34 CFR 75.708(b)(2).

4. *Other General Requirements:*

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

b. Applicants for, and recipients of, funding must, with respect to the aspects of their proposed projects relating to the absolute priority, involve individuals with disabilities, or parents of individuals with disabilities ages birth through 26, in planning, implementing, and evaluating the project (see section 682(a)(1)(A) of IDEA).

IV. Application and Submission Information

1. Application Submission

Instructions: Applicants are required to follow the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the **Federal Register** on December 23, 2024 (89 FR 104528) and available at <https://www.federalregister.gov/d/2024-30488>, which contain requirements and information on how to submit an application.

2. *Intergovernmental Review:* This competition 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 competition.

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

4. *Recommended Page Limit:* The application narrative is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. We recommend that you (1) limit the application narrative to no more than 40 pages; (2) limit the whole application to no more than 100 pages; and (3) 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, including titles, headings, footnotes, quotations, reference citations, and captions, as well as all text in charts, tables, figures, graphs, and screen shots.

- Use a font that is 12 point or larger.

- Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial.

The recommended page limit does not apply to the cover sheet; the budget section, including the narrative budget justification; the assurances and certifications; or the abstract (follow the guidance provided in the application package for completing the abstract), the table of contents, the list of priority requirements, the resumes, the reference list, the letters of support, or the

appendices. However, the recommended page limit does apply to all of the application narrative, including all text in charts, tables, figures, graphs, and screen shots.

V. Application Review Information

1. *Selection Criteria:* The selection criteria for this competition are from 34 CFR 75.210 and are as follows:

(a) *Significance (10 points).*

The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially contributions toward improving teaching practice and student learning and achievement.

(b) *Quality of the project design (35 points).*

(1) The Secretary considers the quality of the design of the proposed project.

(2) In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(i) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge and an evidence-based project component;

(ii) 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; and

(iii) The extent to which the proposed project represents an exceptional approach to meeting program purposes and requirements and serving the target population.

(c) *Quality of the management plan (20 points).*

(1) The Secretary considers the quality of the management plan for the proposed project.

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

(i) The extent to which the key personnel in the project, when hired, have the qualifications required for the proposed project, including formal training or work experience in fields related to the objectives of the project, and represent or have lived experiences of the target population;

(ii) 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; and

(iii) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

(d) *Adequacy of resources (20 points).*

(1) The Secretary considers the adequacy of resources of the proposed project.

(2) In determining the adequacy of resources of the proposed project, the Secretary considers the following factors:

(i) The adequacy of support for the project, including facilities, equipment, supplies, and other resources, from the applicant or the lead applicant organization; and

(ii) The extent to which the budget is adequate to support the proposed project and the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

(e) *Quality of the project evaluation or other evidence-building (15 points).*

(1) The Secretary considers the quality of the evaluation or other evidence-building to be conducted of the proposed project.

(2) In determining the quality of the evaluation or other evidence-building, the Secretary considers the following factors:

(i) 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; and

(ii) The extent to which the methods of evaluation or other evidence-building will provide performance feedback and provide formative, diagnostic, or interim data that is a periodic assessment of progress toward achieving intended outcomes.

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

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

In the event there are two or more applications with the same final score, and there are insufficient funds to fully support each of these applications, the scores under selection criterion (b) *Quality of the project design* will be used as a tiebreaker. If the scores remain tied, then the scores under selection criterion (d) *Adequacy of resources* will be used to break the tie.

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

4. *Risk Assessment and Specific Conditions:* Consistent with 2 CFR 200.206, before awarding grants under this competition the Department conducts a review of the risks posed by applicants. Under 2 CFR 200.208, the Secretary may impose specific conditions, and under 2 CFR 3474.10, 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.

5. *Integrity and Performance System:* If you are selected under this competition to receive an award that over the course of the project period may exceed the simplified acquisition threshold (currently \$250,000), we must make a judgment about your integrity, business ethics, and record of performance under Federal awards—that is, the risk posed by you as an

applicant—before we make an award. In doing so, we must consider any information about you that is in the System for Award Management's (SAM) Responsibility/Qualification reports (formerly referred to as the Federal Awardee Performance and Integrity Information System (FAPIS)). You may review and comment on any information about yourself that a Federal agency previously entered and that is currently in the Responsibility/Qualification reports in SAM.

If the total value of your currently active grants, cooperative agreements, and procurement contracts from the Federal Government exceeds \$10,000,000, the reporting requirements in 2 CFR part 200, Appendix XII, require you to report certain integrity information to SAM semiannually. Please review these requirements if this grant plus all the other Federal funds you receive exceed \$10,000,000.

6. *In General:* In accordance with the Guidance for Federal Financial Assistance located at 2 CFR part 200, all applicable Federal laws, and relevant Executive guidance, the Department will review and consider applications for funding pursuant to this notice inviting applications in accordance with—

(a) Selecting recipients most likely to be successful in delivering results based on the program objectives through an objective process of evaluating Federal award applications (2 CFR 200.205);

(b) Prohibiting the purchase of certain telecommunication and video surveillance services or equipment in alignment with section 889 of the National Defense Authorization Act of 2019 (Pub. L. 115–232) (2 CFR 200.216);

(c) Providing a preference, to the extent permitted by law, to maximize use of goods, products, and materials produced in the United States (2 CFR 200.322); and

(d) Terminating agreements in whole or in part to the greatest extent authorized by law if an award no longer effectuates the program goals or agency priorities (2 CFR 200.340).

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 also may notify you informally.

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. *Open Licensing Requirements:* Unless an exception applies, if you are awarded a grant under this competition, you will be required to openly license to the public grant deliverables created in whole, or in part, with Department grant funds. When the deliverable consists of modifications to pre-existing works, the license extends only to those modifications that can be separately identified and only to the extent that open licensing is permitted under the terms of any licenses or other legal restrictions on the use of pre-existing works. Additionally, a grantee or subgrantee that is awarded competitive grant funds must have a plan to disseminate these public grant deliverables. This dissemination plan can be developed and submitted after your application has been reviewed and selected for funding. For additional information on the open licensing requirements please refer to 2 CFR 3474.20.

4. *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 multiyear award, you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.118. The Secretary may also require more frequent performance reports under 34 CFR 75.720(c). For specific requirements on reporting, please go to www.ed.gov/fund/grant/apply/appforms/appforms.html.

(c) Under 34 CFR 75.250(b), the Secretary may provide a grantee with additional funding for data collection analysis and reporting. In this case the Secretary establishes a data collection period.

5. *Performance Measures:* For the purposes of Department reporting under 34 CFR 75.110, the Department has established a set of performance measures, including long-term measures, that are designed to yield information on various aspects of the effectiveness and quality of the Personnel Development to Improve Services and Results for Children with Disabilities program. These measures include (1) the percentage of preparation programs that incorporate scientifically based research or evidence-based practices into their curricula; (2) the percentage of scholars completing the preparation program who are knowledgeable and skilled in evidence-based practices that improve outcomes for children with disabilities; (3) the percentage of scholars who exit the preparation program prior to completion due to poor academic performance; (4) the percentage of scholars completing the preparation program who are working in the area(s) in which they were prepared upon program completion; (5) the Federal cost per scholar who completed the preparation program; (6) the percentage of scholars who completed the preparation program and are employed in high-need districts; and (7) the percentage of scholars who completed the preparation program and who are rated effective by their employers.

In addition, the Department will gather information on the following outcome measures: (1) the number and percentage of scholars proposed by the grantee in their application that were enrolled and making satisfactory academic progress in the current academic year; (2) the number and percentage of enrolled scholars who are on track to complete the training program by the end of the project's original grant period; and (3) the percentage of scholars who completed the preparation program and are employed in the field of special education for at least two years.

6. *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 in achieving the goals and objectives of the project; whether the grantee has expended funds in a manner that is consistent with its approved application and budget; if the Secretary has established performance measurement requirements, whether the grantee has made substantial progress in achieving the performance targets in the grantee's approved application; and whether the continuation of the project is in the best interest of the Federal Government.

In making a continuation award, the Secretary also considers whether the grantee is operating in compliance with the assurances in its approved application, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

VII. Other Information

Accessible Format: On request to the program contact person listed under **FOR FURTHER INFORMATION CONTACT**, individuals with disabilities can obtain this document and a copy of the application package in an accessible format. The Department will provide the requestor with an accessible format that may include Rich Text Format (RTF) or text format (txt), a thumb drive, an MP3 file, braille, large print, audiotape, compact disc, or other accessible format.

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

You may also access Department documents 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.

Diana Diaz,

Deputy Assistant Secretary and Acting Assistant Secretary for Special Education and Rehabilitative Services.

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DEPARTMENT OF ENERGY

Federal Energy Regulatory Commission

[Docket No. AD25–7–000]

Meeting the Challenge of Resource Adequacy in Regional Transmission Organization and Independent System Operator Regions; Second Supplemental Notice of Commissioner-Led Technical Conference

As announced in the February 20, 2025 Notice in this proceeding, the Federal Energy Regulatory Commission (Commission) will convene a Commissioner-led technical conference in the above-referenced proceeding. The two-day technical conference will take place from 9:00 a.m. to 4:00 p.m. Eastern Time on Wednesday, June 4, 2025, and Thursday, June 5, 2025, in the Kevin J. McIntyre Commission Meeting Room at the Federal Energy Regulatory Commission, 888 First Street NE, Washington, DC 20426.

The purpose of this technical conference is to discuss generic issues related to resource adequacy constructs, including the roles of capacity markets in the Regional Transmission Organization (RTO)/Independent System Operator (ISO) regions that utilize them and alternative constructs in RTO/ISO regions without capacity markets. The conference will start with a panel discussion on resource adequacy challenges across RTO/ISO regions, including regional differences.

The remainder of the first day will include three panels specific to PJM Interconnection, L.L.C. (PJM) that will explore PJM's resource adequacy challenge, PJM states' perspectives, and additional perspectives on PJM's path forward. The second day will start with two panels specific to Midcontinent Independent System Operator, Inc. (MISO) that will explore MISO's resource adequacy challenge and perspectives on MISO's path forward. The remainder of the second day will include one panel to explore the resource adequacy challenge in ISO New England Inc. (ISO-NE) and New York Independent System Operator, Inc. (NYISO) and a final panel on the resource adequacy challenge in California Independent System Operator Corporation (CAISO) and Southwest Power Pool (SPP). The preliminary agenda for this conference is attached to this Supplemental Notice and provides more detail for each panel.

Commission staff will post pre-filed statements submitted by panelists on the FERC technical conference web page prior to the conference and in eLibrary. With the exception of opening statements on Panel 1, which may be delivered orally, all other panels will proceed immediately to questions from the Chairman and Commissioners.

All interested persons are also invited to file pre-technical conference comments in eLibrary on the issues of the conference, including the questions listed in the attached agenda.

Commenters need not answer all the questions but are encouraged to organize responses using the numbering and sequencing in the attached agenda.

The Commission does not intend to discuss at this technical conference any specific proceeding pending before the Commission, including proceedings that involve similar issues. These proceedings include, but are not limited to:

	Docket Nos.
NRG Business Marketing LLC, NRG Power Marketing LLC	ER23–2688, et al.; ER22–1539, et al.
Southwest Power Pool, Inc	ER24–1317–000.
	ER24–2953–000.
H.A. Wagner LLC, Brandon Shores LLC	ER24–1787, et al.; ER24–1790, et al.
California Independent System Operator Corp	ER24–2671, et al.
Southwest Power Pool, Inc	ER25–89–000.
Manitowoc Public Utilities	ER25–634–000.
PJM Interconnection, L.L.C	ER25–712, et al.
PJM Interconnection, L.L.C	ER25–1128, et al.
PJM Interconnection, L.L.C	ER25–1623–000.
Midcontinent Independent System Operator, Inc	ER25–1802–000.
Sierra Club, Natural Resources Defense Council, Inc., and Sustainable FERC Project v. Southwest Power Pool, Inc.	EL24–96–000.
Sierra Club, Natural Resources Defense Council, Public Citizen, Sustainable FERC Project, and Union of Concerned Scientists v. PJM Interconnection, L.L.C.	EL24–148–000.