

U.S. DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES  
WASHINGTON, D.C. 20202-2800

**FY 2021 APPLICATION KIT FOR NEW GRANTS  
UNDER  
THE REHABILITATION SERVICES ADMINISTRATION  
TRAINING OF INTERPRETERS FOR INDIVIDUALS WHO ARE  
DEAF OR HARD OF HEARING AND INDIVIDUALS WHO ARE  
DEAFBLIND PROGRAM**

**ASSISTANCE LISTING NUMBER 84.160D**



FORM APPROVED  
OMB No. 1820-0018, EXP. DATE: 06/30/2022  
ED FORM 424, OMB APPROVED

**DATED MATERIAL—OPEN IMMEDIATELY**

**CLOSING DATE: AUGUST 30, 2021**

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Section A  
Dear Applicant Letter

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UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES  
REHABILITATION SERVICES ADMINISTRATION

July 26, 2021

Dear Applicant:

This application kit contains information and the required forms for you to use in submitting a new application for funding under the Training of Interpreters for Individuals Who Are Deaf or Hard of Hearing and Individuals Who are DeafBlind program. The award will be a discretionary grant.

The Training of Interpreters for Individuals Who Are Deaf or Hard of Hearing and Individuals Who Are DeafBlind program is designed to establish interpreter training programs or to provide financial assistance for ongoing interpreter programs to train a sufficient number of qualified interpreters throughout the country in order to meet the communication needs of individuals who are deaf or hard of hearing and individuals who are DeafBlind.

The U.S. Department of Education (Department) is issuing a notice inviting applications (NIA) for fiscal year (FY) 2021 to support one priority: Interpreter Training in Specialty Areas, Assistance Listing Number 84.160D. The purpose of this priority is to fund projects that provide training to working interpreters in one of five specialty areas to effectively meet the communication needs of individuals who are deaf or hard of hearing and individuals who are DeafBlind receiving VR services and/or services from other programs, such as independent living services, under the Rehabilitation Act. More information about the specialty areas can be found in Appendix I Additional Information.

Please read this letter carefully as it includes important information related to the grant competition. Take the time to review all applicable requirements, definitions, selection criteria, and application instructions thoroughly. An application will not be evaluated for funding if the applicant does not comply with all procedural rules that govern the submission of the application or if the application does not contain the information required. (Education Department General Administrative Regulations (EDGAR) at 34 C.F.R. §75.216 (b) and (c)).

Please note the following:

### **ELIGIBLE APPLICANTS**

State and public or nonprofit agencies and organizations, including American Indian Tribes and IHEs.

### **NOTICE INVITING APPLICATIONS**

The notice inviting applications (NIA) is published in the *Federal Register*, contained in Section C of this application package, and is available to download and review.

## PRE-APPLICATION MEETING AND POWERPOINT PRESENTATION

On the day of publication, the Office of Special Education and Rehabilitative Services (OSERS) will post a PowerPoint presentation that provides general information about the Rehabilitation Services Administration's (RSA) discretionary grants and a PowerPoint presentation specifically about Training of Interpreters for Individuals Who Are Deaf or Hard of Hearing and Individuals Who Are DeafBlind at <https://ncrtm.ed.gov/RSAGrantInfo.aspx>. OSERS will conduct a pre-application meeting via conference call on July 30, 2021, at 1:00 p.m. (EST). Details about the pre-application meeting will be available at <https://ncrtm.ed.gov/RSAGrantInfo.aspx>. OSERS invites you to send questions to 160D@ed.gov in advance of the pre-application meeting. The 84.160D pre-application meeting summary of questions and answers, will be available at <https://ncrtm.ed.gov/RSAGrantInfo.aspx> within six days after the pre-application meeting.

## APPLICATION SUBMISSION: COMMON INSTRUCTIONS FOR APPLICANTS TO DEPARTMENT OF EDUCATION DISCRETIONARY GRANT PROGRAMS

Applicants are required to follow the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the *Federal Register* on February 13, 2019 (84 FR 3768) and available at [www.govinfo.gov/content/pkg/FR-2019-0213/pdf/2019-02206.pdf](http://www.govinfo.gov/content/pkg/FR-2019-0213/pdf/2019-02206.pdf), which contain requirements and information on how to submit an application.

## GRANTS.GOV APPLICATION SUBMISSION AND SAM REGISTRATION

Applications for grants under this competition **must** be submitted electronically using the Grants.gov Apply site ([www.Grants.gov](http://www.Grants.gov)). Please read carefully the **Grants.gov Submission Procedures and Tips for Applicants** document included in Section D of this application package, which includes helpful tips about submitting electronically using the Grants.gov Apply site. Grants.gov registration involves many steps including registration on SAM ([www.sam.gov](http://www.sam.gov)) which may take approximately one week to complete, but could take as many as several weeks to complete. You may begin working on your application while completing the registration process, but you cannot submit an application until all of the registration steps are complete. Please note that once your SAM registration is active, it will take 24-48 hours for the information to be available in Grants.gov. **You cannot submit an application through Grants.gov until Grants.gov has received your SAM registration information. We strongly encourage you to familiarize yourself with SAM and Grants.gov and strongly recommend that you register *and* submit early.**

**Applicants are required to upload any narrative sections and all other attachments to your application as files in either Portable Document Format (PDF) or Microsoft Word.** However, it is **recommended** that applicants upload files as read-only flattened PDFs. Please be aware that applications submitted to Grants.gov for the Department of Education will now be posted using Adobe forms. Information on computer and operating system compatibility with Adobe and links to download the latest version of Adobe are available on Grants.gov. Please note that you must follow the application procedures as described in the *Federal Register* notice announcing this grant competition. Information

(including dates and times) about how to submit your application electronically can also be found in Section D of this application package.

## **APPLICABLE REGULATIONS**

### Education Department General Administrative Regulations (EDGAR)

This program is subject to the requirements of the Education Department General Administrative Regulations at 34 CFR parts 75, 77, 79, 81, 82, 84, 86 and 99. These regulations set forth all general rules affecting application submittal, review, grant awarding, and post-award administration of Department of Education grant programs.

### Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement)

This program is subject to the requirements of 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.

### Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)

This program is subject to the requirements of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474. This program is also subject to the regulations for this program in 34 CFR 396.

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.

## **INTERGOVERNMENTAL REVIEW**

This program is subject to Executive Order 12372 and the regulations in 34 CFR part 79. However, under 34 CFR 79.8(a), we waive intergovernmental review in order to make awards by the end of FY 2021.

## **BUDGET INFORMATION**

**Applicants under this competition are required to provide detailed budget information for each of the five years of this project and for the total grant.**

### Estimated Available Funds

\$3,360,000

### Maximum Award

We will not make an award exceeding \$420,000 for a single budget period of 12 months.

### Required Cost Sharing or Matching

This competition 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:

[Indirect Cost Overview \(ed.gov\)](#)

### 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 the Cost Principles described in 2 CFR part 200 subpart E of the Uniform Guidance.

### Subgrantees (Subawards)

A grantee under this competition may not award subgrants to entities to directly carry out project activities described in its application.

### Final Performance Report

The Final Performance Report must be completed and submitted by the end of the project period, September 30, 2026. Therefore, all project activities (other than work on the evaluation and final performance report) must conclude earlier than 60 months to allow time for the evaluation and final performance report to be completed and submitted by the end of the project period of September 30, 2026. This should be reflected in the budget.

## **PRIORITY**

This competition contains one absolute priority. We are establishing the absolute priority for the FY 2021 grant competition.

Absolute Priority: Interpreter Training in Specialty Areas.

Please refer to the NIA for more details about this absolute priority.

Applicants must address the absolute priority in the budget information (ED Form 524, Section B) and budget narrative.

Prior to the peer review, Department staff will determine if an application has met the appropriate absolute priority and is eligible for peer review. An application that has not met the absolute priority will not be considered for funding and may not be reviewed.

## **APPLICATION NARRATIVE AND SELECTION CRITERIA**

Part III of the application narrative is where you, the applicant, address the absolute priority, particularly the Application Requirements in the NIA and NFP. The application narrative must also address the Selection Criteria, which the competition peer reviewers use to evaluate and score each application. These may be found in Section D of this application kit or Section V.1. of the NIA. Please note that peer reviewers are instructed that appendix material is considered supplemental material to support or show evidence supporting statements made in the narrative, and that they are not required to review such material. (They are neither asked nor expected to consider appendix material in rating applications.)

## **EVIDENCE OF EFFECTIVENESS FORM (OPTIONAL)**

Applicants are not required to complete the Evidence of Effectiveness Form for this competition. However, this form is optional and contained in this application package should an applicant choose to submit it.

## **PROTECTION OF HUMAN SUBJECTS IN RESEARCH**

The discretionary grant Application Form SF-424 requires applicants to indicate whether they plan to conduct research involving human subjects at any time during the proposed project period. The Protection of Human Subjects in Research Attachment is an integral part of the SF-424 form. It includes information that applicants need to complete the protection of human subjects item and, as appropriate, to provide additional information to the Department regarding human subjects research projects. Additional information on completing the protection of human subjects item is also available and can be accessed on the internet at:

[www.ed.gov/about/offices/list/ocfo/gcsindex.html](http://www.ed.gov/about/offices/list/ocfo/gcsindex.html)  
[www.ed.gov/about/offices/list/ocfo/humansub.html](http://www.ed.gov/about/offices/list/ocfo/humansub.html)

## **RESPONSE TO PERFORMANCE MEASURES**

The Government Performance and Results Act of 1993 (GPRA) directs Federal departments and agencies to improve the effectiveness of their programs by engaging in strategic planning, setting outcome-related goals for programs, and measuring program results against those goals. For the purposes of GPRA and Department reporting under 34 CFR 75.110, we have established the following program measures:

Measure 1: The number of working interpreters enrolled in specialized training.

Measure 2: Of those enrolled, the number and percentage of working interpreters who successfully complete specialized training.

Measure 3: The number and percentage of working interpreters who successfully completed specialized training and subsequently reported using the knowledge and skills obtained during specialized training in their interpreting work.

Please refer to the Performance Measures section of the NIA and Part IV of this application kit. Applicants are encouraged to review this information carefully when preparing their applications.

## **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 terms and 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).

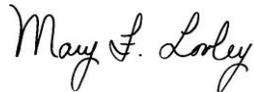
## **ADDITIONAL INFORMATION**

For information about other U.S. Department of Education grant and contract opportunities, we encourage you to use the Department's grant information web page which can be accessed on the internet at:

<http://www.ed.gov/about/offices/list/ocfo/grants/grants.html>.

Applicants may contact Kristen Rhinehart-Fernandez, competition manager, who may be reached at 160D@ed.gov, to discuss any matters relating to this competition.

Sincerely,

A handwritten signature in cursive script that reads "Mary F. Lovley".

Mary F. Lovley,  
Director,  
Training and Service Programs Division

Section B  
Notice of Final Priority

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4000-01-U

DEPARTMENT OF EDUCATION

34 CFR Chapter III

[Docket ID ED-2021-OSERS-0003]

Final Priority and Requirements--Training of Interpreters  
for Individuals Who Are Deaf or Hard of Hearing and  
Individuals Who Are DeafBlind Program

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

ACTION: Final priority and requirements.

SUMMARY: The Department of Education (Department)  
announces a priority and requirements for the Training of  
Interpreters for Individuals Who Are Deaf or Hard of  
Hearing and Individuals Who Are DeafBlind program,  
Assistance Listing Number 84.160D. The Department may use  
the priority and requirements for competitions in Federal  
fiscal year (FFY) 2021 and later years. We take this  
action to provide training to working interpreters in order  
to develop a new skill area or enhance an existing skill  
area. This notice relates to the approved information  
collection under OMB control number 1820-0018.

EFFECTIVE DATE: This priority and requirements are  
effective August 25, 2021.

FOR FURTHER INFORMATION CONTACT: Kristen Rhinehart-

Fernandez, U.S. Department of Education, 400 Maryland Avenue, SW, room 5094, Potomac Center Plaza, Washington, DC 20202-2800. Telephone: (202) 245-6103. Email: 160D@ed.gov.

If you use a telecommunications device for the deaf (TDD) or a text telephone (TTY), call the Federal Relay Service (FRS), toll free, at 1-800-877-8339.

SUPPLEMENTARY INFORMATION:

Purpose of Program: The Training of Interpreters for Individuals Who Are Deaf or Hard of Hearing and Individuals Who Are DeafBlind program is designed to establish interpreter training programs or to provide financial assistance for ongoing interpreter programs to train a sufficient number of qualified interpreters throughout the country in order to meet the communication needs of individuals who are deaf or hard of hearing and individuals who are DeafBlind by-

(a) Training interpreters to effectively interpret and transliterate between spoken language and sign language and to transliterate between spoken language and oral or tactile modes of communication;

(b) Ensuring the maintenance of the interpreting skills of qualified interpreters; and

(c) Providing opportunities for interpreters to

raise their skill level competence in order to meet the highest standards approved by certifying associations.

Program Authority: 29 U.S.C. 709(c) and 772(a) and (f).

Applicable Program Regulations: 34 CFR part 396.

We published a notice of proposed priority and requirements (NPP) for this competition in the *Federal Register* on March 2, 2021 (86 FR 12136). That document contained background information and our reasons for proposing the priority and requirements.

Public Comment: In response to our invitation in the NPP, 71 parties submitted comments on the proposed priority and requirements. Most of the commenters expressed support for the specialty areas in the priority, which included increasing skills of novice interpreters, trilingual interpreting (including Spanish), advanced skills for working interpreters, as well as field-initiated projects such as interpreting in healthcare (including hard-to-serve populations), interpreting for individuals who are DeafBlind, and atypical language interpreting. Commenters expressed that the specialty areas are relevant, critical, and appropriately value remote learning, field work, mentorship, and coaching experiences.

We group major issues according to subject and discuss substantive issues under the title of the priority or

requirement to which they pertain. Generally, we do not address technical and other minor changes. In addition, we do not address general comments that raised concerns not related to the proposed priority or requirements.

Analysis of the Comments and Changes: An analysis of the comments and of any changes in the priority and requirements since publication of the NPP follows.

#### Interpreting in Specialty Areas

Comment: One commenter referenced Specialty Area (1) (increasing skills for novice interpreters) and reiterated that, according to the National Interpreter Education Center (NIEC), challenges facing interpreter training and education programs are prevalent. The commenter asserted that interpreter education programs fail to produce enough American Sign Language (ASL) fluent graduates and further stated that there needs to be an emphasis on recruiting individuals from underrepresented groups for interpreter training programs. The commenter also stated that retention of novice interpreters from underrepresented groups is vital to the success of the specialty area. The commenter noted that there are currently gaps in knowledge about the interpreting process and ethical decision-making among novice interpreters. The commenter also stated that training programs should include curriculum that is

accessible for students who are deaf and hard of hearing.

Discussion: The Department agrees with the comments about the importance of training and education for, and retention of, interpreters, including interpreters from underrepresented groups. Applicants are encouraged to formulate curriculum for novice interpreters from underrepresented groups, novice interpreters who are deaf or hard of hearing, and other groups of novice interpreters.

Changes: None.

Comment: Six commenters expressed support for Specialty Area (2) (trilingual interpreting (including Spanish)) and explained that the demand for trilingual interpreters grows every year as more diverse and Spanish-speaking individuals who are deaf, hard of hearing, and DeafBlind enter higher education and the workforce. One commenter noted that expanding interpreter training to individuals from a variety of backgrounds would increase the availability of interpreters with skills in third languages. The same commenter explained that interpreters will benefit from this specialty area by expanding their skills in trilingual interpreting and the recipients of services will benefit from the diverse range of interpreter skills available to them. Furthermore, commenters explained that this

specialty area will help interpreter training participants to unlearn bias, develop problem-solving skills, and be more open-minded. A final commenter recommended adding a third language requirement to interpreter training programs so that interpreters may assist individuals who do not use ASL as their primary language.

Discussion: The Department appreciates the comments. In the background section of the NPP, we explained that there may be parts of the country where multiple languages are spoken by individuals who are deaf and hard of hearing. Therefore, applicants may propose projects with multiple language combinations, which may include individuals who use signed languages other than ASL as their primary language.

Changes: None.

Comment: Four commenters expressed support for Specialty Area (3) (advanced skills for working interpreters). One commenter stated that interpreters with advanced skills and knowledge of highly specialized terminology, discourse, and emerging areas of ASL are drastically needed to assist individuals who are deaf and hard of hearing and pursuing highly specialized areas of education. Commenters stated that knowledge and awareness of the ethical implications in the field of interpreting are vital for interpreter

training programs. Lastly, one commenter emphasized that heritage signers would greatly benefit from gaining advanced skills in interpreting and that heritage language interpreters should be explicitly included within the specialty area.

Discussion: We appreciate the comments and agree that it is crucial for interpreters, including heritage signers who are working as interpreters, to improve their working knowledge and skills and stay up to date on ethical considerations in interpreting. Applicants who identify a need for advanced skills for working interpreters are encouraged to apply under this specialty area.

Changes: None.

Comment: Six commenters expressed support for Specialty Area (5), topic area (a) (interpreting in healthcare including interpreting for hard-to-serve populations). Two commenters emphasized the severe lack of qualified interpreters within the healthcare profession and the barriers this creates for individuals who are deaf, hard of hearing, and DeafBlind. The commenters referred to the Americans with Disabilities Act (ADA), and stated that effective communication is vital to ensure individuals who are deaf, hard of hearing, and DeafBlind receive quality healthcare. The same commenters explained that a delay in

effective communication can lead to a delay in direct patient care, including care coordination, and can ultimately produce poor patient outcomes. Two commenters expressed the increased need for interpreters who are proficient in telehealth and telemedicine settings and that training in this area should be incorporated within the specialty area.

Discussion: The Department appreciates the comments and agrees that effective communication is vital for individuals who are deaf, hard of hearing, and DeafBlind to receive quality healthcare services. Furthermore, the Department agrees that the demand for telehealth appointments has grown due to the COVID-19 pandemic and accommodations for individuals who are deaf, hard of hearing, and DeafBlind are necessary. Applicants under this specialty area may incorporate skills training for interpreting in telehealth settings to best facilitate telehealth medical appointments.

Changes: None.

Comment: Nine commenters expressed support for Specialty Area (5), topic area (b) (interpreting for individuals who are DeafBlind). Commenters highlighted the essential connection between access to skilled interpreters and autonomy for individuals who are DeafBlind.

Within Specialty Area (5), topic area (b), many commenters stated support for training in and awareness of protactile interpreting because it is critical for the success, autonomy, and opportunities for employment of individuals who are DeafBlind. Commenters asserted that the traditional means of communication for individuals who are DeafBlind, such as manual ASL and print-on-palm, lack the fullness and richness of expression found in protactile ASL. Three commenters stated that grantees focused on protactile ASL should commit to following evidence-based practices as a result of baseline data collected over the past five years and should recruit experienced DeafBlind language experts to assist in the formulation of the project. Another commenter referenced survey results from multiple training cohorts of Deafblind interpreters that recognized protactile interpreting as a language separate from ASL with its own grammatical rules. Finally, one commenter shared that the extreme lack of protactile interpreters has created a compounding negative effect for individuals who are DeafBlind, such as a lack of educational opportunities, isolation, and mental health issues.

Discussion: We appreciate the comments. We agree with the commenters who recommended that projects be based on

evidence-based practices and note that the priority addresses the use of evidence-based practices. Under Application Requirements, "Significance of the Proposed Project," paragraphs (a)(3)(i)-(ii), applicants must identify competencies that working interpreters must demonstrate in order to provide high-quality services in the identified specialty area using practices that demonstrate a rationale or are based on instruction supported by evidence, when available, and demonstrate that the identified competencies are based on practices that demonstrate a rationale or are supported by evidence. Additionally, under Application Requirements, "Quality of Project Services," paragraph (c)(6), applicants must describe how the project will incorporate adult learning principles and practices that demonstrate a rationale or are supported by promising evidence for adult learners.

In response to the commenter's suggestion that experienced DeafBlind language experts should assist in the formulation of the project, the Department notes that the priority addresses how interpreters, interpreter educators, and others will be involved in the formulation of the project. Under Application Requirements, "Quality of Project Design" paragraph (b)(3), applicants must describe how the proposed project will provide skilled, diverse, and

experienced leaders, mentors, facilitators, coaches, and subject matter experts, as appropriate for the specialty area, to participants, as needed. Lastly, the Department recognizes the need for training and awareness of pro-tactile American sign language (PTASL). As we noted in the background section of the NPP, projects under Specialty Area (5), topic area (b), may include various techniques for interpreting for individuals who are DeafBlind, including print on palm (POP), tactile sign language, tracking, tactile fingerspelling, Tadoma, PTASL, and others.

Changes: None.

Comment: Four commenters stated support for Specialty Area (5), topic area (c) (atypical language interpreting). With regard to the background information provided in the NPP on topic area (c), one commenter noted that while Specialty Area (5), topic area (c), acknowledges the senior deaf population, the specialty area should be expanded to include training for interpreters needed as the result of an injury or sudden change in verbal communication. The commenter stated that although the inclusion of the senior deaf population is positive for those who can communicate easily with an interpreter, it may be difficult for an individual who is not used to working with an interpreter.

The commenter explained that having the skillset in atypical language interpreting is essential, but the ability to meet an individual at their level of understanding is also essential. Additionally, the commenter stated that individuals who demonstrate non-verbal communication would also benefit from interpreters trained in this specialty area. Another commenter asked if grantees are permitted to expand atypical language interpreting services to deaf seniors who may not be receiving VR services.

Discussion: To expand on the background information provided in the NPP, we support the inclusion of individuals who may become deaf as a result of injury, illness, or sudden change from verbal to non-verbal communication (late-deafened individuals) as those who may seek services from interpreters trained in atypical language. According to the NIEC trends report (2015), the late-deafened population is growing swiftly and includes a growing population of returning veterans with hearing loss. According to the Hearing Health Foundation, 60 percent of veterans returning from Iraq and Afghanistan have a hearing loss, and the Department of Defense identified hearing loss as the most prevalent war wound. Lastly, in response to a question posed by a commenter about expanding atypical

language interpreting services to deaf seniors who may not be receiving VR services, atypical language interpreting services can be extended to all participants supported by the Rehabilitation Act of 1973 (Rehabilitation Act), even if they are not actively seeking VR services.

Changes: None.

#### Eligibility Requirements

Comment: Many commenters expressed a desire that we expand the specialty areas to include training for interpreters to meet the needs of students who are deaf, hard of hearing, and DeafBlind from pre-Kindergarten (pre-K) to grade 12 and increase the number of highly qualified interpreters in the classroom. Two commenters referred to Universal Design (UD) for Learning, which provides the opportunity for all students to access, participate in, and progress in general-education curriculum by reducing barriers to instruction. The same two commenters also referred to the least restrictive environment, which requires that students with disabilities receive an education to the maximum extent appropriate, with nondisabled peers, and that special education students are not removed from regular classes unless education in regular classes with the use of supplemental aids and services cannot be achieved. Commenters stated that training interpreters and

increasing standards will positively affect how students receive an education and how students develop the skills they need to succeed in life. Further, commenters noted that interpreters trained in specialized areas are needed for high school students taking advanced classes such as calculus, physics, and STEM.

Discussion: We appreciate the comments describing the need for highly qualified interpreters for students from pre-K to grade 12, including interpreters trained in specialized areas needed for high school students, and the information about UD and the least restrictive environment. The Department funds grant awards to train interpreters to work with children from pre-K to grade 12 under the Individuals with Disabilities Education Act (IDEA) Personnel Preparation in Special Education, Early Intervention, and Related Services program. It would be duplicative to include training for interpreters to work with children and students from pre-K to grade 12 in this priority. The purpose of this priority is to fund projects that provide training to working interpreters in one of five specialty areas to effectively meet the communication needs of individuals who are deaf or hard of hearing and individuals who are DeafBlind receiving VR services and/or services

from other programs, such as independent living services, under the Rehabilitation Act.

Changes: None.

Comment: Two commenters recommended adding a requirement that eligible applicants possess Commission on Collegiate Interpreter Education (CCIE) accreditation because CCIE is the only recognized external reviewing body to provide assurance that interpreter education programs have met standards of quality. One commenter noted that, under Application Requirements, "Quality of Project Design," paragraph (b)(1), applicants may be required to develop a new training program or stand-alone modules that can be incorporated into existing ASL/English or ASL/other spoken language interpreter education programs. The commenter stated that if the grantee does not hold CCIE accreditation, these potentially high-impact deliverables may be of insufficient quality.

Discussion: The Department appreciates the comments. We recognize that CCIE is the only entity in the field of interpreter education that measures the standards of interpreter education programs. We also understand CCIE was founded to promote professionalism in the field of interpreter education through the process of accreditation. We are concerned about budgetary and other constraints that

may limit institutions pursuing CCIE accreditation. Additionally, requiring applicants to possess CCIE accreditation would limit the pool of eligible applicants. At this time, there are 58 identified baccalaureate (BA) interpreting programs nationwide representing full interpreting BA programs or a BA with interpreting combined with another study. Of those, according to the CCIE website, 16 BA programs are CCIE accredited. By not requiring CCIE accreditation, we are broadening the applicant pool, especially for novice applicants, and ensuring diversity, equity, and inclusion among all prospective applicants.

Changes: None.

#### Other Areas

Comment: Two commenters recommended expanding the non-discrimination categories included under Application Requirements, paragraph (c)(1) and (e)(1), which state that applicants must demonstrate how the project will ensure equal access and treatment for eligible project participants who are members of groups who have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. One commenter commended the Department for its inclusion of "gender" within the list of non-discrimination categories, which

safeguards transgender individuals or those otherwise impacted by gender identity. The commenter further noted that "sexual orientation" should be included within the list of non-discrimination categories. The commenter explained that the inclusion of "sexual orientation" is important for the protection of Lesbian, Gay, Bisexual, Transgender, and Queer/Questioning (LGBTQ) individuals, as members of a group that has traditionally been underrepresented. Another commenter urged the Department to expand the list of non-discrimination categories to include gender identity or expression, racial identity, religious affiliation, sexual orientation, socioeconomic status, deaf or hard of hearing status, disability status, age, geographic locale, sign language interpreting experience, certification status and level, and language basis. The commenter asked that applications be evaluated based on a commitment to ensuring participation from the widest variety of society.

Discussion: The Department appreciates the comments regarding the groups of people that have been traditionally underrepresented described under Application Requirements, "Quality of Project Services," paragraph (c)(1) and "Adequacy of Project Resources," paragraph (e)(1). In these requirements, the groups of people that we have

identified as historically underrepresented mirror the identified groups in the Department's general selection criteria for discretionary grant competitions in 34 CFR 75.210. We recognize that this list is not exhaustive. However, as we intend to use the selection criteria in 34 CFR 75.210 in combination with these application requirements in the competition for this program, it is important that the lists of groups align to help ensure clarity and consistency.

Changes: None.

Comment: One commenter stated that trained interpreters need to have background checks before working with individuals who are deaf, hard of hearing, and DeafBlind.

Discussion: The Department acknowledges the importance of safety for individuals with disabilities who are deaf, hard of hearing, and DeafBlind. However, background checks for program participants are not required under this priority due to the potential costs and time associated with conducting background check investigations, interest in protecting the privacy of participants, and concern about potentially limiting trainee participation. Applicants are encouraged to follow their organization's policies and procedures to determine if there is a need for participant

background checks based on the type of specialized training.

Changes: None.

Comment: One commenter noted that the Application Requirements would be easier to understand if they were organized into shorter sections.

Discussion: We appreciate the comment. We did not receive any further comments or recommendations regarding the organization and clarity of the Application Requirements. We are following the typical structure we have used for priorities under this program.

Changes: None.

Cost-share

Comment: Several commenters requested reduction or removal of the cost-share requirement. One commenter emphasized that discretionary grant projects require significant effort with support needed across multiple areas of the university to process, support, and effectively manage the project. Another commenter asserted that institutions of higher education (IHEs) have been preparing for a sharp decrease in student enrollment, budget cuts, and the elimination of academic programs due to COVID-19. Commenters explained that for eligible applicants, the expected cost-share percentage may be a barrier to

prospective applicants as IHEs may not be in position to meet the cost-share requirement.

Discussion: The Department recognizes the concerns raised by the commenters and acknowledges hardships in meeting the cost-share requirement, especially due to the COVID-19 pandemic. The Department is concerned about the ability of grantees to effectively meet the cost-share requirement given uncertainties due to the COVID-19 pandemic while also ensuring the delivery of high-quality training.

Interpreter training programs are generally smaller programs within IHEs, and they may not fully benefit from the financial support available during the COVID-19 pandemic. Therefore, a cost-share requirement may discourage eligible applicants, especially first-time applicants. To address these concerns, and as reflected in the notice inviting applications (NIA) for this program, published elsewhere in this issue of the *Federal Register*, the Department is not requiring any cost-share for the Federal Fiscal Year 2021 competition.

Changes: None.

#### Working Interpreters

Comment: Five commenters raised concerns about the requirement that interpreter training in specialty areas focus on working interpreters (i.e., interpreters with a

baccalaureate degree in ASL-English who possess a minimum of three years of relevant experience as an interpreter) stated in the background section of the NPP. One commenter stated that, while the priority defines working interpreters as those who have graduated from four-year bachelor's degree programs in interpreting, the Registry for Interpreters of the Deaf (RID) requires a bachelor's degree but it does not have to be in interpreting. A second commenter asserted that in the NPP, the definition of "working interpreters" does not align with current industry standards. For example, the industry accepts life experience, years of professional experience, and years of education (credit hours) not totaling a formal degree and accepts continuing education units in addition to the aforementioned in order to satisfy the educational equivalency application. The commenter urged the Department to establish similar education equivalency standards. A third commenter noted that becoming a qualified interpreter is very difficult and that it is important to help interpreter students obtain the necessary qualifications needed to meet the needs of individuals who are deaf, hard of hearing, and DeafBlind. A fourth commenter remarked that this requirement appears to be inconsistent with the goals of the program. The same

commenter asserted that requiring three years of experience in order to receive training defeats the purpose of all interpreters nationwide having the capabilities to develop specialized skills. A fifth commenter noted that there are many novice and experienced interpreters who would not qualify to participate in the program under the definition of "working interpreter." The commenter also stated that associate and certificate interpreter programs continue to exist and are a critical entry point for many Black, Indigenous, and People of Color (BIPOC) interpreters, who are often first-generation college students and that requiring a bachelor's degree before participating in specialized training excludes a viable group of participants in the program. Conversely, one commenter supported requiring three years of experience and a diploma for ASL because it would raise the standards and quality of interpreters across the Nation.

Discussion: The Department agrees with the commenters who contended that the education and experience requirements were too limiting and is expanding the definition of "working interpreter" to avoid unnecessarily limiting the pool of qualified participants to those who have a baccalaureate degree in ASL-English and promote participation within projects. To address the commenter's

suggestion to recognize educational equivalence for participants who may not meet the definition of working interpreter, educational equivalence may be used in place of the baccalaureate degree on a case-by-case basis and in consultation with the RSA project officer. Grantees should apply the definition of working interpreter when identifying participants for their respective projects to the extent possible.

We disagree with the commenter who asserted that requiring three years of experience to receive training defeats the purpose of all interpreters nationwide having the capabilities to develop specialized skills. The Department believes that interpreting experience is necessary for participants to be successful in the program. According to the National Interpreter Education Center (NIEC) Trends Report (2015), interpreter education programs generally do not produce graduates who demonstrate fluency in American Sign Language (ASL). As a result, recent graduates from interpreter training programs with little or no work experience are limited in the range of populations and settings in which they can begin to gain work experience. Two to four years of academic study of a language is generally insufficient to acquire fluency in any language, much less a modality-different language.

Based on information gathered from the FY 2016 grant cycle, the success of interpreter training in specialty areas requires a solid foundation in ASL fluency and interpreting experience. The specialty areas are rigorous, and require self-discipline, commitment, and time management. Therefore, we have established that three years of experience for working interpreters is needed to demonstrate language proficiency in ASL and experience interpreting for individuals with a range of communication skills.

Finally, we agree with the comment that associate and certificate interpreter programs continue to exist and are a critical entry point for many BIPOC interpreters. Therefore, we have expanded the list of locations for information dissemination to include associate degree level ASL-English programs.

Changes: We have expanded the definition of "working interpreter" in the first paragraph of the final priority to reflect that interpreters who are considered for training in specialty areas outlined in this priority must possess a baccalaureate degree and a minimum of three years of relevant experience as an interpreter. On a case-by-case basis and in consultation with RSA, educational equivalence may be used in place of the baccalaureate

degree. We also expanded the language under Application Requirements, "Quality of Project Design," paragraph (b) (1), and "Quality of Project Services," paragraph (c) (10) (ix), to include associate degree level ASL-English programs.

#### Program Design

Comment: One commenter asked the Department to modify the Application Requirements under "Significance of the Project," paragraph (a) (1), which requires applicants to demonstrate that data signifies a need for interpreters in the designated specialty areas. The commenter stated that there is limited data available regarding interpreting in specialty areas. The commenter explained that the lack of data makes it difficult to demonstrate a need for interpreting in specialty areas that are mentioned in the priority, especially for field-initiated topic area (d) (other topics). The commenter asked the Department to allow applicants to demonstrate need without relying solely on data.

Discussion: The Department appreciates the comment and recognizes that baseline data for interpreter training in specialty areas is limited. We account for this under Application Requirements, "Significance of the Project," paragraph (a) (2). The section states that, in the event

that an applicant proposes training in a new specialty area that does not currently exist or for which there are no baseline data, the applicant should provide an adequate explanation of the lack of reliable data and may report zero as a baseline.

Changes: None.

Comment: Some commenters asserted that the majority of sign language interpreters are non-native users of ASL. Commenters explained that, as a result, most interpreter training programs focus on second language learners (L2) instead of native signers, heritage signers, and lifelong fluent signers. One commenter explained that, while each of these groups is different in terms of formative experience and language development trajectory, they have much more in common with each other than they do with L2 signers. The commenter specified that training programs should prioritize these groups and consider pedagogical implications. The commenter stated that signers with strong ties to the Deaf community are an untapped pool of potential interpreters that can be quickly and effectively trained. The commenter further stressed the urgent need for high-quality interpreters as more States pass licensure requirements. One commenter noted that recruitment is not enough and that interpreter training programs should

develop programming that addresses the needs of this frequently overlooked population. To this end, one commenter recommended adding the recruitment and training of native signers, heritage signers, and lifelong fluent signers as an additional specialty area. Another commenter proposed a modification under Application Requirements, "Quality of Project Services," paragraph (c). The commenter recommended the addition of a requirement that supports interpreters who come from heritage signing backgrounds, Deaf and child of a Deaf adult (CODA) backgrounds, and interpreters who have not engaged in structured interpreter training programs.

Discussion: The Department agrees that native, heritage, and lifelong fluent signers have much to contribute to the profession of interpreting. The Department also recognizes the benefit of the increased inclusion of Deaf interpreters and has supported interpreter practice and training for Deaf interpreters in prior grant cycles (see <https://ncrtm.ed.gov/> for more information). In the NIEC 2015 Trends Report, 61 percent of service providers responding to the trends survey reported an increase in the demand for the services of Deaf interpreters and 81 percent reported difficulty finding qualified Deaf interpreters. Specialty area (5) (d), other topics, allows for field-

initiated topics in a new topic area or in areas for which there is existing training that is not adequately meeting the needs of interpreters working in the field of VR. Under specialty area (5)(d), applicants may propose a project that addresses the inclusion, training, and recruitment of Deaf signers. We agree with the recommendation to include outreach for individuals who come from heritage signing, deaf, and CODA backgrounds in the "Quality of Project Services."

Changes: We are revising Application Requirements, "Quality of Project Services," paragraph (c)(3), to include individuals who come from heritage signing backgrounds, deaf, and CODA backgrounds.

Comment: One commenter noted that the Application Requirements do not mention language planning in the development or delivery of the project. The commenter recommended that a section be added under Application Requirements, "Quality of Project Services," paragraph (c)(7) to require that educational content and related discussions/activities be developed in both English and ASL. According to the commenter who had developed a bilingual curriculum, the ability to engage with the content in both languages has improved engagement from participants and learning outcomes for all participants.

More specifically, Deaf and CODA participants in the commenter's project reported that being able to learn in their native language made learning more fun and engaging. Hearing participants reported that having the opportunity to discuss complex topics in ASL increased their language flexibility and fluency. The commenter noted that while the development of a bilingual curriculum was time consuming and costly, it led to a positive retention rate and successful outcomes.

Discussion: We agree that interpreter training in specialized areas could benefit from a bilingual curriculum to maximize engagement and outcomes for all participants, and applicants are encouraged to consider creating a bilingual curriculum. However, we have concerns about time and costs associated with this effort. Creating video content requires more and different resources than educational content that is only available in English/print material. We also want to ensure grantees are in a position to complete pilots by the end of the first year and begin training in the second year of the project. Accordingly, due to cost and timing considerations, we do not think it is appropriate to require a bilingual curriculum.

Changes: None.

Comment: Regarding Application Requirements, "Quality of Project Design," paragraph (b), one commenter stated that the priority aims to address the shortage of working interpreters but does not give enough attention to the shortage of skilled and experienced educators and mentors from diverse backgrounds available to support interpreter training in specialty areas. The commenter requested that we require applicants to describe how they will build and support the skills of educators who are also experienced and comfortable with remote delivery. The commenter reflected on their own experience, stating that it took about three years and a large part of a project to train, build capacity, and support a small number of educators. The commenter concluded that investing in skilled and experienced educators and mentors would lead to meaningful experiences for participants and long-term impacts for interpreter education.

Discussion: We agree that it is important to provide participants with a high-quality training experience and for applicants to identify skilled and experienced leaders, mentors, facilitators, coaches, and subject matter experts, as appropriate for the specialty area, and to develop the necessary training for them to improve and enhance interpreting skills in their respective areas and deliver

instruction remotely, as needed. The remote learning environment must be accessible to individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act, as applicable. We also recognize that there may be a limited pool of skilled and experienced leaders, mentors, facilitators, coaches, and subject matter experts. Applicants are strongly encouraged to consider train-the-trainer models and other relevant models to increase their capacity, as well as create opportunities for participants to advance as mentors, coaches, and facilitators in the program.

Changes: Under Application Requirements, we are revising "Quality of Project Design," paragraph (b) (3), to address providing skilled, diverse, and experienced leaders, mentors, facilitators, coaches, and subject matter experts, as needed. Under Application Requirements, "Quality of Project Services," paragraph (c) (5), we are adding a requirement that applicants describe how they will identify skilled, diverse, and experienced leaders, mentors, facilitators, coaches, and subject matter experts, as appropriate for the specialty area, and develop necessary training for them to improve and enhance interpreting skills in their respective areas, as well as in remote

delivery, as needed. Applicants must also describe how they will grow the pool of experienced personnel and create opportunities for participants to advance as mentors, coaches, and facilitators in the program.

#### Induction Experience

Comment: We received a number of comments with respect to the requirements related to the induction experience described under Application Requirements, paragraph (c) (7) (iii). Commenters observed some challenges with offering a small number of high-quality induction experiences versus a large number of induction experiences that may be of lower quality. Some commenters noted that induction experiences would lead to better qualified interpreters in specialized areas while some other commenters noted that participants may not be in a position to commit to an induction experience and, as a result, potential participants may decide not to participate in the program, leading to programs serving fewer participants. Additionally, commenters shared that for field-initiated projects, the interpreter training specialty area may be brand new or in early development and, as a result, there may be limited opportunities for induction experiences. Commenters noted limited availability of educators, mentors, and supervisors necessary to support

the newly developed induction experiences. One commenter encouraged induction experiences to be fully and equally accessible to deaf and hard of hearing individuals. Finally, commenters noted that classroom instruction alone is not enough, indicating that inductions offer participants a deeper learning experience and may offer opportunities for employment.

Discussion: We agree that induction experiences are critical and necessary for interpreters to raise their skill level to effectively meet the communication needs of individuals who are deaf, hard of hearing, and DeafBlind. The proposed priority included a requirement that participants receive an induction in each specialty area as part of successful completion in the program. We recognize that in-person inductions may need to occur remotely during the COVID-19 pandemic. We acknowledge limitations regarding available induction opportunities and trained personnel necessary to support them. We also acknowledge that not all potential participants are in a position to participate in an induction but would still benefit significantly from participating in the program. Finally, we agree with the comment that inductions must be fully and equally accessible to deaf, hard of hearing, and DeafBlind participants.

Changes: We are revising the Application Requirements, "Quality of Project Services," paragraph (c)(8)(iii), to clarify that, to the extent possible, the proposed project will establish induction experiences in the specialty area for participants as part of successful completion in the training program. We are also revising this requirement to clarify that applicants must be prepared to pivot between in-person and remote inductions during the grant, as needed, throughout the duration of the COVID-19 pandemic. We also provide that the number of participants completing inductions may be based on availability of opportunities and trained personnel necessary to support them.

Applicants must work to increase the availability of inductions in their respective specialty area, where possible. Finally, we are expanding the requirements under paragraph (c)(8)(iii) to indicate that the induction environment must be designed in such a way that meets the communication preferences of individuals who are deaf, hard of hearing, and DeafBlind.

#### Impacts of the COVID-19 Pandemic and Remote Learning

Comment: A number of commenters noted that the COVID-19 pandemic has changed or impacted interpreter education. Several commenters raised concerns about the training being offered remotely during the pandemic and described

challenges regarding access, delivery, and participation, particularly for individuals located in rural areas.

Another commenter noted that the COVID-19 pandemic has made the process of becoming a qualified interpreter more challenging. One commenter indicated that the transition to a virtual classroom and hiatus of onsite practicum opportunities has left an entire cohort of interpreting students behind. The commenter noted that many students took a leave of absence and will struggle to return, practicums were cancelled, and in-person quality assurance screenings were suspended. Another commenter focused on how the COVID-19 pandemic has impacted the learning environment for students nationwide and recommended that the priority address this issue. One commenter asserted that training for interpreters in the specialty areas and under Application Requirements, "Quality of Project Design," paragraphs (b)(1), (2), and (4), should not be implemented entirely online. The commenter contended that online training is exclusive and only accessible to individuals who have access to the equipment needed to participate. Conversely, three commenters asserted that projects must continue virtually during the COVID-19 pandemic. One commenter stated that even with the challenges of COVID-19 and the changes to the learning

environment, this project can be done virtually. Another commenter shared that funding could help create a program that functions well under current conditions in the COVID-19 pandemic. Finally, one commenter stated that preparing interpreters to work in a nearly exclusive virtual platform is necessary and nearly non-existent in most interpreter education program curricula.

Discussion: We agree the COVID-19 pandemic has substantially impacted all aspects of interpreter education and training from design to delivery of services. We also agree that access to high-quality training is essential for all participants in this program, regardless of location and financial status. The Department appreciates the concerns about remote learning. As stated in the background section of the NPP, remote learning may include online, hybrid/blended learning, or non-technology-based learning. Applicants may decide when to safely offer in-person training and must be prepared to pivot between in-person and remote learning during the project, as needed, throughout the duration of the pandemic. Additionally, under the Application Requirements, "Quality of Project Design," paragraphs (b)(1), (2), and (4) offer flexible options for implementing both in-person and remote learning. Because the Department has defined "remote

learning” broadly, we believe it is inclusive and accessible for the majority of participants. Further, given the restrictions on gatherings caused by the COVID-19 pandemic, remote learning is a viable option for many programs and participants. Applicants are strongly encouraged to access the Department’s COVID-19 resource page at: [www.ed.gov/coronavirus](http://www.ed.gov/coronavirus).

Changes: The Department has revised Application Requirements, “Quality of Project Design,” paragraph (b) (2), to convey that applicants may decide when to safely offer in-person training and must be prepared to pivot between in-person and remote learning during the project, as needed, throughout the duration of the COVID-19 pandemic. To ensure consistency with the Department’s Administrative Priority and Definitions for Discretionary Grant Programs, published on December 30, 2020 (85 FR 86545), we have added to Application Requirements, “Quality of Project Design,” paragraph (b) (1), that the remote learning environment must be accessible to individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act, as applicable.

Comment: One commenter noted that the priority and requirements do not mention interpreting services provided

over the technological medium of video (i.e., Over Video Interpreting) and recommended the incorporation of Over Video Interpreting in the priority and application requirements. The commenter explained that Over Video Interpreting occurs through video conferencing software/equipment and a high-speed internet connection and can be either Video Relay Service (VRS) or Video Remote Interpreting (VRI). The commenter shared that VRS, administered by the Federal Communications Commission, employs thousands of interpreters to provide service to tens of thousands of individuals who are deaf, hard of hearing, and DeafBlind to support their telecommunication needs for daily living. The commenter noted that VRI has been a growing platform for interpreting services for several years in a wide variety of settings, including medical establishments, mental health settings, police stations, schools, and the workplace. The commenter further stated that video interpreting has seen a steep increase with physical distance protocols in place during the COVID-19 pandemic. The commenter emphasized that increased use of VRI and VRS is likely to continue even after pandemic protocols are relaxed, especially in areas where there is limited access to on-site interpreters or a need for interpreters with a specialty. The commenter

asserted that with rapid growth in technology and service provision across various settings, there is a need for adequate training and standardized practice for over video interpreting. Under Application Requirements, "Quality of Project Design," paragraph (b), the commenter recommended that we require practice and training opportunities for interpreting in specialty areas that do not require physical touch to include both in-person and over video settings. The commenter shared that there is a shortage of skilled interpreters, which has a significant impact on the needs of VR consumers who are seeking and maintaining education, training, and gainful employment. The commenter further explained that the lack of specialized training available creates a gap in skill and readiness for interpreters looking for VRS employment. The commenter also recommended adding a specialty area to the priority focused on VRS interpreting and training interpreters to use virtual and hybrid settings.

Discussion: We appreciate the comment and agree that the incorporation of Over Video (i.e., VRI and VRS) services is an important aspect of interpreting. We also agree that video interpreting has seen a steep increase with physical distance protocols in place during the COVID-19 pandemic and that increased use of VRI and VRS is likely to continue

even after the COVID-19 pandemic. However, we disagree with the recommendation that applicants should be required to include practice and training opportunities in Over Video settings. We believe applicants should have the option to determine what practice and training is necessary for their respective specialty area and may consider Over Video settings, as appropriate. Additionally, we acknowledge the recommendation to create a new specialty area focused on VRS interpreting. We believe this content area is more appropriate for Specialty Area (5) (field-initiated), under topic area (d) (other topics). As described in the priority, applicants under Specialty Area (5) must demonstrate the need for the training in a proposed new topic area or, in areas for which there is existing training, demonstrate that the existing training is not adequately meeting the needs of interpreters working in the field of VR.

Changes: None.

Cultural Competency Training, Outreach, and Recruitment of Interpreters from Multicultural Backgrounds

Comment: The Department received a large number of comments focused on diversity, equity, and inclusion in the field of interpreter training. Commenters identified gaps, disparities, and inequities in the recruitment, education,

training, testing, assessments, employment, and advancement of interpreters from minority backgrounds. Commenters reported that in 2018, 88 percent of interpreters certified by RID identified as White and only 3.6 percent identified as African American/Black. To expand the pool of qualified interpreters from diverse backgrounds, commenters recommended a new specialty area focused on the recruitment and training of interpreters from diverse backgrounds. Commenters explained that linguistic research demonstrates that there are significant dialectical differences between Black ASL (BASL), indigenous varieties of ASL, and standard ASL, and that interpreters with novice to advanced skills need to be familiar with these variations. Another commenter noted that BASL is not the same as atypical language, although it is often misconstrued as such. Finally, commenters stated the importance of culture, values, and language within the field of interpreting and the necessity for individuals who are deaf, hard of hearing, and DeafBlind to have the option to work with interpreters who are of the same race or ethnicity as themselves and to increase representation of interpreters from traditionally underrepresented groups in the field. Commenters recommended the incorporation of a cultural competency training component within the priority.

Commenters recommended that topics such as BASL, Black deaf culture, graduation rates of diverse interpreters, bias, and practices that support diversity be included in cultural competency training.

Discussion: The Department agrees that a new specialty area is needed to develop cultural competency training in the field. A new specialty area will increase the number of qualified interpreters from multicultural backgrounds so that individuals who are deaf, hard of hearing, and DeafBlind have access to a culturally competent, diverse, and qualified pool of interpreters. This recommended specialty area aligns with Executive Order 13985, "Advancing Racial Equity and Support for Underserved Communities Through the Federal Government" (86 FR 7009), issued January 20, 2021, which provides that affirmatively advancing equity, civil rights, racial justice, and equal opportunity is the responsibility of the whole of our Government. It also provides that because advancing equity requires a systematic approach to embedding fairness in decision-making processes, Federal agencies must recognize and work to redress inequities in their policies and programs that serve as barriers to equal opportunity. Further, this recommended specialty area recognizes the fact that, at present, a disproportionately high number of

interpreters identify as Euro-American/White while the demographics of the deaf, hard of hearing, and DeafBlind individuals mirror that of the general population. This specialty area addresses the need for more diversity among interpreters in order to meet the social, cultural, and linguistic needs of the deaf, hard of hearing, and DeafBlind individuals they serve.

Under this specialty area, projects may contain cultural competency training for interpreters at all skill levels and could include, for example, exploration of unconscious and conscious biases, privilege, stereotypes, prejudicial attitudes, and the dynamics of oppression on interpreters from multicultural backgrounds, as well as heritage and native signers; examination of microaggressions within the interpreter training field; and gaps, disparities, and inequities in the recruitment, education, training, testing, assessments, employment, and advancement of interpreters from minority backgrounds. The specialty area may also provide training to associate, bachelor's, and advanced degree ASL-English interpreting programs to increase and support outreach and recruitment of interpreters from multicultural backgrounds. When preparing outreach and recruitment materials, selection criteria for training programs, and criteria for selecting

trainers employed under the grant, applicants must cast a wide net for participants of all races and not preclude participation based on race, color, or national origin.

Changes: To adequately address the breadth and scope of comments received about diversity, equity, and inclusion in the field of interpreting, the Department is adding a specialty area under the final priority, titled Specialty Area (4) (cultural competency training, outreach, and recruitment of interpreters from multicultural backgrounds). We are also making revisions under

Application Requirements, described elsewhere in the analysis of comments, to incorporate cultural competency under all specialty areas within the priority.

Comment: Many commenters described prevalent bias within the field of ASL interpreting and indicated a strong need to recognize and address implications of this bias through the priority. Commenters also explained the importance of promoting representation by exposing interpreters to trainers who are of the same race, ethnicity, and background as themselves.

Discussion: The Department agrees with the comments that it is important to expose interpreters to trainers who are of the same race, ethnicity, and background as themselves. We agree that it is of the utmost importance that all

interpreter training projects funded through this priority take steps to eliminate barriers and reduce biases.

Therefore, we believe it is necessary to incorporate cultural competency into each of the respective specialty areas.

Changes: Under Application Requirements, "Quality of Project Design," paragraph (b)(1), we are adding that applicants must consider cultural competency as it relates to their respective specialty area. Applicants must describe how training and accompanying materials developed for interpreting practice and application, especially video content, will include diverse and inclusive models and perspectives.

#### National Certification

Comment: Two commenters highlighted the need for interpreters to be certified. One commenter strongly encouraged the Department to require the attainment of national certification as the minimum standard that all ASL interpreters should strive for. Another commenter noted that without certification it is difficult to guarantee the skillset of an interpreter.

Discussion: Part of the purpose of this program is to provide opportunities for interpreters to raise their skill level in order to meet the highest standards approved by

certifying associations and to effectively meet the communication needs of individuals who are deaf, hard of hearing, and DeafBlind. In FFY 2016, the Department funded a national project to provide experiential learning to novice interpreters to successfully attain national certification and reduce the length of time between graduation and certification. More information about this project may be accessed through the Rehabilitation Services Administration's NCRTM at [ncrtm.ed.gov](http://ncrtm.ed.gov). We also recognize that the specialty areas may not yet have certification in place or a relevant metric of success because they are new or in the early stages of development.

Changes: None.

Technical Changes

Comment: None.

Discussion: Upon further review, the Department noted that it had included the definition of "remote learning" in the background section of the NPP but omitted it in the requirements.

Changes: We have added the definition of "remote learning" to the requirements where the term first appears, under "Quality of Project Services," paragraph (b)(1) of the Application Requirements.

Comment: None.

Discussion: The Department is interested in exploring whether an induction experience contributed to greater or more robust outcomes for working interpreters compared to those that did not complete an induction.

Changes: Under Application Requirements, "Quality of the Evaluation Plan," paragraph (d)(3), we have added a requirement that applicants must describe an approach for measuring outcomes for participants that completed an induction compared to those who did not complete an induction prior to successfully completing the program.

Comment: None.

Discussion: Under Application Requirements, "Significance of the Proposed Project," we identified duplication between paragraphs (a)(3)(i) and (ii) and made technical changes needed to improve clarity.

Changes: Under Application Requirements, "Significance of the Proposed Project," we have combined paragraphs (a)(3)(i) and (ii) and made technical changes to reflect that applicants must describe the competencies working interpreters must demonstrate in order to provide high-quality services in the identified specialty area and explain how those competencies are based on practices that demonstrate a rationale or are supported by promising evidence.

Comment: None.

Discussion: We are adding an assurance statement to the application requirements to comply with 34 CFR 396.20(d), which requires an assurance that any interpreter trained or retrained under this program will meet the standards of competency for a qualified professional established by the Secretary.

Changes: Under Application Requirements, we have added paragraph (g)(3), which requires applicants to assure that any interpreter trained or retrained under this program will meet the standards of competency for a qualified professional, as defined in 34 CFR 396.4(c).

Comment: None.

Discussion: We inadvertently included the definition of "working interpreter" and listed the specialty areas in the background to the priority, rather than the text of the priority. We are moving those provisions into the priority, with the changes and clarifications discussed in this Analysis of the Comments section.

We are removing language about the project outcomes from the priority because we have modified and incorporated this data into the performance measures, which will be included in the NIA for this program. The performance measures accurately reflect the goals and purpose of this

program and the priority, and therefore additional outcome measures are no longer needed.

Changes: In the text of the final priority, we have added the revised definition of "working interpreter" and listed the specialty areas, including a new specialty area focused on cultural competency, outreach, and recruitment of interpreters from multicultural backgrounds. We have removed from the priority language about the project outcomes.

Comment: None.

Discussion: Based on the current and prior grant cycles, we have seen that participants benefit from gaining a foundational understanding of the VR program. Further, this information aligns with the purpose of the priority, which is to meet the communication needs of individuals who are deaf or hard of hearing and individuals who are DeafBlind receiving vocational rehabilitation (VR) services and/or services from other programs, such as independent living services, under the Rehabilitation Act.

Changes: Under Application Requirements, "Quality of Project Design," paragraph (b) (1), we have added that training materials may include information to ensure participants have a foundational understanding of the VR program.

Comment: None.

Discussion: Under Application Requirements, "Quality of the Evaluation Plan," paragraph (d)(4), we determined that the requirement to gather information from participants about their knowledge of VR can be satisfied under paragraph (d)(2), which requires an approach for measuring knowledge, skills, and competencies before and after successful completion of training. We also determined that paragraph (d)(4) needed to align more closely with the priority and the performance measures that will be included in the NIA for this program.

Changes: Under Application Requirements, "Quality of the Evaluation Plan," paragraph (d)(4), we removed the requirement to gather information from participants about their knowledge of VR. We also modified paragraph (d)(4) to require an approach for gathering information from participants about their estimated percentage of workload interpreting for individuals who are deaf or hard of hearing and individuals who are DeafBlind receiving VR services and/or services from other programs, such as independent living services, before and after specialty training.

FINAL PRIORITY:

Interpreter Training in Specialty Areas.

The purpose of this priority is to fund projects that provide training to working interpreters in one of five specialty areas to effectively meet the communication needs of individuals who are deaf or hard of hearing and individuals who are DeafBlind receiving vocational rehabilitation (VR) services and/or services from other programs, such as independent living services, under the Rehabilitation Act. For the purposes of this priority, working interpreters must possess a baccalaureate degree and a minimum of three years of relevant experience as an interpreter. On a case-by-case basis and in consultation with RSA, educational equivalence may be used in place of the baccalaureate degree.

The specialty areas are--

- (1) Increasing skills of novice interpreters;
- (2) Trilingual interpreting (including Spanish) (i.e., language fluency in first, second, and third languages with one of the three languages being ASL);
- (3) Advanced skills for working interpreters;
- (4) Cultural competency training, outreach, and recruitment of interpreters from multicultural backgrounds; and
- (5) National projects in a field-initiated area, in topic areas such as-

(a) Interpreting in healthcare, including interpreting for hard-to-serve populations;

(b) Interpreting for individuals who are DeafBlind;

(c) Atypical language interpreting; and

(d) Other topics in new areas for which applicants demonstrate that the existing training is not adequately meeting the needs of interpreters working in the field of VR.

Types of Priorities:

When inviting applications for a competition using one or more priorities, we designate the type of each priority as absolute, competitive preference, or invitational through a notice in the *Federal Register*. The effect of each type of priority follows:

Absolute priority: Under an absolute priority, we consider only applications that meet the priority (34 CFR 75.105(c)(3)).

Competitive preference priority: Under a competitive preference priority, we give competitive preference to an application by (1) awarding additional points, depending on the extent to which the application meets the priority (34 CFR 75.105(c)(2)(i)), or (2) selecting an application that meets the priority over an application of comparable merit that does not meet the priority (34 CFR 75.105(c)(2)(ii)).

Invitational priority: Under an invitational priority, we are particularly interested in applications that meet the priority. However, we do not give an application that meets the priority a preference over other applications (34 CFR 75.105(c)(1)).

Final Application Requirements:

The Assistant Secretary establishes the following requirements for this priority. We may apply these requirements in any year in which this priority is in effect.

Application Requirements:

The following application requirements apply to all specialty areas under this priority. The Department encourages innovative approaches to meet these requirements. Applicants must--

(a) Demonstrate, in the narrative section of the application under "Significance of the Project," how the proposed project will address the need for sign language interpreters in a specialty area. To address this requirement, applicants must--

(1) Present applicable data demonstrating the need for interpreters in the specialty area for which training will be developed by the project and delivered in at least

three distinct, noncontiguous geographic areas, which may include the U.S. Territories;

(2) Present baseline data for the number or estimated number of working interpreters currently trained in the specialty area. In the event that an applicant proposes training in a new specialty area that does not currently exist or for which there are no baseline data, the applicant should provide an adequate explanation of the lack of reliable data and may report zero as a baseline; and

(3) Describe the competencies that working interpreters must demonstrate in order to provide high-quality services in the identified specialty area and explain how those competencies are based on practices that demonstrate a rationale or are supported by promising evidence (as defined in 34 CFR 77.1).

(b) Demonstrate, in the narrative section of the application under "Quality of Project Design," how the proposed project will--

(1) Develop a new training program or stand-alone modules and conduct a pilot by the end of the first year of the project. Applicants must provide justification in their application if they believe additional time may be necessary to fully develop and pilot the curricula before

the end of the first year. The training program or stand-alone modules must contain remote learning<sup>1</sup> experiences that advance engagement and learning (e.g., synchronous and asynchronous professional learning, professional learning networks or communities, and coaching), which could also be incorporated into existing associate, baccalaureate, or graduate degree ASL-English (or ASL-other spoken language) programs, as appropriate. The remote learning environment must be accessible to individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act, as applicable. Applicants may choose to award continuing education credits (CEUs) or college or master's level credits to participants in the training program. Applicants should note that while pre-service training is not the focus of this program, a variety of resources may be considered (such as available pre-service training material) that may inform, support, or strengthen the development of training for ASL-English interpreter training in specialized areas. Training materials may include information to ensure participants have a

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<sup>1</sup> Remote learning means programming where at least part of the learning occurs away from the physical building in a manner that addresses a learner's educational needs. Remote learning may include online, hybrid/blended learning, or non-technology-based learning (e.g., lab kits, project supplies, paper packets).

foundational understanding of the VR program. Finally, applicants must consider cultural competency as it relates to their respective specialty area. Applicants must describe how training and accompanying materials developed for interpreting practice and application, especially video content, will include diverse and inclusive models and perspectives;

(2) Deliver the training or stand-alone modules remotely to at least three distinct, noncontiguous geographic areas identified in paragraph (a)(1) of these application requirements in years two, three, four, and five of the project. Applicants may deliver in-person training, as appropriate, to support participants' application of knowledge, skills, and competencies gained through online training. Applicants may decide when to safely offer in-person training and must be prepared to pivot between in-person and remote learning during the project, as needed, throughout the duration of the COVID-19 pandemic;

(3) Provide skilled, diverse, and experienced leaders, mentors, facilitators, coaches, and subject matter experts, as appropriate for the specialty area, to participants, as needed. This may include, but is not limited to, one-on-one instruction to address specific

areas identified by an advisor as needing further practice, and providing written feedback from observed interpreting situations and mentoring sessions, from deaf consumers, from trained mentors, and from others, as appropriate;

(4) Develop a self-directed track and make it available to the public for independent remote learning by the end of the second year of the project. Applicants must develop a curriculum guide for each module and make available relevant materials from the training program. Applicants may offer CEUs to participants who successfully complete the self-directed track;

(5) Be based on current research and make use of practices that demonstrate a rationale or are supported by promising evidence. To meet this requirement, applicants must describe--

(i) How the proposed project will incorporate current research and practices that demonstrate a rationale or are supported by promising evidence in the development and delivery of training and in the development of products and materials;

(ii) How the proposed project will ensure interaction between project participants and individuals with disabilities who are deaf, hard of hearing, and DeafBlind and have a range of communication skills, from those with

limited language skills to those with high-level, professional language skills, as appropriate.

(c) In the narrative section of the application under "Quality of Project Services," applicants must--

(1) Demonstrate how the project will ensure equal access and treatment for eligible project participants who are members of groups who have traditionally been underrepresented based on race, color, national origin, gender, age, or disability;

(2) Describe the criteria that will be used to identify applicants for participation in the program, including any pre-assessments that may be used to determine the skill, knowledge base, and competencies of the working interpreter;

(3) Describe how the project will conduct outreach<sup>2</sup> to working interpreters, especially working interpreters from rural areas, Indian Tribes, traditionally underrepresented groups, and individuals who come from heritage signing, deaf, and CODA backgrounds;

(4) Describe how the project will provide feedback, resources, and next steps to applicants who may not be

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<sup>2</sup> When preparing outreach and recruitment materials, selection criteria for training programs, as well as criteria for selecting trainers employed under the grant, applicants must cast a wide net for participants of all races and not preclude participation based on race, color, or national origin.

accepted into the program due to insufficient skills, knowledge base, and competencies;

(5) Describe how the program will identify skilled, diverse, and experienced leaders, mentors, facilitators, coaches, and subject matter experts, as appropriate for the specialty area, and develop necessary training for them to improve and enhance interpreting skills in their respective areas, as well as in remote delivery, as needed.

Applicants must also describe how they will grow the pool of experienced personnel and create opportunities for participants to advance as mentors, coaches, and facilitators in the program;

(6) Describe the approach that will be used to enable more working interpreters to participate in and successfully complete the training program, specifically participants who need to work while in the program, have child care or elder care considerations, or live in geographically isolated areas;

(7) Describe how the project will incorporate adult learning principles and practices that demonstrate a rationale or are supported by promising evidence for adult learners;

(8) Demonstrate how the project is of sufficient scope, intensity, and duration to adequately prepare

working interpreters in the identified specialty area of training. To address this requirement, applicants must describe how--

(i) The components of the proposed project will support working interpreters' acquisition and enhancement of the competencies identified in paragraph (a)(2)(i) of these application requirements;

(ii) The components of the project will provide working interpreters opportunities to apply their content knowledge in a variety of practical settings;

(iii) The proposed project will establish induction experiences in the specialty area for participants as a requirement for completion in the training program, to the extent possible. The induction environment must be designed in such a way that meets the communication preferences of individuals who are deaf, hard of hearing, and DeafBlind. Applicants must be prepared to pivot between in-person and remote inductions during the project, as needed, throughout the duration of the COVID-19 pandemic. The number of participants completing inductions may be based on availability of opportunities and trained personnel necessary to support them. Applicants may determine the appropriate scope and length of time for the induction and must work to increase the availability of

inductions in their respective specialty area, where possible;

(9) Demonstrate how the proposed project will actively engage representation from consumers, consumer organizations, and service providers, especially State VR agencies and their partners, interpreters, interpreter educators, and individuals who are deaf, hard of hearing, and DeafBlind, in all aspects of the project; and

(10) Describe how the project will conduct dissemination, coordination, and communication activities. To meet this requirement, the applicant must describe how it will--

(i) Disseminate information to working interpreters about training available in specialized areas and to State VR agencies and their partners, American Job Centers, and other workforce partners about how to locate specialized interpreters in their State and local areas;

(ii) Establish a state-of-the-art website or modify an existing website for communicating with participants and stakeholders and ensure that all material developed by the grant and posted on the website are accessible to individuals with disabilities in accordance with section 504 of the Rehabilitation Act and title II of the Americans with Disabilities Act, as applicable. The website must

provide a central location for all material related to the project, such as reports, training curricula, audiovisual materials, webinars, communities of practice, and other relevant material developed by the grantee;

(iii) Disseminate information about the project, including, but not limited to, products such as training curricula, presentations, reports, effective practices for training working interpreters in specialized areas, and other relevant information through the NCRTM;

(iv) In the final year of the budget period, ensure that all training materials have been provided to the NCRTM and the website and IT platform can be sustained, or coordinate with RSA to transition the website to the NCRTM;

(v) Establish one or more communities of practice in the specialty area of training that focuses on project activities and acts as a vehicle for communication and exchange of information among participants in the program and other relevant stakeholders;

(vi) Communicate, collaborate, and coordinate with other relevant Department-funded projects, as applicable;

(vii) Maintain ongoing communication with the RSA project officer and other RSA staff as required;

(viii) Communicate, collaborate, and coordinate, as appropriate, with key staff in State VR agencies, such as

the State Coordinators for the Deaf; State and local partner programs; consumer organizations and associations, including those that represent individuals who are deaf, hard of hearing, and DeafBlind; and relevant RSA partner organizations and associations; and

(ix) Disseminate to associate, baccalaureate, or graduate degree ASL-English programs, as well as to relevant Department-funded programs and Federal partners, as applicable, the training material and products for incorporation into existing curricula, as well as products, effective practices for training working interpreters in specialized areas, challenges and solutions, results achieved, and lessons learned. To satisfy this requirement, the grantee must develop participant guides, implementation materials, toolkits, manuals, and other relevant material for interpreter educators and others, as appropriate, to incorporate or build into existing programs.

(d) In the narrative section of the application under "Quality of the Evaluation Plan," include an evaluation plan. To meet this requirement, the evaluation plan must describe--

(1) Standards and targets for measuring the effectiveness of the program;

(2) An approach for measuring knowledge, skills, and competencies before and after successful completion of training;

(3) An approach for measuring outcomes for participants that completed an induction compared to those who did not prior to successfully completing the program;

(4) An approach for gathering information from participants about their estimated percentage of workload interpreting for individuals who are deaf or hard of hearing and individuals who are DeafBlind receiving VR services and/or services from other programs, such as independent living services, before and after specialty training;

(5) An approach for incorporating oral and written feedback from trainers and deaf consumers and any feedback from coaching or mentoring sessions conducted with the participants;

(6) Methodologies, including instruments, data collection methods, and analyses that will be used to evaluate the project and how the methods of evaluation will produce quantitative and qualitative data to demonstrate whether the project activities achieved their intended outcomes;

(7) Measures of progress in implementation, including the extent to which the project activities and products have reached their intended recipients, measures of intended outcomes or results in order to evaluate those activities, and how well the goals and objectives of the proposed project, as described in the logic model (as defined in 34 CFR 77.1), have been met;

(8) How the evaluation will be coordinated, implemented, and revised, as needed, during the project. The applicant must designate at least one individual with sufficient dedicated time, demonstrated experience in evaluation, and knowledge of the project to coordinate and conduct the evaluation. This may include, but is not limited to, making revisions post award in order to reflect any changes or clarifications, as needed, to the model and to the evaluation design and instrumentation with the logic model (e.g., designing instruments and developing quantitative or qualitative data collections that permit collecting of progress data and assessing project outcomes); and

(9) How evaluation results will be used to examine the effectiveness of the training. To address this requirement, applicants must provide an approach for determining--

(i) What practice(s) was most effective in training working interpreters in the respective specialty area and what data demonstrates the practice(s) was effective; and

(ii) What practice(s) was most effective in narrowing working interpreters' skill gaps and what data demonstrates the practice(s) was effective.

(e) Demonstrate, in the narrative section of the application under "Adequacy of Project Resources," how--

(1) The proposed project will encourage applications for employment with the project from persons who are members of groups that have historically been underrepresented based on race, color, national origin, gender, age, or disability;

(2) Describe any proposed consultants or contractors named in the application and their areas of expertise and provide a rationale to demonstrate the need;

(3) Describe costs associated with technology, including, but not limited to, maintaining an online learning platform, state-of-the-art archiving and dissemination platform, and communication tools (i.e., Microsoft Teams, Zoom, Google, Amazon Chime, Skype, etc.), ensuring all products and services are accessible to individuals with disabilities in accordance with section 504 of the Rehabilitation Act and title II of the Americans

with Disabilities Act, as applicable, including costs associated with captioning and transcription services, and cybersecurity; and

(4) The applicant and any identified partners have adequate resources to carry out the proposed activities.

(f) Demonstrate, in the narrative section of the application under "Quality of the Management Plan," how applicants will ensure that--

(1) The project's intended outcomes, including the evaluation, will be achieved on time and within budget, through--

(i) Clearly defined responsibilities of key project personnel, consultants, and contractors, as applicable;

(ii) Procedures to track and ensure completion of the action steps, timelines, and milestones established for key project activities, requirements, and deliverables;

(iii) Internal monitoring processes to ensure that the project is being implemented in accordance with the established application and project plan; and

(iv) Internal financial management controls to ensure accurate and timely obligations, drawdowns, and reporting of grant funds, as well as monitoring contracts, in accordance with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

at 2 CFR part 200 and the terms and conditions of the Federal award.

(2) The allocation of key project personnel, consultants, and contractors, as applicable, including levels of effort of key personnel that are appropriate and adequate to achieve the project's intended outcomes, including an assurance that key personnel will have enough availability to ensure timely communications with stakeholders and RSA;

(3) The products and services are of high quality, relevance, and usefulness, in both content and delivery;

(4) The proposed project will benefit from a diversity of perspectives; and

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

(g) Address the following application requirements. Applicants must--

(1) Include, in Appendix A, a logic model that depicts, at a minimum, the goals, activities, outputs, and short and long-term outcomes of the proposed project;

(2) Include, in Appendix A, person-loading charts and timelines, as applicable, to illustrate the management plan described in the narrative; and

(3) Provide an assurance that any interpreters trained or retrained under this program will meet the standards of competency for a qualified professional, defined in 34 CFR 396.4(c) as an individual who has: (i) met existing certification or evaluation requirements equivalent to the highest standards approved by certifying associations; and (ii) successfully demonstrated interpreting skills that reflect the highest standards approved by certifying associations through prior work experience.

This document does not preclude us from proposing additional priorities, requirements, definitions, or selection criteria, subject to meeting applicable rulemaking requirements.

Note: This document does not solicit applications. In any year in which we choose to use this priority or these requirements we invite applications through a notice in the *Federal Register*.

#### Executive Orders 12866 and 13563

#### Regulatory Impact Analysis

Under Executive Order 12866, the Office of Management and Budget (OMB) must determine whether this regulatory action is "significant" and, therefore, subject to the requirements of the Executive order and subject to review

by OMB. Section 3(f) of Executive Order 12866 defines a "significant regulatory action" as an action likely to result in a rule that may--

(1) Have an annual effect on the economy of \$100 million or more, or adversely affect a sector of the economy, productivity, competition, jobs, the environment, public health or safety, or State, local, or Tribal governments or communities in a material way (also referred to as an "economically significant" rule);

(2) Create serious inconsistency or otherwise interfere with an action taken or planned by another agency;

(3) Materially alter the budgetary impacts of entitlement grants, user fees, or loan programs or the rights and obligations of recipients thereof; or

(4) Raise novel legal or policy issues arising out of legal mandates, the President's priorities, or the principles stated in the Executive order.

This final regulatory action is not a significant regulatory action subject to review by OMB under section 3(f) of Executive Order 12866.

We have also reviewed this final regulatory action under Executive Order 13563, which supplements and explicitly reaffirms the principles, structures, and

definitions governing regulatory review established in Executive Order 12866. To the extent permitted by law, Executive Order 13563 requires that an agency--

(1) Propose or adopt regulations only upon a reasoned determination that their benefits justify their costs (recognizing that some benefits and costs are difficult to quantify);

(2) Tailor its regulations to impose the least burden on society, consistent with obtaining regulatory objectives and taking into account--among other things and to the extent practicable--the costs of cumulative regulations;

(3) In choosing among alternative regulatory approaches, select those approaches that maximize net benefits (including potential economic, environmental, public health and safety, and other advantages; distributive impacts; and equity);

(4) To the extent feasible, specify performance objectives, rather than the behavior or manner of compliance a regulated entity must adopt; and

(5) Identify and assess available alternatives to direct regulation, including economic incentives--such as user fees or marketable permits--to encourage the desired behavior, or provide information that enables the public to make choices.

Executive Order 13563 also requires an agency "to use the best available techniques to quantify anticipated present and future benefits and costs as accurately as possible." The Office of Information and Regulatory Affairs of OMB has emphasized that these techniques may include "identifying changing future compliance costs that might result from technological innovation or anticipated behavioral changes."

We are issuing this final priority and requirements only on a reasoned determination that their benefits justify their costs. In choosing among alternative regulatory approaches, we selected those approaches that maximize net benefits. Based on the analysis that follows, the Department believes that this regulatory action is consistent with the principles in Executive Order 13563.

We also have determined that this regulatory action does not unduly interfere with State, local, and Tribal governments in the exercise of their governmental functions.

In accordance with both Executive orders, the Department has assessed the potential costs and benefits, both quantitative and qualitative, of this regulatory action. The potential costs are those resulting from statutory requirements and those we have determined as

necessary for administering the Department's programs and activities.

Intergovernmental Review: This program is subject to Executive Order 12372 and the regulations in 34 CFR part 79. One of the objectives of the Executive order is to foster an intergovernmental partnership and a strengthened federalism. The Executive order relies on processes developed by State and local governments for coordination and review of proposed Federal financial assistance.

This document provides early notification of our specific plans and actions for this program.

Regulatory Flexibility Act Certification: The Secretary certifies that this regulatory action does not have a significant economic impact on a substantial number of small entities. The U.S. Small Business Administration Size Standards define proprietary institutions as small businesses if they are independently owned and operated, are not dominant in their field of operation, and have total annual revenue below \$7,000,000. Nonprofit institutions are defined as small entities if they are independently owned and operated and not dominant in their field of operation. Public institutions are defined as small organizations if they are operated by a government overseeing a population below 50,000.

The small entities that this final regulatory action will affect, that is, public and private nonprofit agencies and organizations including institutions of higher education, are eligible for assistance under this program. We believe that the costs imposed on an applicant by the final priority and requirements would be limited to paperwork burden related to preparing an application and that the benefits of the final priority and requirements would outweigh any costs incurred by the applicant. There are very few entities that could provide the type of technical assistance required under the final priority and requirements. For these reasons, the final priority and requirements will not impose a significant burden on a substantial number of small entities.

Paperwork Reduction Act of 1995: The priority and requirements contain information collection requirements that are approved by OMB under OMB control number 1820-0018; the priority and requirements do not affect the currently approved data collection.

Accessible Format: On request to the program contact person listed under FOR FURTHER INFORMATION CONTACT, individuals with disabilities can obtain this document 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, or 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](http://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](http://www.federalregister.gov). Specifically, through the advanced search feature at this site, you can limit your search to documents published by the Department.

Dated:

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Katherine Neas,  
*Acting Assistant Secretary for the  
Office of Special Education and  
Rehabilitative Services.*

Section C  
Notice Inviting Applications  
For New Awards

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4000-01-U

DEPARTMENT OF EDUCATION

Applications for New Awards; Training of Interpreters for  
Individuals Who Are Deaf or Hard of Hearing and Individuals  
Who Are DeafBlind Program

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 Federal fiscal  
year (FFY) 2021 for Individuals Who Are Deaf or Hard of  
Hearing and Individuals Who Are DeafBlind program--  
Assistance Listing Number 84.160D--to provide training to  
working interpreters in order to develop a new skill area  
or enhance an existing skill area. This notice relates to  
the approved information collection under OMB control  
number 1820-0018.

DATES:

Applications Available: July 26, 2021.

Deadline for Transmittal of Applications: August 30, 2021.

Date of Pre-Application Meeting: On the date of  
publication in the Federal Register, the Office of Special  
Education and Rehabilitative Services (OSERS) will post a  
PowerPoint presentation that provides general information

about the Rehabilitation Services Administration's (RSA) discretionary grants and a PowerPoint presentation specifically about Training of Interpreters for Individuals Who Are Deaf or Hard of Hearing and Individuals Who Are DeafBlind at <https://ncrtm.ed.gov/RSAGrantInfo.aspx>. OSERS will conduct a pre-application meeting via conference call on July 30, 2021. Details about the pre-application meeting will be available at <https://ncrtm.ed.gov/RSAGrantInfo.aspx>. OSERS invites you to send questions to [160D@ed.gov](mailto:160D@ed.gov) in advance of the pre-application meeting. The 84.160D pre-application meeting summary of questions and answers will be available at <https://ncrtm.ed.gov/RSAGrantInfo.aspx> within six days after the pre-application meeting.

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 February 13, 2019 (84 FR 3768) and available at [www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-02206.pdf](http://www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-02206.pdf).

FOR FURTHER INFORMATION CONTACT: Kristen Rhinehart-Fernandez, U.S. Department of Education, 400 Maryland

Avenue, SW, Room 5094, Potomac Center Plaza, Washington, DC 20202-2800. Telephone (202) 245-6103. Email: 160D@ed.gov.

If you use a telecommunications device for the deaf (TDD) or a text telephone (TTY), call the Federal Relay Service (FRS), toll free, at 1-800-877-8339.

SUPPLEMENTARY INFORMATION:

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The Training of Interpreters for Individuals Who Are Deaf or Hard of Hearing and Individuals Who Are DeafBlind program is designed to establish interpreter training programs or to provide financial assistance for ongoing interpreter programs to train a sufficient number of qualified interpreters throughout the country in order to meet the communication needs of individuals who are deaf or hard of hearing and individuals who are DeafBlind by--

(a) Training interpreters to effectively interpret and transliterate between spoken language and sign language and to transliterate between spoken language and oral or tactile modes of communication;

(b) Ensuring the maintenance of the interpreting skills of qualified interpreters; and

(c) Providing opportunities for interpreters to raise their skill level competence in order to meet the highest standards approved by certifying associations.

Priority: This notice contains one absolute priority. In accordance with 34 CFR 75.105(b)(2)(v), the absolute priority is from the notice of final priority and requirements (NFP) for this program published elsewhere in this issue of the Federal Register.

Absolute Priority: For FFY 2021, 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:

Interpreter Training in Specialty Areas.

The purpose of this priority is to fund projects that provide training to working interpreters in one of five specialty areas to effectively meet the communication needs of individuals who are deaf or hard of hearing and individuals who are DeafBlind receiving vocational rehabilitation (VR) services and/or services from other programs, such as independent living services, under the Rehabilitation Act of 1973 (Rehabilitation Act). For the purposes of this priority, working interpreters must

possess a baccalaureate degree and a minimum of three years of relevant experience as an interpreter. On a case-by-case basis and in consultation with RSA, educational equivalence may be used in place of the baccalaureate degree.

The specialty areas are--

(1) Increasing skills of novice interpreters;

(2) Trilingual interpreting (including Spanish) (i.e., language fluency in first, second, and third languages with one of the three languages being ASL);

(3) Advanced skills for working interpreters;

(4) Cultural competency training, outreach, and recruitment of interpreters from multicultural backgrounds; and

(5) National projects in a field-initiated area, in topic areas such as--

(a) Interpreting in healthcare, including interpreting for hard-to-serve populations;

(b) Interpreting for individuals who are DeafBlind;

(c) Atypical language interpreting; and

(d) Other topics in new areas for which applicants demonstrate that the existing training is not adequately meeting the needs of interpreters working in the field of VR.

Application Requirements:

The following application requirements apply to all specialty areas under this priority. The Department encourages innovative approaches to meet these requirements. Applicants must--

(a) Demonstrate, in the narrative section of the application under "Significance of the Project," how the proposed project will address the need for sign language interpreters in a specialty area. To address this requirement, applicants must--

(1) Present applicable data demonstrating the need for interpreters in the specialty area for which training will be developed by the project and delivered in at least three distinct, noncontiguous geographic areas, which may include the U.S. Territories;

(2) Present baseline data for the number or estimated number of working interpreters currently trained in the specialty area. In the event that an applicant proposes training in a new specialty area that does not currently exist or for which there are no baseline data, the applicant should provide an adequate explanation of the lack of reliable data and may report zero as a baseline; and

(3) Describe the competencies that working interpreters must demonstrate in order to provide high-quality services in the identified specialty area and explain how those competencies are based on practices that demonstrate a rationale or are supported by promising evidence (as defined in 34 CFR 77.1).

(b) Demonstrate, in the narrative section of the application under "Quality of Project Design," how the proposed project will--

(1) Develop a new training program or stand-alone modules and conduct a pilot by the end of the first year of the project. Applicants must provide justification in their application if they believe additional time may be necessary to fully develop and pilot the curricula before the end of the first year. The training program or stand-alone modules must contain remote learning<sup>1</sup> experiences that advance engagement and learning (e.g., synchronous and asynchronous professional learning, professional learning networks or communities, and coaching), which could also be incorporated into existing associate, baccalaureate, or graduate degree ASL-English (or ASL-other spoken language)

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<sup>1</sup> Remote learning means programming where at least part of the learning occurs away from the physical building in a manner that addresses a learner's educational needs. Remote learning may include online, hybrid/blended learning, or non-technology-based learning (e.g., lab kits, project supplies, paper packets).

programs, as appropriate. The remote learning environment must be accessible to individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act, as applicable. Applicants may choose to award continuing education credits (CEUs) or college or master's level credits to participants in the training program. Applicants should note that while pre-service training is not the focus of this program, a variety of resources may be considered (such as available pre-service training material) that may inform, support, or strengthen the development of training for ASL-English interpreter training in specialized areas. Training materials may include information to ensure participants have a foundational understanding of the VR program. Finally, applicants must consider cultural competency as it relates to their respective specialty area. Applicants must describe how training and accompanying materials developed for interpreting practice and application, especially video content, will include diverse and inclusive models and perspectives;

(2) Deliver the training or stand-alone modules remotely to at least three distinct, noncontiguous geographic areas identified in paragraph (a)(1) of these

application requirements in years two, three, four, and five of the project. Applicants may deliver in-person training, as appropriate, to support participants' application of knowledge, skills, and competencies gained through online training. Applicants may decide when to safely offer in-person training and must be prepared to pivot between in-person and remote learning during the project, as needed, throughout the duration of the COVID-19 pandemic;

(3) Provide skilled, diverse, and experienced leaders, mentors, facilitators, coaches, and subject matter experts, as appropriate for the specialty area, to participants, as needed. This may include, but is not limited to, one-on-one instruction to address specific areas identified by an advisor as needing further practice, and providing written feedback from observed interpreting situations and mentoring sessions, from deaf consumers, from trained mentors, and from others, as appropriate;

(4) Develop a self-directed track and make it available to the public for independent remote learning by the end of the second year of the project. Applicants must develop a curriculum guide for each module and make available relevant materials from the training program.

Applicants may offer CEUs to participants who successfully complete the self-directed track;

(5) Be based on current research and make use of practices that demonstrate a rationale or are supported by promising evidence. To meet this requirement, applicants must describe--

(i) How the proposed project will incorporate current research and practices that demonstrate a rationale or are supported by promising evidence in the development and delivery of training and in the development of products and materials;

(ii) How the proposed project will ensure interaction between project participants and individuals with disabilities who are deaf, hard of hearing, and DeafBlind and have a range of communication skills, from those with limited language skills to those with high-level, professional language skills, as appropriate.

(c) In the narrative section of the application under "Quality of Project Services," applicants must--

(1) Demonstrate how the project will ensure equal access and treatment for eligible project participants who are members of groups who have traditionally been underrepresented based on race, color, national origin, gender, age, or disability;

(2) Describe the criteria that will be used to identify applicants for participation in the program, including any pre-assessments that may be used to determine the skill, knowledge base, and competencies of the working interpreter;

(3) Describe how the project will conduct outreach<sup>2</sup> to working interpreters, especially working interpreters from rural areas, Indian Tribes, traditionally underrepresented groups, and individuals who come from heritage signing, deaf, and CODA backgrounds;

(4) Describe how the project will provide feedback, resources, and next steps to applicants who may not be accepted into the program due to insufficient skills, knowledge base, and competencies;

(5) Describe how the program will identify skilled, diverse, and experienced leaders, mentors, facilitators, coaches, and subject matter experts, as appropriate for the specialty area, and develop necessary training for them to improve and enhance interpreting skills in their respective areas, as well as in remote delivery, as needed.

Applicants must also describe how they will grow the pool

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<sup>2</sup> When preparing outreach and recruitment materials, selection criteria for training programs, as well as criteria for selecting trainers employed under the grant, applicants must cast a wide net for participants of all races and not preclude participation based on race, color, or national origin.

of experienced personnel and create opportunities for participants to advance as mentors, coaches, and facilitators in the program;

(6) Describe the approach that will be used to enable more working interpreters to participate in and successfully complete the training program, specifically participants who need to work while in the program, have child care or elder care considerations, or live in geographically isolated areas;

(7) Describe how the project will incorporate adult learning principles and practices that demonstrate a rationale or are supported by promising evidence for adult learners;

(8) Demonstrate how the project is of sufficient scope, intensity, and duration to adequately prepare working interpreters in the identified specialty area of training. To address this requirement, applicants must describe how--

(i) The components of the proposed project will support working interpreters' acquisition and enhancement of the competencies identified in paragraph (a)(2)(i) of these application requirements;

(ii) The components of the project will provide working interpreters opportunities to apply their content knowledge in a variety of practical settings;

(iii) The proposed project will establish induction experiences in the specialty area for participants as a requirement for completion in the training program, to the extent possible. The induction environment must be designed in such a way that meets the communication preferences of individuals who are deaf, hard of hearing, and DeafBlind. Applicants must be prepared to pivot between in-person and remote inductions during the project, as needed, throughout the duration of the COVID-19 pandemic. The number of participants completing inductions may be based on availability of opportunities and trained personnel necessary to support them. Applicants may determine the appropriate scope and length of time for the induction and must work to increase the availability of inductions in their respective specialty area, where possible;

(9) Demonstrate how the proposed project will actively engage representation from consumers, consumer organizations, and service providers, especially State VR agencies and their partners, interpreters, interpreter

educators, and individuals who are deaf, hard of hearing, and DeafBlind, in all aspects of the project; and

(10) Describe how the project will conduct dissemination, coordination, and communication activities. To meet this requirement, the applicant must describe how it will--

(i) Disseminate information to working interpreters about training available in specialized areas and to State VR agencies and their partners, American Job Centers, and other workforce partners about how to locate specialized interpreters in their State and local areas;

(ii) Establish a state-of-the-art website or modify an existing website for communicating with participants and stakeholders and ensure that all material developed by the grant and posted on the website are accessible to individuals with disabilities in accordance with section 504 of the Rehabilitation Act and title II of the Americans with Disabilities Act, as applicable. The website must provide a central location for all material related to the project, such as reports, training curricula, audiovisual materials, webinars, communities of practice, and other relevant material developed by the grantee;

(iii) Disseminate information about the project, including, but not limited to, products such as training

curricula, presentations, reports, effective practices for training working interpreters in specialized areas, and other relevant information through the NCRTM;

(iv) In the final year of the budget period, ensure that all training materials have been provided to the NCRTM and the website and IT platform can be sustained, or coordinate with RSA to transition the website to the NCRTM;

(v) Establish one or more communities of practice in the specialty area of training that focuses on project activities and acts as a vehicle for communication and exchange of information among participants in the program and other relevant stakeholders;

(vi) Communicate, collaborate, and coordinate with other relevant Department-funded projects, as applicable;

(vii) Maintain ongoing communication with the RSA project officer and other RSA staff as required;

(viii) Communicate, collaborate, and coordinate, as appropriate, with key staff in State VR agencies, such as the State Coordinators for the Deaf; State and local partner programs; consumer organizations and associations, including those that represent individuals who are deaf, hard of hearing, and DeafBlind; and relevant RSA partner organizations and associations; and

(ix) Disseminate to associate, baccalaureate, or graduate degree ASL-English programs, as well as to relevant Department-funded programs and Federal partners, as applicable, the training material and products for incorporation into existing curricula, as well as products, effective practices for training working interpreters in specialized areas, challenges and solutions, results achieved, and lessons learned. To satisfy this requirement, the grantee must develop participant guides, implementation materials, toolkits, manuals, and other relevant material for interpreter educators and others, as appropriate, to incorporate or build into existing programs.

(d) In the narrative section of the application under "Quality of the Evaluation Plan," include an evaluation plan. To meet this requirement, the evaluation plan must describe--

(1) Standards and targets for measuring the effectiveness of the program;

(2) An approach for measuring knowledge, skills, and competencies before and after successful completion of training;

(3) An approach for measuring outcomes for participants that completed an induction compared to those who did not prior to successfully completing the program;

(4) An approach for gathering information from participants about their estimated percentage of workload interpreting for individuals who are deaf or hard of hearing and individuals who are DeafBlind receiving VR services and/or services from other programs, such as independent living services, before and after specialty training;

(5) An approach for incorporating oral and written feedback from trainers and deaf consumers and any feedback from coaching or mentoring sessions conducted with the participants;

(6) Methodologies, including instruments, data collection methods, and analyses that will be used to evaluate the project and how the methods of evaluation will produce quantitative and qualitative data to demonstrate whether the project activities achieved their intended outcomes;

(7) Measures of progress in implementation, including the extent to which the project activities and products have reached their intended recipients, measures of intended outcomes or results in order to evaluate those

activities, and how well the goals and objectives of the proposed project, as described in the logic model (as defined in 34 CFR 77.1), have been met;

(8) How the evaluation will be coordinated, implemented, and revised, as needed, during the project. The applicant must designate at least one individual with sufficient dedicated time, demonstrated experience in evaluation, and knowledge of the project to coordinate and conduct the evaluation. This may include, but is not limited to, making revisions post award in order to reflect any changes or clarifications, as needed, to the model and to the evaluation design and instrumentation with the logic model (e.g., designing instruments and developing quantitative or qualitative data collections that permit collecting of progress data and assessing project outcomes); and

(9) How evaluation results will be used to examine the effectiveness of the training. To address this requirement, applicants must provide an approach for determining--

(i) What practice(s) was most effective in training working interpreters in the respective specialty area and what data demonstrates the practice(s) was effective; and

(ii) What practice(s) was most effective in narrowing working interpreters' skill gaps and what data demonstrates the practice(s) was effective.

(e) Demonstrate, in the narrative section of the application under "Adequacy of Project Resources," how--

(1) The proposed project will encourage applications for employment with the project from persons who are members of groups that have historically been underrepresented based on race, color, national origin, gender, age, or disability;

(2) Describe any proposed consultants or contractors named in the application and their areas of expertise and provide a rationale to demonstrate the need;

(3) Describe costs associated with technology, including, but not limited to, maintaining an online learning platform, state-of-the-art archiving and dissemination platform, and communication tools (i.e., Microsoft Teams, Zoom, Google, Amazon Chime, Skype, etc.), ensuring all products and services are accessible to individuals with disabilities in accordance with section 504 of the Rehabilitation Act and title II of the Americans with Disabilities Act, as applicable, including costs associated with captioning and transcription services, and cybersecurity; and

(4) The applicant and any identified partners have adequate resources to carry out the proposed activities.

(f) Demonstrate, in the narrative section of the application under "Quality of the Management Plan," how applicants will ensure that--

(1) The project's intended outcomes, including the evaluation, will be achieved on time and within budget, through--

(i) Clearly defined responsibilities of key project personnel, consultants, and contractors, as applicable;

(ii) Procedures to track and ensure completion of the action steps, timelines, and milestones established for key project activities, requirements, and deliverables;

(iii) Internal monitoring processes to ensure that the project is being implemented in accordance with the established application and project plan; and

(iv) Internal financial management controls to ensure accurate and timely obligations, drawdowns, and reporting of grant funds, as well as monitoring contracts, in accordance with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards at 2 CFR part 200 and the terms and conditions of the Federal award.

(2) The allocation of key project personnel, consultants, and contractors, as applicable, including levels of effort of key personnel that are appropriate and adequate to achieve the project's intended outcomes, including an assurance that key personnel will have enough availability to ensure timely communications with stakeholders and RSA;

(3) The products and services are of high quality, relevance, and usefulness, in both content and delivery;

(4) The proposed project will benefit from a diversity of perspectives; and

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

(g) Address the following application requirements. Applicants must--

(1) Include, in Appendix A, a logic model that depicts, at a minimum, the goals, activities, outputs, and short and long-term outcomes of the proposed project;

(2) Include, in Appendix A, person-loading charts and timelines, as applicable, to illustrate the management plan described in the narrative; and

(3) Provide an assurance that any interpreters trained or retrained under this program will meet the standards of

competency for a qualified professional, defined in 34 CFR 396.4(c) as an individual who has: (i) met existing certification or evaluation requirements equivalent to the highest standards approved by certifying associations; and (ii) successfully demonstrated interpreting skills that reflect the highest standards approved by certifying associations through prior work experience.

Program Authority: 29 U.S.C. 709(c) and 772(a) and (f).

Applicable Program Regulations: 34 CFR part 396.

Applicable Regulations: (a) The Education Department General Administrative Regulations in 34 CFR parts 75, 77, 79, 81, 82, 84, 86, 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 as regulations of the Department in 2 CFR part 3474. (d) The regulations for this program in 34 CFR part 396. (e) The NFP.

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.

## II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds: \$3,360,000.

Maximum Award: We will not make an award exceeding \$420,000 for a single budget period of 12 months.

Estimated Number of Awards: 8.

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

The Secretary intends to fund a total of eight national projects in FFY 2021. The Secretary intends to fund one project in each specialty area, (1) through (4), listed under the Absolute Priority section of this notice, provided that we receive applications of sufficient quality. In addition, the Secretary intends to fund four projects in specialty area (5). As a result, the Secretary may fund applications out of rank order. In the event that there are no applications submitted or deemed eligible to fund in specialty areas (1) through (4), the Secretary may fund more than four projects in specialty area (5).

Note: Section 302(f)(1)(C) of the Rehabilitation Act and 34 CFR 396.33 require the Secretary to give priority to public or private nonprofit agencies or organizations with existing programs that have a demonstrated capacity for providing interpreter training services. In the event of a peer review score tie and sufficient funding is only available to make one additional award, the Secretary will give priority to a public or private nonprofit agency or organization with an existing program that has a demonstrated capacity for providing interpreter training services.

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

Project Period: Up to 60 months.

Continuing the Fourth and Fifth Years of the Program:

In deciding whether to continue funding the fourth and fifth years, the Department will consider the requirements of 34 CFR 75.253(a). In addition, as part of the review of the application narrative and annual performance reports, RSA will consider the degree to which the program demonstrates substantial progress toward completing project activities outlined in the priority, as well as the timeliness and effectiveness with which all requirements of the grant award have been or are being met by the grantee,

including the submission of annual performance reports, and adherence to fiduciary responsibilities related to the budget submitted in the application per 2 CFR part 200, "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards," and the Education Department General Administrative Regulations.

### III. Eligibility Information

1. Eligible Applicants: State and public or nonprofit agencies and organizations, including American Indian Tribes and IHEs.

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 program does not require cost sharing or matching.

b. 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 [www2.ed.gov/about/offices/list/ocfo/intro.html](http://www2.ed.gov/about/offices/list/ocfo/intro.html).

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 Uniform Guidance.

3. Subgrantees: A grantee under this competition may not award subgrants to entities to directly carry out project activities described in its application.

#### 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 February 13, 2019 (84 FR 3768) and available at [www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-02206.pdf](http://www.govinfo.gov/content/pkg/FR-2019-02-13/pdf/2019-02206.pdf), which contain requirements and information on how to submit an application.

2. Submission of Proprietary Information: Given the types of projects that may be proposed in applications for this program, your application may include business information that you consider proprietary. In 34 CFR 5.11 we define "business information" and describe the process we use in determining whether any of that information is proprietary and, thus, protected from disclosure under Exemption 4 of the Freedom of Information Act (5 U.S.C. 552, as amended).

Because we plan to make successful applications available to the public, you may wish to request confidentiality of business information.

Consistent with Executive Order 12600, please designate in your application any information that you believe is exempt from disclosure under Exemption 4. In the appropriate Appendix section of your application, under "Other Attachments Form," please list the page number or numbers on which we can find this information. For additional information please see 34 CFR 5.11(c).

3. Intergovernmental Review: This program is subject to Executive Order 12372 and the regulations in 34 CFR part 79. However, under 34 CFR 79.8(a), we waive intergovernmental review in order to make awards by the end of FY 2021.

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

5. 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 45 pages and (2) 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, references, and captions, as well as all text in charts, tables, figures, and graphs.

- Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch).

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

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-page abstract, the resumes, the bibliography, or the letters of support. However, the recommended page limit does apply to all of the application narrative.

#### V. Application Review Information

1. Selection Criteria: The selection criteria for this competition are a combination of selection criteria under 34 CFR 396.31, 34 CFR 75.209, and 34 CFR 75.210, have a maximum score of 100 points, and are as follows:

(a) Program-specific. (20 points)

(1) The Secretary reviews each application to determine the extent to which-

(i) The proposed interpreter training project was developed in consultation with State Vocational Rehabilitation agencies and their related agencies and consumers;

(ii) The training is appropriate to the needs of both individuals who are deaf or hard of hearing and individuals who are DeafBlind and to the needs of public and private agencies that provide services to either individuals who are deaf or hard of hearing or individuals

who are DeafBlind in the geographical area to be served by the training project;

(iii) Any curricula for the training of interpreters includes evidence-based practices and promising practices when evidence-based practices are not available;

(iv) There is a working relationship between the interpreter training project and State Vocational Rehabilitation agencies and their related agencies, and consumers; and

(v) There are opportunities for individuals who are deaf or hard of hearing and individuals who are DeafBlind to provide input regarding the design and management of the training project.

(b) Quality of the project design. (25 points)

(1) The Secretary considers the quality of the project 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 goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

(ii) The extent to which the design of the proposed project includes a thorough, high-quality review of the

relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives.

(iii) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.

(c) Quality of project services. (15 points)

(1) The Secretary considers the quality of services to be provided by the proposed project.

(2) In determining the quality of project services, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

(3) In addition, the Secretary considers 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 lead to improvements in practice among the recipients of those services.

(d) Quality of the project evaluation. (20 points)

(1) The Secretary considers the quality of the evaluation to be conducted by the proposed project.

(2) In determining the quality of the evaluation, the Secretary considers the following factors:

(i) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

(ii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

(e) Quality of project personnel and adequacy of resources. (10 points)

(1) The Secretary considers the quality of personnel who will carry out the proposed project and the adequacy of project resources for the proposed project.

(2) In determining the quality of project personnel and adequacy of resources, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

(3) In addition, the Secretary considers the following factors:

(i) The qualifications, including relevant training and experience, of key project personnel.

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

(f) Quality of the management plan. (10 points)

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

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

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(ii) 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.

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).

3. 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.

4. 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), under 2 CFR 200.206(a)(2) 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 integrity and performance system (currently referred to as the Federal Awardee Performance and Integrity Information System (FAPIIS)), accessible through the System for Award Management. You may review and comment on any information about yourself that a Federal agency previously entered and that is currently in FAPIIS.

Please note that, 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 FAPIIS semiannually. Please review the requirements in 2

CFR part 200, Appendix XII, if this grant plus all the other Federal funds you receive exceed \$10,000,000.

5. In General: In accordance with the Office of Management and Budget's guidance 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. No. 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 may notify you informally, also.

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

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

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

3. 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 annual performance reports that provide 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](http://www.ed.gov/fund/grant/apply/appforms/appforms.html).

5. Performance Measures: The Government Performance and Results Act of 1993 (GPRA) directs Federal departments and agencies to improve the effectiveness of their programs by engaging in strategic planning, setting outcome-related goals for programs, and measuring program results against those goals.

For the purposes of GPRA and Department reporting under 34 CFR 75.110, we have established the following program measures:

Measure 1: The number of working interpreters enrolled in specialized training.

Measure 2: Of those enrolled, the number and percentage of working interpreters who successfully complete specialized training.

Measure 3: The number and percentage of working interpreters who successfully completed specialized training and subsequently reported using the knowledge and skills obtained during specialized training in their interpreting work.

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; and, 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.

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, or 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](http://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](http://www.federalregister.gov). Specifically, through the advanced search feature at this site, you can limit your search to documents published by the Department.

Dated:

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Katherine Neas,  
*Acting Assistant Secretary for the  
Office of Special Education and  
Rehabilitative Services.*

Section D  
Selection Criteria for Applications

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## **SELECTION CRITERIA FOR APPLICATIONS**

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The selection criteria for this competition are a combination of selection criteria under 34 CFR 396.31, 34 CFR 75.209, and 34 CFR 75.210 and have a maximum score of 100 points. The maximum score for all of these criteria is 100 points. The maximum score for each criterion is indicated in parentheses. Because no points are assigned to the selected factors, the Secretary evaluates each factor within each criterion equally.

The criteria are--

### **(a) Program-specific** **(20 points)**

- (1) The Secretary reviews each application to determine the extent to which—
- (i) The proposed interpreter training project was developed in consultation with State Vocational Rehabilitation agencies and their related agencies and consumers;
  - (ii) The training is appropriate to the needs of both individuals who are deaf or hard of hearing and individuals who are DeafBlind and to the needs of public and private agencies that provide services to either individuals who are deaf or hard of hearing or individuals who are DeafBlind in the geographical area to be served by the training project;
  - (iii) Any curricula for the training of interpreters includes evidence-based practices and promising practices when evidence-based practices are not available;
  - (iv) There is a working relationship between the interpreter training project and State Vocational Rehabilitation agencies and their related agencies, and consumers; and
  - (v) There are opportunities for individuals who are deaf or hard of hearing and individuals who are DeafBlind to provide input regarding the design and management of the training project.

### **(b) Quality of the project design** **(25 points)**

- (1) The Secretary considers the quality of the project 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 goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
  - (ii) The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives.
  - (iii) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.

### **(c) Quality of Project Services** **(15 points)**

- (1) The Secretary considers the quality of services to be provided by the proposed project.
- (2) In determining the quality of project services, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.
- (3) In addition, the Secretary considers 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 lead to improvements in practice among the recipients of those services.

**(d) Quality of the project evaluation** **(20 points)**

- 1) The Secretary considers the quality of the evaluation to be conducted by the proposed project.
- (2) In determining the quality of the evaluation, the Secretary considers the following factors:
  - (i) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.
  - (ii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

**(e) Quality of project personnel and adequacy of resources** **(10 points)**

- (1) The Secretary considers the quality of personnel who will carry out the proposed project and the adequacy of project resources for the proposed project.
- (2) In determining the quality of project personnel and adequacy of resources, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.
- (3) In addition, the Secretary considers the following factors:
  - (i) The qualifications, including relevant training and experience, of key project personnel.
  - (ii) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

**(f) Quality of the management plan** **(10 points)**

- (1) The Secretary considers the quality of the management plan.
- (2) In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:
  - (i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
  - (ii) 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.

Section E  
Application Transmittal Instructions

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## IMPORTANT – PLEASE READ FIRST

### U.S. Department of Education

### *Grants.gov Submission Procedures and Tips for Applicants*

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

#### **Browser Support**

The latest versions of Microsoft Internet Explorer (IE), Mozilla Firefox, Google Chrome, and Apple Safari are supported for use with Grants.gov. However, these web browsers undergo frequent changes and updates, so we recommend you have the latest version when using Grants.gov. Legacy versions of these web browsers may be functional, but you may experience issues.

For additional information or updates, please see the Grants.gov Browser information in the Applicant FAQs: <http://www.grants.gov/web/grants/applicants/applicant-faqs.html#browser>

#### **ATTENTION – Workspace, Adobe Forms and PDF Files**

Grants.gov applicants can apply online using Workspace. Workspace is a shared, online environment where members of a grant team may simultaneously access and edit different web forms within an application. For each funding opportunity announcement (FOA), you can create individual instances of a workspace.

Below is an overview of applying on Grants.gov. For access to complete instructions on how to apply for opportunities, refer to: <https://www.grants.gov/web/grants/applicants/workspace-overview.html>

- 1) Create a Workspace: Creating a workspace allows you to complete it online and route it through your organization for review before submitting.
- 2) Complete a Workspace: Add participants to the workspace to work on the application together, complete all the required forms online or by downloading PDF versions, and check for errors before submission. The Workspace progress bar will display the state of your application process as you apply. As you apply using Workspace, you may click the blue question mark icon near the upper-right corner of each page to access context-sensitive help.
  - a. Adobe Reader: If you decide not to apply by filling out web forms you can download individual PDF forms in Workspace. The individual PDF forms can be downloaded and saved to your local device storage, network drive(s), or external drives, then accessed through Adobe Reader.  
NOTE: Visit the Adobe Software Compatibility page on Grants.gov to download the appropriate version of the software at: <https://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html>
  - b. Mandatory Fields in Forms: In the forms, you will note fields marked with an asterisk and a different background color. These fields are mandatory fields that must be completed to successfully submit your application.
  - c. Complete SF-424 Fields First: The forms are designed to fill in common required fields across other forms, such as the applicant name, address, and DUNS Number. Once it is completed, the information will transfer to the other forms.
- 3) Submit a Workspace: An application may be submitted through workspace by clicking the Sign and Submit button on the Manage Workspace page, under the Forms tab. Grants.gov recommends submitting your application package at least 24-48 hours prior to the close date to provide you with time to correct any potential technical issues that may disrupt the application submission.

- 4) **Track a Workspace Submission:** After successfully submitting a workspace application, a Grants.gov Tracking Number (GRANTXXXXXXXX) is automatically assigned to the application. The number will be listed on the Confirmation page that is generated after submission. Using the tracking number, access the Track My Application page under the Applicants tab or the Details tab in the submitted workspace.

For additional training resources, including video tutorials, refer to <https://www.grants.gov/web/grants/applicants/applicant-training.html>

## Helpful Reminders

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

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

- 2) **SUBMIT EARLY** – **We strongly recommend that you do not wait until the last day to submit your application. Grants.gov will put a date/time stamp on your application and then process it after it is fully uploaded.** The time it takes to upload an application will vary depending on a number of factors including the size of the application and the speed of your Internet connection, and the time it takes Grants.gov to process the application will vary as well. If Grants.gov rejects your application (see step three below), you will need to resubmit successfully to Grants.gov before 11:59:59 p.m. Eastern Time on the deadline date.

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

- 3) **VERIFY SUBMISSION IS OK** – You will want to verify that Grants.gov received your application submission on time and that it was validated successfully. To see the date/time your application was received, login to Grants.gov and click on the Track My Application link. For a successful submission, the date/time received should be earlier than 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. Once the Department of Education receives your application from Grants.gov, an Agency Tracking Number (PR/award number) will be assigned to your application and will be available for viewing on Grants.gov's Track My Application link.

If the date/time received is later than 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 on the Grants.gov site:

<http://www.grants.gov/web/grants/applicants/encountering-error-messages.html>. For more detailed information on troubleshooting Adobe errors, you can review the Adobe Reader Software Tip Sheet at: <http://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html>. If you discover your application is late or has been rejected, please see the instructions below. Note: You will receive a series of

confirmations both online and via e-mail about the status of your application. Please do not rely solely on e-mail to confirm whether your application has been received timely and validated successfully.

### **Submission Problems – What should you do?**

If you have problems submitting to Grants.gov before the closing date, please contact Grants.gov Customer Support at 1-800-518-4726 or email at: <mailto:support@grants.gov> or access the Grants.gov Self-Service Knowledge Base web portal at: <https://grants-portal.psc.gov/Welcome.aspx?pt=Grants>

If electronic submission is required, you must submit an electronic application before 11:59:59 p.m. Eastern Time, unless you follow the procedures in the Federal Register notice and qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. If electronic submission is optional and you have problems that you are unable to resolve before the deadline date and time for electronic applications, please follow the transmittal instructions for hard copy applications in the Federal Register notice and get a hard copy application postmarked by midnight on the deadline date. (See the Federal Register notice for detailed instructions.)

### **Helpful Hints When Working with Grants.gov**

Please go to <http://www.grants.gov/web/grants/support.html> 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: <http://www.grants.gov/web/grants/applicants/applicant-faqs.html> as well as additional information on Workspace at <https://www.grants.gov/web/grants/applicants/applicant-faqs.html#workspace>.

### **Dial-Up Internet Connections**

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

### **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 either Portable Document Format (PDF) or Microsoft Word. Although applicants have the option of uploading any narrative sections and all other attachments to their application in either PDF or Microsoft Word, we **recommend** 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 to the Department.

- 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.

# Section F

## Application Abstract Instructions

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## PROJECT ABSTRACT

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Applicants are required to submit a **one-page** project abstract with their application. The abstract must include the following information:

1. **Name of Applicant** (agency or institution applying for award, not the individual submitting the application)
2. **City and state** where the agency or institution is located
3. **The congressional district** where the agency or institution is located (number)
4. **The name of the Project Director and contact information** and the **percentage of time** the Project Director will manage the project or **level of effort (LOE)**. Please note: The Department's G5 grants management system will only accept one Project Director. If co-Directors are named in the application, please specify which Director should receive primary access to G5.

Questions regarding the project abstract or any other components of the application should be directed to the competition manager before the closing date.

# Section G

## Application Forms

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**U.S. Department of Education  
Office of Special Education and Rehabilitative Services  
Rehabilitation Services Administration**

## **INSTRUCTIONS FOR AN APPLICATION FOR FEDERAL ASSISTANCE**

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### **(Nonconstruction Programs)**

The enclosed forms shall be used by all applicants for Federal Assistance under all Rehabilitation Services Administration programs. A separate application must be submitted for each grant sought. No grant may be awarded unless the completed application forms have been received. If an item does not appear to be relevant to the assistance requested, write "NA" for not applicable.

This application consists of six parts. These parts are organized in the same manner that the submitted application should be organized. These parts are as follows:

<b>Part I</b>	Federal Assistance Application Face Page (SF-424)
<b>Part II</b>	Budget Information (ED 524)
<b>Part III</b>	Program Narrative
<b>Part IV</b>	Grant Application Form for Project Objectives and Performance Measures Information
<b>Part V</b>	Evidence Form (optional)
<b>Part VI</b>	Certifications and Disclosures

Electronic submission requires that narratives and other files be attached to the following attachment forms as per the instruction in this document such as:

- One-page abstract must be attached to the "Department of Education Abstract Form"
- Program narratives must be attached to the "Program Narrative Attachment Form"
- Budget narratives must be attached to the "Budget Narrative Attachment Form"
- All vitas, table of contents, letters, certifications, supplementary statements, and other requested appendices must be attached to the "Other Attachment Form"

**NOTE:** Please do not attach any narratives, supporting files or application components to the Standard Form (SF-424). Although this form accepts attachments, the Department of Education will only review materials/files attached to the attachment forms listed above.

Each submitted application must include an index or table of contents and a one-page project abstract. Pages should be consecutively numbered.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1820-0018. The time required to complete this information collection is estimated to average 40 hours per response, including the time to review instructions, search existing data resources, gathering and maintaining the data needed, and completing and reviewing the collection of information.

Under terms of the Paperwork Reduction Act of 1995, as amended, and the regulations implementing that Act, the Department of Education invites comment on the public reporting burden in this collection of information. You may send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the:

U.S. Department of Education  
Information Management and Compliance Division  
Washington, DC 20202-4651

**APPLICATION FOR FEDERAL ASSISTANCE SF-424**

<b>*1. Type of Submission:</b> <input type="checkbox"/> Preapplication <input type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	<b>*2. Type of Application:</b> <input type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	<b>* If Revision, select appropriate letter(s):</b>  <b>*Other (Specify):</b> _____
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<b>* 3. Date Received:</b> <small>Completed by Grants.gov upon submission</small>	<b>4. Applicant Identifier:</b>
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<b>5a. Federal Entity Identifier:</b>	<b>*5b. Federal Award Identifier:</b>
---------------------------------------	---------------------------------------

**State Use Only:**

<b>6. Date Received by State:</b>	<b>7. State Application Identifier:</b>
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**8. APPLICANT INFORMATION:**

**\*a. Legal Name:** \_\_\_\_\_

<b>*b. Employer/Taxpayer Identification Number (EIN/TIN):</b> _____	<b>*c. Organizational DUNS:</b> _____
--	--

**d. Address:**

**\*Street 1:** \_\_\_\_\_  
**Street 2:** \_\_\_\_\_  
**\*City:** \_\_\_\_\_  
**County/Parish:** \_\_\_\_\_  
**\*State:** \_\_\_\_\_  
**Province:** \_\_\_\_\_  
**\*Country:** \_\_\_\_\_  
**\*Zip / Postal Code:** \_\_\_\_\_

**e. Organizational Unit:**

<b>Department Name:</b>	<b>Division Name:</b>
-------------------------	-----------------------

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

**Prefix:** \_\_\_\_\_ **\*First Name:** \_\_\_\_\_  
**Middle Name:** \_\_\_\_\_  
**\*Last Name:** \_\_\_\_\_  
**Suffix:** \_\_\_\_\_

**Title:**

**Organizational Affiliation:**

**APPLICATION FOR FEDERAL ASSISTANCE SF-424**

\*Telephone Number:

Fax Number:

\*Email:

**9. Type of Applicant 1: Select Applicant Type:**

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\*Other (Specify)

**\*10 Name of Federal Agency:**

**11. Catalog of Federal Domestic Assistance Number:**

\_\_\_\_\_

CFDA Title:

\_\_\_\_\_

**\*12 Funding Opportunity Number:**

\*Title:

**13. Competition Identification Number:**

\_\_\_\_\_

Title:

\_\_\_\_\_

**APPLICATION FOR FEDERAL ASSISTANCE SF-424**

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

**\*15. Descriptive Title of Applicant's Project:**

[Redacted area]

Attach supporting documents as specified in agency instructions.

**16. Congressional Districts Of:**

\*a. Applicant: [Redacted]

\*b. Program/Project: [Redacted]

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**

\*a. Start Date: [Redacted]

\*b. End Date: [Redacted]

**18. Estimated Funding (\$):**

*a. Federal	[Redacted]
*b. Applicant	[Redacted]
*c. State	[Redacted]
*d. Local	[Redacted]
*e. Other	[Redacted]
*f. Program Income	[Redacted]
*g. TOTAL	[Redacted]

**\*19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on \_\_\_\_\_
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

**\*20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes       No

If "Yes", provide explanation and attach.

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\***

[Redacted]

**APPLICATION FOR FEDERAL ASSISTANCE SF-424**

and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U. S. Code, Title 218, Section 1001)

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix: \_\_\_\_\_

\*First Name:

Middle Name: \_\_\_\_\_

\*Last Name:

Suffix: \_\_\_\_\_

\*Title:

\*Telephone Number:

Fax Number:

\* Email:

\*Signature of Authorized Representative:

\*Date Signed:

## INSTRUCTIONS FOR THE SF-424

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

Item	Entry:
1.	<p><b>Type of Submission:</b> (Required) Select one type of submission in accordance with agency instructions.</p> <ul style="list-style-type: none"> <li><input type="radio"/> <b>Pre-application</b></li> <li><input type="radio"/> <b>Application</b></li> <li><input type="radio"/> <b>Changed/Corrected Application</b>—Check if this submission is to change or correct a previously submitted application. Unless requested by the agency, applicants may not use this form to submit changes after the closing date.</li> </ul>
2.	<p><b>Type of Application:</b> (Required) Select one type of application in accordance with agency instructions.</p> <ul style="list-style-type: none"> <li><input type="radio"/> <b>New</b>—An application that is being submitted to an agency for the first time.</li> <li><input type="radio"/> <b>Continuation</b> - An extension for an additional funding/budget period for a project with a projected completion date. This can include renewals.</li> <li><input type="radio"/> <b>Revision</b> - Any change in the federal government's financial obligation or contingent liability from an existing obligation. If a revision, enter the appropriate letter(s). More than one may be selected. "f "Other" is selected, please specify in text box provided. <ul style="list-style-type: none"> <li>A. Increase Award</li> <li>B. Decrease Award</li> <li>C. Increase Duration</li> <li>D. Decrease Duration</li> <li>E. Other (specify)</li> </ul> </li> </ul>
3.	<p><b>Date Received:</b> Leave this field blank. This date will be assigned by the Federal agency.</p>
4.	<p><b>Applicant Identifier:</b> Enter the entity identifier assigned by the Federal agency, if any, or the applicant's control number if applicable.</p>
5.	<p><b>a. Federal Entity Identifier:</b> Enter the number assigned to your organization by the federal agency, if any.</p> <p><b>B .Federal Award Identifier:</b> For new applications leave blank. For a continuation or revision to an existing award, enter the previously assigned federal award identifier number. If a changed/corrected application, enter the federal identifier in accordance with agency instructions.</p>
6.	<p><b>Date Received by State:</b> Leave this field blank. This date will be assigned by the state, if applicable.</p>
7.	<p><b>State Application Identifier:</b> Leave this field blank. This identifier will be assigned by the state, if applicable.</p>

Item	Entry:		
8.	<p><b>Applicant Information:</b> Enter the following in accordance with agency instructions:</p> <p><b>a. Legal Name:</b> (Required) Enter the legal name of applicant that will undertake the assistance activity. This is the organization that has registered with the Central Contractor Registry (CCR). Information on registering with CCR may be obtained by visiting <a href="http://www.Grants.gov">www.Grants.gov</a>.</p> <p><b>b. Employer/Taxpayer Number (EIN/TIN):</b> (Required) Enter the employer or taxpayer identification number (EIN or TIN) as assigned by the Internal Revenue Service. If your organization is not in the US, enter 44-4444444.</p> <p><b>c. Organizational DUNS:</b> (Required) Enter the organization's DUNS or DUNS+4 number received from Dun and Bradstreet. Information on obtaining a DUNS number may be obtained by visiting <a href="http://www.Grants.gov">www.Grants.gov</a>.</p> <p><b>d. Address:</b> Enter address: Street 1 (Required); city (Required); County/Parish, State (Required if country is US), Province, Country (Required), 9-digit zip/postal code (Required if country US).</p> <p><b>e. Organizational Unit:</b> Enter the name of the primary organizational unit, department or division that will undertake the assistance activity.</p> <p><b>f. Name and contact information of person to be contacted on matters involving this application:</b> Enter the first and last name (Required); prefix, middle name, suffix, title. Enter organizational affiliation if affiliated with an organization other than that in 7.a. Telephone number and email (Required); fax number.</p>		
9.	<p>Type of Applicant: (Required) Select up to three applicant type(s) in accordance with agency instructions.</p> <table border="0"> <tr> <td data-bbox="204 905 862 1417"> <ul style="list-style-type: none"> <li>A. State Government</li> <li>B. County Government</li> <li>C. City or Township Government</li> <li>D. Special District Government</li> <li>E. Regional Organization</li> <li>F. U.S. Territory or Possession</li> <li>G. Independent School District</li> <li>H. Public/State Controlled Institution of Higher Education</li> <li>I. Indian/Native American Tribal Government (Federally Recognized)</li> <li>J. Indian/Native American Tribal Government (Other than Federally Recognized)</li> </ul> </td> <td data-bbox="862 846 1531 1430"> <ul style="list-style-type: none"> <li>K. Indian/Native American Tribally Designated Organization</li> <li>L. Public/Indian Housing Authority</li> <li>M. Nonprofit</li> <li>N. Private Institution of Higher Education</li> <li>O. Individual</li> <li>P. For-Profit Organization (Other than Small Business)</li> <li>Q. Small Business</li> <li>R. Hispanic-serving Institution</li> <li>S. Historically Black Colleges and Universities (HBCUs)</li> <li>T. Tribally Controlled Colleges and Universities (TCCUs)</li> <li>U. Alaska Native and Native Hawaiian Serving Institutions</li> <li>V. Non-US Entity</li> <li>W. Other (specify)</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>A. State Government</li> <li>B. County Government</li> <li>C. City or Township Government</li> <li>D. Special District Government</li> <li>E. Regional Organization</li> <li>F. U.S. Territory or Possession</li> <li>G. Independent School District</li> <li>H. Public/State Controlled Institution of Higher Education</li> <li>I. Indian/Native American Tribal Government (Federally Recognized)</li> <li>J. Indian/Native American Tribal Government (Other than Federally Recognized)</li> </ul>	<ul style="list-style-type: none"> <li>K. Indian/Native American Tribally Designated Organization</li> <li>L. Public/Indian Housing Authority</li> <li>M. Nonprofit</li> <li>N. Private Institution of Higher Education</li> <li>O. Individual</li> <li>P. For-Profit Organization (Other than Small Business)</li> <li>Q. Small Business</li> <li>R. Hispanic-serving Institution</li> <li>S. Historically Black Colleges and Universities (HBCUs)</li> <li>T. Tribally Controlled Colleges and Universities (TCCUs)</li> <li>U. Alaska Native and Native Hawaiian Serving Institutions</li> <li>V. Non-US Entity</li> <li>W. Other (specify)</li> </ul>
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10.	<p><b>Name Of Federal Agency:</b> (Required) Enter the name of the federal agency from which assistance is being requested with this application.</p>		
11.	<p><b>Catalog Of Federal Domestic Assistance Number/Title:</b> Enter the Catalog of Federal Domestic Assistance number and title of the program under which assistance is requested, as found in the program announcement, if applicable.</p>		
12.	<p><b>Funding Opportunity Number/Title:</b> (Required) Enter the Funding Opportunity Number and title of the opportunity under which assistance is requested, as found in the program announcement.</p>		
13.	<p><b>Competition Identification Number/Title:</b> Enter the competition identification number and title of the competition under which assistance is requested, if applicable.</p>		
14.	<p><b>Areas Affected By Project:</b> This data element is intended for use only by programs for which the area(s) affected are likely to be different than the place(s) of performance reported on the SF-424 Project/Performance Site Location(s) Form. Add attachment to enter additional areas, if needed.</p>		

Item	Entry:
15.	<p><b>Descriptive Title of Applicant's Project:</b> (Required)  Enter a brief descriptive title of the project. If appropriate, attach a map showing project location (e.g., construction or real property projects). For pre-applications, attach a summary description of the project.</p>
16.	<p><b>Congressional Districts Of:</b> 15a. (Required)  Enter the applicant's congressional district. 15b. Enter all district(s) affected by the program or project. Enter in the format: 2 characters state abbreviation—3 characters district number, e.g., CA-005 for California 5th district, CA-012 for California 12 district, NC-103 for North Carolina's 103 district. If all congressional districts in a state are affected, enter "all" for the district number, e.g., MD-all for all congressional districts in Maryland. If nationwide, i.e., all districts within all states are affected, enter US-all. If the program/project is outside the US, enter 00-000. This optional data element is intended for use only by programs for which the area(s) affected are likely to be different than place(s) of performance reported on the SF-424 Project/Performance Site Location(s) Form. Attach an additional list of program/project congressional districts, if needed.</p>
17.	<p><b>Proposed Project Start and End Dates:</b> (Required)  Enter the proposed start date and end date of the project.</p>
18.	<p><b>Estimated Funding:</b> (Required)  Enter the amount requested, or to be contributed during the first funding/budget period by each contributor. Value of in-kind contributions should be included on appropriate lines, as applicable. If the action will result in a dollar change to an existing award, indicate only the amount of the change. For decreases, enclose the amounts in parentheses.</p>
19.	<p><b>Is Application Subject to Review by State Under Executive Order 12372 Process?</b> (Required)  Applicants should contact the State Single Point of Contact (SPOC) for Federal Executive Order 12372 to determine whether the application is subject to the State intergovernmental review process. Select the appropriate box. If "a." is selected, enter the date the application was submitted to the State.</p>
20.	<p><b>Is the Applicant Delinquent on any Federal Debt?</b>  (Required) Select the appropriate box. This question applies to the applicant organization, not the person who signs as the authorized representative. Categories of federal debt include; but, may not be limited to: delinquent audit disallowances, loans and taxes. If yes, include an explanation in an attachment.</p>
21.	<p><b>Authorized Representative:</b>  To be signed and dated by the authorized representative of the applicant organization. Enter the first and last name (Required); prefix, middle name, suffix. Enter title, telephone number, email (Required); and fax number. A copy of the governing body's authorization for you to sign this application as the official representative must be on file in the applicant's office. (Certain federal agencies may require that this authorization be submitted as part of the application.)</p>

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# SUPPLEMENTAL INFORMATION REQUIRED FOR THE DEPARTMENT OF EDUCATION

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## 1. Project Director:

Name: \_\_\_\_\_

Prefix: \_\_\_\_\_

\*First Name: \_\_\_\_\_

Middle Name: \_\_\_\_\_

\*Last Name: \_\_\_\_\_

Suffix: \_\_\_\_\_

### Address

\*Street1: \_\_\_\_\_

Street2: \_\_\_\_\_

\*City: \_\_\_\_\_

County: \_\_\_\_\_

\*State: \_\_\_\_\_ \*Zip Code: \_\_\_\_\_ \*Country: \_\_\_\_\_

\*Phone Number (give area code): \_\_\_\_\_

Fax Number (give area code): \_\_\_\_\_

E-mail Address: \_\_\_\_\_

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## 2. Applicant Experience:

Novice Applicant?: Yes  No  Not applicable to this program

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## 3. Human Subjects Research:

Are any research activities involving human subjects planned at any time during the proposed project Period? Yes  No

Are ALL the research activities proposed designated to be exempt from the regulations? Yes  No  Provide Exemption(s) #: \_\_\_\_\_  
Provide Assurance #, if available: \_\_\_\_\_

Please attach an explanation narrative:

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# Instructions for Department of Education Supplemental Information for SF 424

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## 1. Project Director.

Name, address, telephone and fax numbers, and e-mail address of the person to be contacted on matters involving this application.

## 2. Novice Applicant.

Check **“Yes”** or **“No”** only if assistance is being requested under a program that gives special consideration to novice applicants. Otherwise, **leave blank**.

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

## 3. Human Subjects Research.

(See I. A. “Definitions” in attached page entitled “Definitions for Department of Education Supplemental Information for SF 424.”)

### If Not Human Subjects Research.

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

### If Human Subjects Research.

Check **“Yes”** if research activities involving human subjects are planned at any time during the proposed project period, either at the applicant organization or at any other performance site or collaborating institution.

Check **“Yes”** even if the research is exempt from the regulations for the protection of human subjects. (See I. B. “Exemptions” in attached page entitled “Definitions for Department of Education Supplemental Information for SF 424.”)

### 3a. If Human Subjects Research is Exempt from the Human Subjects Regulations.

Check **“Yes”** if all the research activities proposed are designated to be exempt from the regulations. Insert the exemption number(s) corresponding to one or more of

the six exemption categories listed in I. B. “Exemptions.” In addition, follow the instructions in II. A. “Exempt Research Narrative” in the attached page entitled “Definitions for Department of Education Supplemental Information Form SF 424.”

### 3a. If Human Subjects Research is Not Exempt from Human Subjects Regulations.

Check **“No”** if some or all of the planned research activities are covered (not exempt). In addition, follow the instructions in II. B. “Nonexempt Research Narrative” in the page entitled “Definitions for Department of Education Supplemental Information Form SF 424

### 3a. Human Subjects Assurance Number.

If the applicant has an approved Federal Wide (FWA) on file with the Office for Human Research Protections (OHRP), U.S. Department of Health and Human Services, that covers the specific activity, insert the number in the space provided. If the applicant does not have an approved assurance on file with OHRP, enter “None.” In this case, the applicant, by signature on the SF-424, is declaring that it will comply with 34 CFR 97 and proceed to obtain the human subjects assurance upon request by the designated ED official. If the application is recommended/selected for funding, the designated ED official will request that the applicant obtain the assurance within 30 days after the specific formal request.

### NOTE ABOUT INSTITUTIONAL REVIEW BOARD APPROVAL.

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

## PAPERWORK BURDEN STATEMENT

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According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1820-0018. Public reporting burden for this collection of information is estimated to average 40 hours per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain a benefit (P.L. 93-112, Sec. Titles I and II). If you have comments or concerns regarding the status of your individual submission of this application, please contact the Program Office address/contact information identified in the Notice Inviting Applications directly. (Note: Please do not return the completed application to this address.)

**If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1820-0018.

**If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** Rehabilitation Services Administration (RSA) Discretionary Grant Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education, 400 Maryland Avenue, SW, Potomac Center Plaza, room 5071C, Washington D.C. 20202-2800.

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# DEFINITIONS FOR DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR SF 424

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(Attachment to Instructions for Supplemental Information for SF 424)

## DEFINITIONS

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### Novice Applicant (See 34 CFR 75.225).

For discretionary grant programs under which the Secretary gives special consideration to novice applications, a novice applicant means any applicant for a grant from ED that—

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

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

## PROTECTION OF HUMAN SUBJECTS IN RESEARCH

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### I. DEFINITIONS AND EXEMPTIONS

#### A. Definitions.

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

#### —Research

The ED Regulations for the Protection of Human Subjects, Title 34, Code of Federal Regulations, Part 97, define research as "a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge." *If an activity follows a deliberate plan whose purpose is to develop or contribute to generalizable*

*knowledge it is research.* Activities which meet this definition constitute research whether or not they are conducted or supported under a program that is considered research for other purposes. For example, some demonstration and service programs may include research activities.

#### —Human Subject

The regulations define human subject as "a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information."

*(1) If an activity involves obtaining information about a living person by manipulating that person or that person's environment, as might occur when a new instructional technique is tested, or by communicating or interacting with the individual, as occurs with surveys and interviews, the definition of human subject is met.*

*(2) If an activity involves obtaining private information about a living person in such a way that the information can be linked to that individual (the identity of the subject is or may be readily determined by the investigator or associated with the information), the definition of human subject is met. [Private information includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (for example, a school health record).]*

#### B. Exemptions.

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

- (1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or

the comparison among instructional techniques, curricula, or classroom management methods.

- (2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. ***If the subjects are children, exemption 2 applies only to research involving educational tests and observations of public behavior when the investigator(s) do not participate in the activities being observed. Exemption 2 does not apply if children are surveyed or interviewed or if the research involves observation of public behavior and the investigator(s) participate in the activities being observed.*** [Children are defined as persons who have not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law or jurisdiction in which the research will be conducted.]
- (3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior that is not exempt under section (2) above, if the human subjects are elected or appointed public officials or candidates for public office; or federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.
- (4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.
- (5) Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) public benefit or service programs; (b) procedures for obtaining benefits or services under those programs; (c) possible changes in or alternatives to those programs or procedures; or (d)

possible changes in methods or levels of payment for benefits or services under those programs.

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

## **II. Instructions for Exempt and Nonexempt Human Subjects Research Narratives**

If the applicant marked "Yes" for Item 3 of Department of Education Supplemental Information for SF 424, the applicant must provide a human subjects "exempt research" or "nonexempt research" narrative. Insert the narrative(s) in the space provided. If you have multiple projects and need to provide more than one narrative, be sure to label each set of responses as to the project they address.

### **A. Exempt Research Narrative.**

If you marked "Yes" for item 3 a. and designated exemption numbers(s), provide the "exempt research" narrative. The narrative must contain sufficient information about the involvement of human subjects in the proposed research to allow a determination by ED that the designated exemption(s) are appropriate. The narrative must be succinct.

### **B. Nonexempt Research Narrative.**

If you marked "No" for item 3 a. you must provide the "nonexempt research" narrative. The narrative must address the following seven points. Although no specific page limitation applies to this section of the application, be succinct.

#### **(1) Human Subjects Involvement and Characteristics:**

Provide a detailed description of the proposed involvement of human subjects. Describe the characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of any subpopulation. Explain the rationale for the involvement of special classes of subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant

women, prisoners, institutionalized individuals, or others who are likely to be vulnerable

(2) **Sources of Materials:**

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

(3) **Recruitment and Informed Consent:**

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

(4) **Potential Risks:**

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

(5) **Protection Against Risk:**

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

(6) **Importance of the Knowledge to be Gained:**

Discuss the importance of the knowledge gained or to be gained as a result of the proposed research. Discuss why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.

(7) **Collaborating Site(s):**

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

the protection of human subjects in research are available from:

Grants Policy and Oversight Staff  
Office of the Chief Financial Officer  
U.S. Department of Education  
Washington, DC 20202-4250

Telephone: 202-245-6120

This is also available on the U.S. Department of Education's Protection of Human Subjects in Research [Web Site](#):

[www.ed.gov/about/offices/list/OCFO/humansub.html](http://www.ed.gov/about/offices/list/OCFO/humansub.html)

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

Copies of the Department of Education's Regulations for the Protection of Human Subjects, 34 CFR Part 97 and other pertinent materials on



**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No.
- (2) If yes, please provide the following information and provide a copy of your Indirect Cost Rate Agreement:  
Period Covered by the Indirect Cost Rate Agreement: From: \_\_\_/\_\_\_/\_\_\_\_\_ To: \_\_\_/\_\_\_/\_\_\_\_\_ (mm/dd/yyyy)  
Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_ The Indirect Cost Rate is \_\_\_\_\_%
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No. If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  Yes  No. If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:  Is included in your approved Indirect Cost Rate Agreement?  
Or  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is \_\_\_\_\_%
- (6) For Training Rate Programs (check one) -- Are you using a rate that:  Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or  Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4)).

Name of Applicant Organization

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (Lines 1-8)								
10. Indirect Costs *Enter Rate Applied:								
11. Training Stipends								
12. Total Costs (Lines 9-11)								

**SECTION C – BUDGET NARRATIVE** (see instructions)



# Instructions for ED 524

## General Instructions

This form is used to apply to individual U.S. Department of Education (ED) discretionary grant programs. Unless directed otherwise, provide the same budget information for each year of the multi-year funding request. Pay attention to applicable program specific instructions, if attached. You may access the Education Department General Administrative Regulations cited within these instructions at: [https://www.ecfr.gov/cgi-bin/text-idx?SID=0b63ce6f20caccbf480e5596fdf289e3&mc=true&tpl=/ecfrbrowse/Title34/34cfr75\\_main\\_02.tpl](https://www.ecfr.gov/cgi-bin/text-idx?SID=0b63ce6f20caccbf480e5596fdf289e3&mc=true&tpl=/ecfrbrowse/Title34/34cfr75_main_02.tpl). You may access requirements from 2 CFR 200, "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards" cited within these instructions at: [https://www.ecfr.gov/cgi-bin/text-idx?SID=6214841a79953f26c5c230d72d6b70a1&tpl=/ecfrbrowse/Title02/2cfr200\\_main\\_02.tpl](https://www.ecfr.gov/cgi-bin/text-idx?SID=6214841a79953f26c5c230d72d6b70a1&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl).

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

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

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

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

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

Line 13, columns (a)-(e): Show the total budget request for each project year for which funding is requested.

Line 13, column (f): Show the total amount requested for all project years. If funding is requested for only one year, leave this space blank.

**Indirect Cost Information:** If you are requesting reimbursement for indirect costs on line 10 the indirect cost rate to be charged to the grant must be entered in the applicable field on line 10, and the following information is to be completed by your Business Office.

(1): Indicate whether or not your organization has an Indirect Cost Rate Agreement that was approved by the Federal government. If you checked "no," ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages (**complete (4) of this section when using the temporary rate**) subject to the following limitations:

(a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and

(b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

(2): If you checked "yes" in (1), provide a copy of your Indirect Cost Rate Agreement and indicate in (2) the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, another Federal agency (Other) or State agency issued the approved agreement. If you check "Other," specify the name of the Federal or other agency that issued the approved agreement.

(3): If you check "no" in (1), indicate in (3) if you want to use the de minimis rate of 10 percent of MTDC (see 2CFR § 200.68). If you use the de minimis rate, you are subject to the provisions in 2 CFR § 200.414(f). Note, you may only use the 10 percent de minimis rate if you are a first-time Federal grant recipient, and you do not have an Approved Indirect Cost Rate Agreement. You may not use the de minimis rate if you are a State, Local government, or Indian Tribe, or if your grant is funded under a training rate or restricted rate program.

(5): If you are applying for a grant under a Restricted Rate Program (34 CFR 75.563 or 76.563), indicate whether you are using a restricted indirect cost rate that is included on your approved Indirect Cost Rate Agreement, or whether you are using a restricted indirect cost rate that complies with 34 CFR 76.564(c)(2). Note: State or Local government agencies may not use the provision for a restricted indirect cost rate specified in 34 CFR 76.564(c)(2). Check only one response. Leave blank, if this item is not applicable.

(6): For Training Rate Programs, ED regulations limit **non-governmental entities** to the recovery of indirect costs on training grants to the grantee's actual indirect costs, as determined by its negotiated rate agreement, or 8 percent of a MTDC, whichever is lower (see EDGAR § 75.562(c)(4)). The 8 percent limit also applies to cost-type contracts under grants, if these contracts are for training as defined in EDGAR § 75.562(a). If a **non-governmental entity** that receives a grant under a training grant program does not have an approved indirect cost rate and wants to recover indirect costs, it may use a temporary rate of 10 percent of budgeted direct salaries and wages, but it must submit an indirect cost rate proposal to its cognizant agency for indirect costs within 90 days after ED issues the GAN. After the 90-day period, the government entity may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement.

**Section B - Budget Summary**

**Non-Federal Funds**

If you are required to provide or volunteer to provide cost-sharing or matching funds or other non-Federal resources to the project, these should be shown for each applicable budget category on lines 1-11 of Section B.

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

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

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

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

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

**Pay attention to applicable program specific instructions,  
if attached.**

1. Provide an itemized budget breakdown, and justification by project year, for each budget category listed in Sections A and B. For grant projects that will be divided into two or more separately budgeted major activities or sub-projects, show for each budget category of a project year the breakdown of the specific expenses attributable to each sub-project or activity.
2. For non-Federal funds or resources listed in Section B that are used to meet a cost-sharing or matching requirement or provided as a voluntary cost-sharing or matching commitment, you must include:
  - a. The specific costs or contributions by budget category;
  - b. The source of the costs or contributions; and
  - c. In the case of third-party in-kind contributions, a description of how the value was determined for the donated or contributed goods or services.

[Please review cost sharing and matching regulations found in 2 CFR 200.306.]

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

When calculating indirect costs (line 10) for "Training grants" or grants under "Restricted Rate" programs, you must refer to the information and examples on ED's website at: <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>.

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

5. Provide other explanations or comments you deem necessary.

**If Applicable Section D - Budget Summary**

### **Limitation on Administrative Expenses.**

If your program is subject to an administrative cost cap (as indicated Section III.2.C of the program's Notice Inviting Applications (NIA)), fill out this form as follows:

1. On the top of the page, list the percentage cap on administrative costs, and indicate whether your administrative cost cap applies to both indirect and direct costs, or only direct costs (from Section III.2.C of the program's NIA).
2. IF the cost cap applies to both indirect and direct costs:
  - (a) Fill out the entire table noting your administrative costs, including line 8. Line 8 is taken from Section A, line 10. For lines 1-6, these are only direct administrative costs; do not include in lines 1-6 any costs included in your indirect cost rate. If your program has a matching requirement (see NIA), include in lines 1-6 the administrative portions of the applicable rows from both Section A and Section B. If there is no program matching requirement, only use Section A.
  - (b) Ensure that the line 10 percentage DOES NOT EXCEED the percentage cap on administrative costs. If your program does not have a matching requirement, divide line 9 by Section A line 12. If your program does have a matching requirement, to calculate line 10, divide line 9 by the sum of Section A line 12 and Section B line 12.
3. IF the cost cap applies ONLY to direct costs:
  - (a) Fill out the entire table noting your administrative costs, EXCLUDING line 8.

Ensure that the line 10 percentage DOES NOT EXCEED the percentage cap on administrative costs. If your program does not have a matching requirement, divide line 7 by Section A line 9. If your program does have a matching requirement, to calculate line 10, divide line 7 by the sum of Section A line 9 and Section B line 9).

### **Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0008**. The time required to complete this information collection is estimated to vary from 13 to 22 hours per response, with an average of 17.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the Office of Finance and Operations, Office of Acquisitions and Grants Administration, Grants Policy and Training Division, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

## **PART III: APPLICATION NARRATIVE**

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This narrative section of the application requires applicants to address the absolute priority, particularly, the Application Requirements and the Project Requirements in the NFP and the NIA.

The application narrative must also address the Selection Criteria, which the competition peer reviewers use to evaluate and score each application. These may be found in Section D of this application kit or Section V.1. of the NIA.

Per the NIA, Section IV. Application and Submission Information, part 5. 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 45 pages and (2) 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, references, and captions, as well as all text in charts, tables, figures, and graphs.
- Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch).
- Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial.

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-page abstract, the resumes, the bibliography, or the letters of support. However, the recommended page limit does apply to all of the application narrative

**PART IV: GRANT APPLICATION FORM FOR PROJECT  
OBJECTIVES AND PERFORMANCE MEASURES INFORMATION**

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Please refer to the NIA, 5. Performance Measures. There are three program measures:

Measure 1: The number of working interpreters enrolled in specialized training.

Measure 2: Of those enrolled, the number and percentage of working interpreters who successfully complete specialized training.

Measure 3: The number and percentage of working interpreters who successfully completed specialized training and subsequently reported using the knowledge and skills obtained during specialized training in their interpreting work.

[View Burden Statement](#)



**U.S. Department of Education**  
**Grant Application Form for Project Objectives and Performance Measures Information**  
See Instructions.

OMB Number: 1894-0017  
Expiration Date: 07/31/2023

**Applicant Information**

Legal Name:

1. Project Objective:

1.a. Performance Measure	Measure Type	Quantitative Data			+
		Target			
		Raw Number	Ratio	%	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

[Add Performance Measure](#)

[Add Project Objective](#)

## INSTRUCTIONS GRANT APPLICATION FORM FOR

### PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

#### PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

#### GENERAL INSTRUCTIONS

##### Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting [www.Grants.gov](http://www.Grants.gov).

##### Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
    1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
    2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
  - **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:
-

1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.

2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:

1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and

2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., 10 workshops or 80 students). Please leave the **Ratio and Percentage (%)** columns blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%)** columns blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., 80/100), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).

## **PART V: EVIDENCE FORM (OPTIONAL)**

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**U.S. Department of Education  
Evidence Form**

OMB No. 1894-0001

Exp. 05/31/2022

**1. Level of Evidence**

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

Demonstrates a Rationale

Promising Evidence

Moderate Evidence

Strong Evidence

**2. Citation and Relevance**

Fill in the chart below with the appropriate information about the studies that support your application.

<b>A. Research/Citation</b>	<b>B. Relevant Outcome(s)/Relevant Finding(s)</b>	<b>C. Project Component(s)/Overlap of Populations and/or Settings</b>

## Instructions for Evidence Form

1. **Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.
2. **Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
  - a. **Research/Citation.** For Demonstrates a Rationale, provide the citation or link for the research or evaluation findings. For Promising, Moderate, and Strong Evidence, provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.
  - b. **Relevant Outcome(s)/Relevant Finding(s).** For Demonstrates a Rationale, describe how the research or evaluation findings suggest that the project component included in the logic model is likely to improve relevant outcomes. For Promising, Moderate and Strong Evidence, describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.
  - c. **Project Component(s)/Overlap of Population and/or Settings.** For Demonstrates a Rationale, explain how the project component(s) is informed by the research or evaluation findings. For Promising, Moderate, and Strong Evidence, explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of
<p><i>Bettinger, E.P., &amp; Baker, R. (2011). The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring. Stanford, CA: Stanford University School of Education. Available at <a href="https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf">https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</a></i></p> <p><i>Meets WWC Group Design Standards without Reservations under review standards 2.1 (<a href="http://ies.ed.gov/ncee/wwc/Study/72030">http://ies.ed.gov/ncee/wwc/Study/72030</a>)</i></p>	<p><i>The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure.</i></p> <p><i>The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.</i></p> <p><i>This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).</i></p>	<p><i>The full study sample consisted of “13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges.” (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.</i></p>

**Paperwork Burden Statement:** According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0001. The time required to complete this information collection is estimated to vary from 1 to 4 hours per response, with an average of 1.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the Office of Innovation and Improvement, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202

*EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)*

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of
<p>Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., &amp; Smither Wulsin, C. (2016). <i>Teaching secondary students to write effectively</i> (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/2">https://ies.ed.gov/ncee/wwc/PracticeGuide/2</a>. This report was prepared under Version 3.0 of the WWC Handbook (p. 72).</p>	<p>(Table 1, p. 4) Recommendation 1 (“Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle”) is characterized as backed by “strong evidence.”</p> <p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the “strong evidence” supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.</p>	<p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the “strong evidence” supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.</p>
<p>U.S. Department of Education, Institute of Education Sciences, <i>What Works Clearinghouse</i>. (2017, February). <i>Transition to College intervention report: Dual Enrollment Programs</i>. Retrieved from <a href="https://ies.ed.gov/ncee/wwc/Intervention/1043">https://ies.ed.gov/ncee/wwc/Intervention/1043</a>. This report was prepared under Version 3.0 of the WWC Handbook (p. 1).</p>	<p>(Table 1, p. 2) Dual enrollment programs were found to have positive effects on students’ high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college, and these findings were characterized by a “medium to large” extent of evidence.</p>	<p>(pp. 1, 19, 22) Studies contributing to the effectiveness rating of dual enrollment programs in the high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college domains were conducted in high schools with minority students representing between 32 and 54 percent of the student population and first generation college students representing between 31 and 41 percent of the student population. These study samples overlap with both the populations and settings proposed for the project.</p>

## **PART VI: CERTIFICATIONS AND DISCLOSURES**

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CERTIFICATION REGARDING LOBBYING

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Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

**Statement for Loan Guarantees and Loan Insurance**

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

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

Applicant's Organization	
Printed Name of Authorized Representative	Printed Title of Authorized Representative
Signature	Date

## DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352  
(See reverse for public burden disclosure)

<b>1. Type of Federal Action:</b> <input type="checkbox"/> a. contract <input type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. Report Type:</b> <input type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change  <b>For material change only:</b> Year: _____ quarter: _____ Date of last report: _____
<b>4. Name and Address of Reporting Entity:</b> <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if Known: _____  <b>Congressional District, if known:</b>	<b>5. If Reporting Entity in No. 4 is Subawardee,</b> Enter Name and Address of Prime: _____  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b> _____	<b>7. Federal Program Name/Description:</b> _____ _____  CFDA Number, <i>if applicable</i> :	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$	
<b>10. a. Name and Address of Lobbying Registrant</b> <i>(if individual, last name, first name, MI):</i> _____	<b>10. b. Individuals Performing Services</b> <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i> _____	
<b>11. Information requested through this form is authorized by title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</b>	<b>Signature:</b> _____  <b>Print Name:</b> _____  <b>Title:</b> _____  <b>Telephone No.:</b> _____  <b>Date:</b>	
<b>Federal Use Only</b>	<b>Authorized for Local Reproduction</b> <b>Standard Form—LLL (Rev. 7-97)</b>	

# INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

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

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a follow-up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.  
(b) Enter the full names of the individual(s) performing services and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title and telephone number.

## PAPERWORK REDUCTION ACT STATEMENT

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According to the *Paperwork Reduction Act*, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 4040-0013. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to:

Office of Management and Budget  
Paperwork Reduction Project (4040-0013)  
Washington, DC 20503

# Section H

## Important Notices

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## NOTICE TO ALL APPLICANTS

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for

Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

# PROGRAM PERFORMANCE MEASURES UNDER THE *GOVERNMENT PERFORMANCE AND RESULTS ACT* (*GPRA*)

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## WHAT IS *GPRA*

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

## HOW HAS THE UNITED STATES DEPARTMENT OF EDUCATION RESPONDED TO THE *GPRA* REQUIREMENTS?

As required by *GPRA*, the United States Department of Education (the Department) has prepared a strategic plan for 2002-2007. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the United States. The Department's goals, as listed in the plan, are:

### **Goal 1: Create a Culture of Achievement:**

Create a culture of achievement throughout the nation's education system by effectively implementing the new law, the No Child Left Behind Act of 2001, and by basing all federal education programs on its principles: accountability, flexibility, expanded parental options and doing what works.

### **Goal 2: Improve Student Achievement:**

Improve student achievement for all groups of students by putting reading first, expanding high-quality mathematics and science teaching, reforming high schools, and boosting teacher and principal quality, thereby closing the achievement gap.

### **Goal 3: Develop Safe Schools and Strong Character:**

Establish disciplined and drug-free education environments that foster the development of good character and citizenship.

### **Goal 4: Transform Education into an Evidence-based Field:**

Strengthen the quality of education research.

### **Goal 5: Enhance the Quality of and Access to Postsecondary and Adult Education:**

Increase opportunities for students and the effectiveness of institutions.

### **Goal 6: Establish Management Excellence:**

Create a culture of accountability throughout the Department of Education.

## **Electronic Notification Option for Grant Awards**

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 e-mail containing a link to access G5, the Department's Grant Management System. The email will be sent to both the project director and certifying representative in order for them to view and print the Adobe Acrobat version of the electronically signed GAN. If neither the project director nor certifying representative is registered in G5, they will immediately be prompted to register once the link is accessed. **The electronic signature and issuance of the GAN makes it crucial that your application include correct email addresses for both the project director and certifying representative.**

# Section I

Applicant Checklist

Common Questions and Answers

Program Application Indirect Cost Instructions

D-U-N-S Instructions

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# APPLICANT CHECKLIST

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U.S. Department of Education –

## Applicant Checklist – Items to be Included with Discretionary Grant Applications

Discretionary grant applications submitted to the Department must include the following:

- Title page form – Application for Federal Assistance (SF-424) and U.S. Department of Education Supplemental Information for the SF-424 Form
- Application abstract
- Application narrative
- Curriculum vitae (as appropriate)
- Literature cited (as appropriate)
- Appendix (as appropriate)
- Budget Information Form (ED-524)
- General Education Provisions Act (GEPA) section 427 statement
- Certifications and assurances:
  - Assurances – Non-Construction Programs (SF-424B)
  - Certification Regarding Lobbying
  - Disclosure of Lobbying Activities (SF-LLL), if applicable
  - Certification of Eligibility for Federal Assistance in Certain Programs, ED 80-0016, if applicable
- Any other forms or information required by the program office for the specific application competition

## COMMON QUESTIONS AND ANSWERS

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### **Q. What happens to my application after it is received in the Department?**

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- A. The Department's Application Control Center receives each application, assigns each an identifying number (PR/Award number), confirms receipt of applications, and sends the applications to the appropriate program office, which screens them for eligibility. The program conducts a peer review of all eligible applications sent to a program competition, ranks them and recommends the highest ranked applications for funding with exceptions as provided by law. The responsible official for the applicable program reviews the program office's recommendations, checks the adequacy of the documentation supporting the recommendations, and approves a final list, or slate, of recommended projects and funding amounts. RSA program staff discusses the recommendations with the successful applicants and award the grants.

### **Q. What happens to my application if the Department finds it to be ineligible?**

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- A. The Department immediately returns an application that does not meet the eligibility criteria for the particular program. A letter from the Department explaining why it is not being reviewed in the competition accompanies the application.

### **Q. How does the Department review an application?**

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- A. Each application is assessed by knowledgeable persons from outside and sometimes inside the Department who are asked for their judgments about the quality and significance of the proposed project. These persons represent a diversity of disciplines and institutional, regional, and cultural backgrounds. The advice of these experts is compiled by Departmental staff who comment on matters of fact or on significant issues that would otherwise be missing from the review. The results are then presented to the responsible official responsible for the program who approves the recommendations for funding.

### **Q. What Criteria do the reviewers use when scoring an application?**

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- A. Reviewers score each application using the selection criteria published in the Federal Register as part of the program regulations, which are given in Section E of this application package. Reviewers are instructed to use only the published criteria.

### **Q. Is a recommended application guaranteed funding?**

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- A. No. Funding is not final until discussions have been successfully concluded and a grant award notification has been signed by the grants office and mailed to the applicant.

### **Q. How do the invitational, competitive and absolute priorities differ?**

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#### **A. Invitational Priority**

The Secretary may simply invite applicants to meet a priority. However, an application that addresses invitational priorities receives no competitive or absolute preference over applications that do not meet this priority.

#### **Competitive Priority**

If a program uses weighted selection criteria, the Secretary may award selection points to an application that meets the priority. These points are in addition to any points the application earns under the selection criteria. The notice states the maximum number of

additional points that the Secretary may award to applications that meet the priority in a particularly effective way. Or the Secretary may simply select applications that meet the competitive priority over applications of comparable merit that do not meet the priority.

**Absolute Priority**

Under an absolute priority, the Secretary may select for funding only those applications that meet the priority.

**Q. Can changes in the size of subsequent year awards be made after the multi-year budget has been negotiated?**

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- A. Yes, a grantee can renegotiate his or her multi-year budget and may be awarded additional funds if sufficient justification is presented to the Secretary and funds are available. Also, funds can be decreased if it is determined that the multi-year budget was overestimated.

**Q. How will funding continuation decisions be made?**

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- A. Grantees will be required to complete annual performance reports that describe the projects' accomplishments, evaluations and finances. These performance reports, along with other information, will be used by the Department to decide whether to continue funding projects.

## Program Application Indirect Cost Instructions

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The Department of Education (ED) reimburses grantees for its portion of indirect costs that a grantee incurs in projects funded by the Training of Interpreters for Individuals Who Are Deaf or Hard of Hearing and Individuals Who Are DeafBlind program, 84.160D. Any grantee charging indirect costs to a grant from this program must use the indirect cost rate negotiated with its *cognizant agency for indirect costs*.

**Note:** Applicants should pay special attention to specific questions on the application budget form (U.S. Department of Education Budget Information Non-Construction Programs Form 524 Sections A, B and C) about their cognizant agency and the indirect cost rate they are using in their budget.

If an applicant selected for funding under this program has not already established a current indirect cost rate with its cognizant agency, ED generally will authorize the grantee to use a temporary rate of 10 percent of budgeted direct salaries and wages, or a de minimis rate of 10 percent of MTDC, as defined in 2 CFR 200.68.

Use of the temporary rate of 10 percent of budgeted direct salaries and wages is subject to the following limitations:

1. The grantee must submit an indirect cost rate proposal to its cognizant agency within 90 days after ED issues the GAN.
2. If after the 90-day period, the grantee has not submitted an indirect cost rate proposal to its cognizant agency, the grantee may not charge its grant for indirect costs (except when ED finds exceptional circumstances) until it has negotiated an indirect cost rate agreement with its cognizant agency.
3. The grantee may only recover indirect costs incurred on or after the date it submitted its indirect cost rate proposal to its cognizant agency or at the start of the of the project period, whichever of the two occurs later.
4. The total amount of funds recovered by the grantee under the federally recognized indirect cost rate is reduced by the amount of indirect costs previously recovered under the temporary indirect cost rate.
5. The grantee must obtain prior approval from the Secretary to shift direct costs to indirect costs in order to recover indirect costs at a higher negotiated indirect cost rate.
6. The grantee may not request additional funds to recover indirect costs that it cannot recover by shifting direct costs to indirect costs.

Use of the de minimis rate of 10 percent of MTDC is subject to the following limitations:

1. In accordance with 2 CFR 200.414(f), State and local governments may not use the de minimis rate; thus, this rate may only be used by institutions of higher education (IHE) and non-profit organizations.
2. A grantee that decides to use the de minimis rate of 10 percent of MTDC must use the rate for at least one fiscal year for all of its Federal awards and may continue to use the rate indefinitely thereafter until it decides to negotiate an agreement with its cognizant agency. MTDC consists of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel, and subawards and subcontracts up to the first \$25,000 of each subaward (i.e., subgrant or subcontract). Once a grantee obtains a federally recognized indirect cost rate that is applicable to its grant, the grantee may use that indirect cost rate to claim indirect cost reimbursement; however, the grantee is subject to the same recovery limitations identified for the 10 percent temporary rate in items (3) through (6) of this grant attachment.

Applicants should be aware that ED is very often not the cognizant agency for its own grantees. Rather, ED accepts, for the purpose of funding its awards, the current indirect cost rate established by the appropriate cognizant agency.

Applicants are encouraged to have an accountant calculate a proposed indirect cost rate using current information from its audited financial statements, actual cost data, or IRS Form 990. Applicants should use this proposed rate in their application materials and describe which of these methods they used to calculate the rate. Guidance related to calculating an indirect cost rate can be found on ED's website at:

<http://www.ed.gov/about/offices/list/ocfo/fipao/icgindex.html>.

Applicants with questions about using indirect cost rates under this program should contact the program contact person shown elsewhere in this application package or in the Notice Inviting Applications published in the Federal Register on July 26, 2021 (86 FR 40021).

## D-U-N-S NUMBER INSTRUCTIONS

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**Note:** Check with your fiscal office to see if your institution has an assigned DUNS before contacting Dun & Bradstreet

**D-U-N-S No.:** Please provide the applicant's D-U-N-S Number. You can obtain your D-U-N-S Number at no charge by calling **1-800-234-3867** or by completing a D-U-N-S Number Request Form. The form can be obtained via the Internet at the following URL:

[http://www.dnb.com/US/duns\\_update/index.html](http://www.dnb.com/US/duns_update/index.html)

The D-U-N-S Number is a unique nine-digit number that does not convey any information about the recipient. A built-in check digit helps assure the accuracy of the D-U-N-S Number. The ninth digit of each number is the check digit, which is mathematically related to the other digits. It lets computer systems determine if a D-U-N-S Number has been entered correctly.

Dun & Bradstreet, a global information services provider, has assigned D-U-N-S numbers to over 43 million companies worldwide. **Live help Monday-Friday 8am-6pm (EST) Dial 1.800.234.3867**

**Note:** Electronic submission via Grants.gov must use DUNS number your organization used when it registered in the Central Contractor Registry.

## **INTERPRETER TRAINING IN SPECIALIZED AREAS**

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Note: Applicants should consult the Notice of Final Priority, Analysis of Comments section, for more information about the specialty areas.

The purpose of this final priority is to fund projects that provide training to working interpreters in one of five specialty areas to effectively meet the communication needs of individuals who are deaf or hard of hearing and individuals who are DeafBlind receiving VR services and/or services from other programs, such as independent living services, under the Rehabilitation Act. For the purposes of this priority, working interpreters must possess a baccalaureate degree and a minimum of three years of relevant experience as an interpreter. On a case-by-case basis and in consultation with RSA, educational equivalence may be used in place of the baccalaureate degree. The Secretary intends to award one national project in each of the following specialty areas: (1) increasing skills of novice interpreters; (2) trilingual interpreting (including Spanish) (i.e., language fluency in first, second, and third languages with one of the three languages being ASL); (3) advanced skills for working interpreters; and (4) cultural competency training, outreach, and recruitment of interpreters from multicultural backgrounds. In addition, the Secretary intends to award three national projects under Specialty Area (5), field-initiated area.

With respect to Specialty Area (1) (increasing skills for novice interpreters), according to the National Interpreter Education Center (NIEC), challenges facing interpreter training and education programs are prevalent. In 2015, NIEC conducted a study to examine the disconnect between interpreter education and work-readiness (Cogen and Cokely, 2015). Its findings suggest that interpreter training and education programs have, in many instances, failed to produce ASL-fluent graduates. Graduates are generally unable to understand the English message and interpret it accurately from spoken English to ASL and from ASL to spoken

English in a manner that is fluent and matches the source message in content, tone, and register.

Data gathered from the 2015 NIEC trends survey and two needs assessments revealed that newly graduated interpreters have a limited working ability to communicate in ASL and that the gap between interpreter graduation and readiness to work continues to grow. Furthermore, trends survey data suggests that recent graduates from interpreter education programs do not have access to structured post-graduation pathways, which threatens work-readiness and puts interpreters and their future consumers at an increased risk (Cogen and Cokely, 2015).

With respect to Specialty Area (2) (trilingual interpreting (including Spanish)), in 2015, the Census Bureau estimated that over 60 million U.S. residents speak a language other than English at home. In a 2018 study, the University of Texas at Austin examined 60 interpreter training programs (ITPs) across nine States and one territory, with 31 programs responding, to examine the incorporation of curricula focused on Spanish language within interpreter settings in the U.S. (Quinto-Pozos et al., 2018). The study revealed that 90 percent of interpreter training program students were from non-English speaking homes, 88 percent of whom were from Spanish speaking homes. Only 32 percent of respondents indicated that their ITP contained content and training on interpreting in settings where languages other than ASL and English are used. None of the ITPs surveyed offered certificates or degree programs specifically focused on languages other than ASL or English.

The National Consortium for Interpreter Education Centers (NCIEC), funded by the Department, developed curricula for professional development in Spanish-influenced settings, and the National Multicultural Interpreter Program (NMIP) created curriculum for interpreters in multicultural and multilingual settings (Quinto-Pozos et al., 2018). The NCIEC and NMIP curricula are publicly available and free of cost. Survey results from the University of Texas at Austin indicated that only 45 percent of ITPs reported using NCIEC curricula, and only 33 percent of ITPs reported using NMIP curriculum, respectively. Despite the accessibility of the

curricula, only a minority of ITPs currently incorporate the content into their programs. We also believe there may be parts of the country where multiple languages are spoken by deaf individuals and individuals who are hard of hearing. Therefore, applicants may address multiple language combinations in their proposals.

With respect to Specialty Area (3) (advanced skills for working interpreters), it is crucial for interpreters to continue to improve their working knowledge and skills and stay up to date on ethical considerations in interpreting. According to the RSA-911 data, in program year (PY) 2019 employment outcomes for individuals who are deaf, hard of hearing, and DeafBlind were 60 percent, 82 percent, and 47 percent, respectively. Employment outcomes for the overall population of individuals receiving VR services was 43 percent in PY 2019. As employment possibilities and opportunities for individuals who are deaf, hard of hearing, and DeafBlind grow, more individuals are pursuing advanced degrees and working in specialized professions. Cogen and Cokely (2015) documented a notable increase in individuals who are deaf or hard of hearing and are pursuing careers in specialized areas such as law, medicine, engineering, and high-tech industry. For this reason, interpreters with advanced skills and knowledge of highly specialized terminology, discourse, and emerging areas of ASL are needed. Currently, it is difficult to find interpreters who have the knowledge and linguistic range in both English and ASL to interpret in highly specialized areas. The 2015 NIEC trends survey indicated that 87 percent of respondents found it difficult to find qualified interpreters (Schafer and Cokely, 2016). Furthermore, interpreters working in advanced and specialized professions must be trained and competent in ethical considerations of advanced study and specialized professions.

With respect to Specialty Area (4) (cultural competency training, outreach, and recruitment for interpreters from multicultural backgrounds), the number of individuals who are deaf, hard of hearing, and DeafBlind has increased at a consistent rate with demographic trends observed in the general population over the last few decades (Cogen and Cokley, 2015). However, diversity among interpreters for individuals who are deaf, hard of hearing, and

DeafBlind has not mirrored demographic growth. In 2017, the Registry of Interpreters for the Deaf (RID) reported that 87 percent of its members identified as Euro American/White, 5 percent identified as African American/Black, and 5 percent identified as Hispanic/Latino(a).

According to Cogen and Cokley (2015), individuals from minority backgrounds who are deaf, hard of hearing, and DeafBlind have diverse communication needs related to culture, language, family structure, income and socio-economic background, and refugee experiences. To meet the unique needs of cultural minorities, sign language interpreters should not only be familiar with and knowledgeable of the communities they serve; rather, it is most effective if they are of the communities they serve. Representation of diverse individuals in the field of interpreting is vital for meeting the social, cultural, and linguistic needs of individuals from minority backgrounds who are deaf, hard of hearing, and DeafBlind. Large-scale recruitment and training efforts that center on and around topics including, but not limited to, Black ASL (BASL), Black deaf culture, improving graduation rates for diverse interpreters, understanding bias, supporting practices that encourage diversity, and others will bolster representation among interpreters for individuals from multicultural backgrounds who are deaf, hard of hearing, and DeafBlind.

With respect to Specialty Area (5) (field-initiated), projects must be designed to develop training for interpreters in areas where no training currently exists, where the existing training is no longer current or relevant, or to enhance training in an area that has received increased emphasis under the Rehabilitation Act. Field-initiated topics that would not be eligible under this proposed priority and requirements include, for example, topics focusing on educational interpreting for pre-K to grade 12 students and other topics that are not related to interpreting for individuals receiving VR services. While there is emphasis in the Workforce Innovation and Opportunity Act (WIOA) on providing services and support to transition-age youth, the purpose of this program is to train interpreters to serve consumers in the rehabilitation process. The Department has other resources to support programs preparing pre-K to grade 12 personnel,

including, for example, grant awards under the Individuals with Disabilities Education Act Personnel Preparation in Special Education, Early Intervention, and Related Services program, which includes funding to train personnel who serve school-age children with low incidence disabilities, such as visual impairments, hearing impairments, and simultaneous visual and hearing impairments.

Under Specialty Area (5), the Department's interest is in, but is not limited to, the following topic areas:

Topic area (a) (interpreting in healthcare including interpreting for hard-to-serve populations) would address the increased need for interpreters within medical, behavioral, and mental health settings as well as settings where domestic violence or substance abuse issues are present. Individuals who are deaf, hard of hearing, and DeafBlind need access to both interpreting services and qualified interpreters trained in specialized medical settings. In the 2015 NCIEC Trends Report, 89 percent of respondents indicated that it is "somewhat" to "very difficult" to find interpreters who have the skills, knowledge, and training to effectively serve individuals with mental health concerns (Cogen and Cokely, 2015).

In 2009, a comparison report was developed reflecting a deaf consumer needs assessment from two composite groups (Cokely and Winston, 2009). Data was collected through 1,250 electronic surveys from deaf consumers through the National Association for the Deaf (NAD). Data was also collected through focus group and interview sessions with 61 individual consumers not typically associated with NAD membership. In both composite groups, the highest number of respondents identified "health" settings as the most difficult, as well as the most important, for securing interpreting services. Cokely and Winston (2009) explain the need to better understand health-related sub-settings and the various factors that make it difficult to attain interpreter services in those settings so access to both interpreting services and qualified interpreters may be increased.

Topic area (b) (interpreting for individuals who are DeafBlind) would build upon the 2016 grant to train interpreters to meet the growing needs of individuals who are DeafBlind and increase their autonomy and self-determination. Techniques for interpreting for individuals who are DeafBlind include, print on palm (POP), tactile sign language, tracking, tactile fingerspelling, Tadoma, pro-tactile American sign language (PTASL), and others. Interpreting for individuals who are DeafBlind is a skilled practice that requires the expansion of the typical interpreter role. Qualified DeafBlind interpreters provide visual environmental information, modify the signing space, manage the distance between consumer and interpreter, regulate pacing, and understand the importance of appropriate clothing in accommodating individuals who are DeafBlind (Interpreter Resources, 2020). As of 2018, there were approximately 150 Interpreter Training Programs in the United States, only six of which offered coursework dedicated to DeafBlind interpreting (DeafBlind Interpreting, 2018). The lack of learning opportunities has yielded a very limited pool of interpreters with expertise in this specialization. Most ITP students exit educational programs with limited or no skills in the specialization (DeafBlind Interpreting, 2018). A grant under this topic area could focus on any one of the stated techniques for interpreting for individuals who are DeafBlind.

Topic area (c) (atypical language interpreting) would build on the 2016 grant to improve services for individuals who are not skilled users of ASL. At the time of this notice, 31 working interpreters have completed the program of study and induction, another 19 have completed training, and 18 are engaged in induction. To date, 3,304 working interpreters enrolled in self-directed training with 1,121 having successfully completed at least one of the four modules. There is also a need to expand such services to the senior deaf population, who may use older signs or suffer from dementia and who receive services from programs under the Rehabilitation Act, such as independent living services; individuals who may become deaf as a result of injury, illness, or sudden change from verbal to non-verbal communication who receive services from programs under the Rehabilitation Act, including VR; and individuals who communicate in a first

language that is neither English nor ASL, or who do not use ASL fluently, and who receive services from programs under the Rehabilitation Act, including VR.

For topic area (d) (other topics), applicants must demonstrate the need for the training in a proposed new topic area or, in areas for which there is existing training, demonstrate that the existing training is not adequately meeting the needs of interpreters working in the field of VR.

References:

Cogen, C., M.Ed., and Cokely, D. "Preparing Interpreters for Tomorrow: Report on a Study of Emerging Trends in Interpreting and Implications for Interpreter Education." National Interpreter Education Center at Northeastern University. (2015).

Cokely, D. and Winston, E. "Comparison Report. Phases I & II, Deaf Consumer Needs Assessment." The National Consortium of Interpreter Education Centers. (2009): 18-22.

"DeafBlind Interpreting: Toward Effective Practice." DeafBlind Interpreting National Training and Resource Center at Western Oregon University. (2018): 1-177.

"Interpreter Resources: Interpreters for the Deaf-Blind." RIT Libraries. (2020)

Quinto-Pozos, D., Martinez, M., Suarez, A., and Zech, R. "Beyond Bilingual Programming: Interpreter Education in the U.S. Amidst Increasing Linguistic Diversity." International Journal of Interpreter Education. 10(1) (2018): 46-59.

Schafer, T., MPA. MIP, Center Director, and Cokely, D., Ph.D., Principal Investigator, "Report on the National Needs Assessment Initiative New Challenges-Needed Challenges." National Interpreter Education Center at Northeastern University. (March 2016).