

**U.S. Department of Education
OFFICE OF POSTSECONDARY EDUCATION
Washington, DC 20202**

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

**FY 20XX
APPLICATION FOR GRANTS
UNDER THE TALENT SEARCH PROGRAM**

CFDA NUMBER: 84.044A

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CLOSING DATE: TBD

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF POSTSECONDARY EDUCATION

Dear Applicant:

Thank you for your interest in applying for a grant under the Talent Search (TS) Program. The TS Program provides grants to institutions of higher education, public or private agencies or organizations, including community-based organizations with experience in serving disadvantaged youth, secondary schools, and combinations of such institutions, agencies, and organizations, to operate projects that serve qualified individuals from disadvantaged backgrounds. TS projects encourage youth to complete secondary school and enroll in postsecondary education and publicize the availability of, and facilitate the application for, student financial assistance for persons who seek to pursue postsecondary education or complete these programs.

This letter highlights a few items in the fiscal year (FY) 20XX application package that will be important to you in applying for a grant under this program. The “Competition Highlights” section notes some of the requirements for applying for a grant under the FY 20XX TS Program competition. You should review the entire application package carefully before preparing and submitting your application. Information on the TS Program is accessible at the U.S. Department of Education (Department) website at:

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

Applications for FY 20XX grants under the TS Program must be submitted electronically using the Grants.gov system. An applicant who is unable to submit an application through the Grants.gov system must submit a written request for a waiver of the electronic submission requirement at least two weeks before the deadline date. Additional information about Grants.gov submission requirements can be found in the Competition Highlights, the Notice Inviting Applications (Notice) published in the Federal Register, and in the transmittal instructions, which are included in this package. Grants.gov is accessible through its portal page at: <http://www.Grants.gov>.

For more information (including dates and times) about how to submit your application electronically, please refer to the official Notice published in the Federal Register and included in this application booklet. You are reminded that the Notice published in the Federal Register is the official document and that you should not rely upon any information that is inconsistent with the guidance contained within that official document.

Thank you for your interest in the Talent Search Program. We look forward to receiving your application.

Sincerely,

/signed/

Amanda Miller
Deputy Assistant Secretary

Higher Education Programs

COMPETITION HIGHLIGHTS

1. Purpose of the Program

The TS program is a discretionary grant program which encourages applicants to provide support and maintain a commitment to eligible individuals from disadvantaged backgrounds.

2. Eligible Applicants

Institutions of higher education (IHEs), public and private agencies and organizations including community-based organizations with experience in serving disadvantaged youth, combinations of such institutions, agencies and organizations, and as appropriate to the purposes of the program, secondary schools.

3. Electronic Submission of Applications

TS Program applications for FY 20XX must be submitted electronically using Grants.gov. You are urged to acquaint yourself with the requirements of Grants.gov early as the registration procedures may require 5 or more days to complete. A more thorough discussion is included later in this application package. Grants.gov is accessible through its portal page at: <http://www.Grants.gov>. The requirements for obtaining an exception to the electronic submission requirement are included in the Notice for FY 20XX. If you think you may need an exception, you are urged to review the requirements promptly. **REGISTER EARLY** – Grants.gov registration involves many steps including registration with the System for Award Management (SAM) (<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,

Grants.gov does not allow applicants to “un-submit” applications. Therefore, if you discover that changes or additions are needed once your application has been accepted and validated by the Department, you must “re-submit” the application. You should know that if the Department receives duplicate applications, we will accept and process the application with the latest “date/time received” validation.

Please note that you must submit your application by 11:59:59 p.m. (Eastern Time) on or before the application deadline date. Late applications will not be accepted. We suggest that you submit your application several days before the deadline. The Department is required to enforce the established deadline to ensure fairness to all applicants. No changes or additions to an application will be accepted after the deadline date and time.

Electronic submission of applications is required; therefore, you must submit an electronic application unless you follow the procedures outlined in the Notice for FY 20XX and qualify for one of the exceptions to the electronic submission requirement.

We recommend that you limit the application narrative, which includes the budget narrative, to the equivalent of no more than 65 pages. **The page limit for the project competitive preference priorities narrative portion is 8 pages.**

All attachments must be in a Portable Document Format (PDF) or Microsoft Word. Other types of files will not be accepted. You must provide the Unique Entity Identifier (UEI) number that was used when your organization registered with the SAM.

For Grants.gov related questions and assistance, please contact:

Support Desk e-Mail: support@Grants.gov
Support Desk Telephone: (800) 518-4726
Contact Telephone Hours: 24 hours, 7 days a week, except Federal holidays
Online Website: <http://www.Grants.gov>

Also, refer to the “U.S. Department of Education Grants.gov Submission Procedures and Tips for Applicants” section found in this application booklet.

You are reminded that the Notice published in the Federal Register is the official document, and that you should not rely upon any information that is inconsistent with the guidelines contained within the official document.

4. Format of Application

Applicants should double space the application project narrative and use a font that is either 12-point or larger. However, charts, tables, figures, graphs, footnotes, and endnotes may be single spaced, but font must be 12-point or larger. The following fonts should be used: Times New Roman, Courier, Courier New, or Arial.

5. Project Abstract

The project abstract is limited to one page and may be single spaced. The abstract should describe the target area to be served, the services that will be provided and the activities to be conducted during the 5-year performance period. All applicants must provide a one-page abstract. Complete instructions for submitting the abstract are included in the Instructions for Completing the Application Package in this application. The abstract must be uploaded into the ED Abstract Form section in Grants.gov.

6. Notice to Successful Applicants

The Department’s Office of Legislation and Congressional Affairs will inform the Congress regarding applications approved for new TS program grants. Successful applicants will receive award notices by mail or e-mail shortly after the Congress is notified. No funding information will be released before the Congress is notified.

7. Notice to Unsuccessful Applicants

Unsuccessful applicants will be notified in writing following the notice to successful applicants.

8. Second Review Process

To implement the statutory requirements for a second review of unsuccessful applications, the Department has adopted a two-slate process. After the peer review of applications and the awarding of prior experience (PE) points, as applicable, the Department will rank all the

applications. The Department then will establish a funding band to determine the percentage of the total funds allotted for the competition that will be set aside for the second review. The determination of the percentage of funds to be reserved for the second review and the applications to be included in the funding band will be based on the distribution of application scores. The funding band will include all of the applications with a rank-order score that is 1) below the lowest score of applications funded after the first review and 2) that would be funded if the Secretary had 150 percent of the funds that were set aside for the second review.

Only applicants whose applications scored within the funding band will be eligible for the second review. In addition, those applicants deemed eligible for the second review will have to provide evidence demonstrating that the Department, an agent of the Department, or a peer reviewer made an administrative or scoring error (as defined in the regulations) in the review of its application.

9. Prior Experience

In accordance with 34 CFR 643.22, the Secretary will award PE points to applicants that have conducted a TRIO TS Program project during these fiscal years: 20XX-XX, 20XX-XX and 20XX-XX. Based on the applicant’s documented experience, up to 13.5 of the 15 PE points will be added to the application’s averaged reader score to determine the total score for each application and the total score will be used in funding decisions as defined in the Notice.

10. Contact Information

Team Lead:	Antoinette Clark Edwards
Address:	Talent Search Program U.S. Department of Education 400 Maryland Avenue, S.W. Washington, DC 20202
Telephone:	(202) 453-7121
E-mail Address:	Antoinette.Edwards@ed.gov

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. Grants.gov no longer provides support for Microsoft Internet Explorer 9 or below.

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's name, address, and Unique Entity Identifier (UEI) 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), which usually takes approximately 7 to 10 business days, but can take longer depending on 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>. Please note that your organization will need to update its SAM registration annually.

To register in SAM.gov, click on the “Get Started” link under the “Register Your Entity...” heading in SAM.gov. Grantees, and other entities wanting to do business with the U.S. Department of Education (e.g., entities applying for a grant), that are not already registered in SAM.gov must complete the “Register Entity” registration option and NOT the “Get a Unique Entity ID” option. The “Get a Unique Entity ID” option, which is not a full registration, is only available to entities for reporting purposes. Failing to complete the “Register Entity” option may result in loss of funding, loss of applicant eligibility, and/or delays in receiving a grant award. Information about SAM is available at www.SAM.gov. To further assist you with registering in SAM or updating your existing SAM registration, see the [Quick Start Guide for Grant Registrations](#) and the Entity Registration Video at <https://sam.gov/content/entity-registration>.

- 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.

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

- 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>.

We discourage paper applications, but if electronic submission is not possible (e.g., you do not have access to the internet), (1) you must provide a prior written notification that you intend to submit a paper application and (2) your paper application must be postmarked by the application deadline date. If you submit your prior written notification by email, it must be received by the Department no later than 14 calendar days before the application deadline date. If you mail your notification to the Department, it must be postmarked no later than 14 calendar days before the application deadline date. (See the [2022 Common Instructions](#) for detailed instructions regarding this procedure.)

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>.

Slow Internet Connections

When using a slow internet connection, such as a dial-up connection, to upload and submit your application, it can take significantly longer than when you are connected to the Internet with a high-speed connection, e.g., cable modem/DSL/T1. While times will vary depending upon the size of your application, it can take a few minutes to a few hours to complete your grant submission using a dial up connection. Failure to fully upload an application by the deadline date and time will result in your application being marked late in the G5 system. **If you do not have access to a high-speed internet connection, you may want to consider following the instructions in the Federal Register notice to obtain an exception to the electronic submission requirement no later than 14 calendar days before the application deadline date.** (See the Federal Register notice for detailed instructions and the [2022 Common 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.

APPLICATION TRANSMITTAL INSTRUCTIONS

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

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

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

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

Applications Submitted Electronically

You must submit your grant application through the Internet using the software provided on the Grants.gov website (<http://www.grants.gov>) by 11:59:59 p.m. (Eastern Time) on or before the deadline date.

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

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

Other Submission Instructions

For detailed instructions on applications sent by mail or delivery, please review the Common Instructions for Applicants to Department of Education Discretionary Grant Programs Notice, published in the Federal Register on December 7, 2022 (87 FR 75045), and available at: www.federalregister.gov/d/2022-26554.

Late Applications

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

NOTICE INVITING APPLICATIONS FOR NEW AWARDS

Note: The U.S. Department of Education is not holding a Talent Search grant competition in FY 2023. Therefore, the most recent Notice Inviting Applications for this program (FY 2021) has been included.

4000-01-U

DEPARTMENT OF EDUCATION

Applications for New Awards; Talent Search Program

AGENCY: Office of Postsecondary Education, Department of Education.

ACTION: Notice.

SUMMARY: The Department of Education (Department) is issuing a notice inviting applications for fiscal year (FY) 2021 for the Talent Search Program, Assistance Listing Number 84.044A. This notice relates to the approved information collection under OMB control number 1840-0818.

DATES:

Applications Available: December 28, 2020.

Deadline for Transmittal of Applications: February 26, 2021.

Deadline for Intergovernmental Review: April 27, 2021.

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.

FOR FURTHER INFORMATION CONTACT: Antoinette Clark Edwards, U.S. Department of Education, 400 Maryland Avenue, SW, room 2C223, Washington, DC 20202-4260. Telephone: (202) 453-7121. Email: Antoinette.Edwards@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 purpose of the Talent Search Program is to identify qualified individuals from disadvantaged backgrounds with potential for education at the postsecondary level and encourage them to complete secondary school and undertake postsecondary education. Talent Search projects publicize the availability of, and facilitate the application for, student financial assistance for persons who seek to pursue postsecondary education, and encourage persons who have not completed programs at the secondary or postsecondary level to enter or reenter and complete these programs.

Priorities: This notice contains three competitive preference

priorities. Competitive Preference Priorities 1 and 2 are from the Secretary's Final Supplemental Priorities and Definitions for Discretionary Grant Programs (Supplemental Priorities), published in the *Federal Register* on March 2, 2018 (83 FR 9096). Competitive Preference Priority 3 is from the Secretary's Final Administrative Priorities for Discretionary Grant Programs (Administrative Priorities) published in the *Federal Register* on March 9, 2020 (85 FR 13640).

Note: Applicants must include, in the one-page abstract submitted with the application, a statement indicating which, if any, of the competitive preference priorities are addressed. If the applicant has addressed the competitive preference priorities, this information must also be listed on the Talent Search Program Profile Form.

Competitive Preference Priorities: For FY 2021 and any subsequent year in which we make awards from the list of unfunded applications from this competition, these priorities are competitive preference priorities. Under 34 CFR 75.105(c) (2)(i), we award up to an additional six points to an application, depending on how well the application meets one or more of these priorities.

These priorities are:

Competitive Preference Priority 1 – Fostering Knowledge and Promoting the Development of Skills that Prepare Students to be

Informed, Thoughtful, and Productive Individuals and Citizens

(up to 2 points).

Projects that are designed to support instruction in time management, job seeking, personal organization, public and interpersonal communication, or other practical skills needed for successful career outcomes.

Competitive Preference Priority 2 – Promoting Science, Technology, Engineering, or Math (STEM) Education, with a particular focus on Computer Science (up to 2 points).

Projects designed to improve student achievement or other educational outcomes in one or more of the following areas: Science, technology, engineering, math, or computer science (as defined in this notice). These projects must address the following priority area: Increasing access to STEM coursework, including computer science, and hands-on learning opportunities, such as through expanded course offerings, dual-enrollment, high-quality online coursework, or other innovative delivery mechanisms.

Competitive Preference Priority 3 – Applications that Demonstrate a Rationale (up to 2 points).

Under this priority, an applicant proposes a project that demonstrates a rationale (as defined in 34 CFR 77.1).

Definitions: The definitions below are from the Supplemental Priorities and 34 CFR 77.1(c).

Computer science means the study of computers and algorithmic processes and includes the study of computing principles and theories, computational thinking, computer hardware, software design, coding, analytics, and computer applications.

Computer science often includes computer programming or coding as a tool to create software, including applications, games, websites, and tools to manage or manipulate data; or development and management of computer hardware and the other electronics related to sharing, securing, and using digital information.

In addition to coding, the expanding field of computer science emphasizes computational thinking and interdisciplinary problem-solving to equip students with the skills and abilities necessary to apply computation in our digital world.

Computer science does not include using a computer for everyday activities, such as browsing the internet; use of tools like word processing, spreadsheets, or presentation software; or using computers in the study and exploration of unrelated subjects.

Demonstrates a rationale means a key project component included in the project's logic model is informed by research or

evaluation findings that suggest the project component is likely to improve relevant outcomes.

Logic model (also referred to as a theory of action) means a framework that identifies key project components of the proposed project (i.e., the active “ingredients” that are hypothesized to be critical to achieving the relevant outcomes) and describes the theoretical and operational relationships among the key project components and relevant outcomes.

Note: In developing logic models, applicants may want to use resources such as the Regional Educational Laboratory Program’s (REL Pacific) Education Logic Model Application, available at <https://ies.ed.gov/ncee/edlabs/regions/pacific/elm.asp>, to help design their logic models. Other sources include: https://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2014025.pdf, https://ies.ed.gov/ncee/edlabs/regions/pacific/pdf/REL_2014007.pdf, and https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2015057.pdf.

Program Authority: 20 U.S.C. 1070a-11 and 1070a-12.

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

Applicable Regulations: (a) The Education Department

General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75 (except for §§ 75.215 through 75.221), 77, 79, 82, 84, 86, 97, 98, and 99. (b) The Office of Management and Budget Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485. (c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended in 2 CFR part 3474. (d) The regulations for this program in 34 CFR part 643. (e) The Supplemental Priorities. (f) The Administrative Priorities.

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

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

II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds: The Administration has requested \$950,000,000 for the Federal TRIO Programs for FY 2021, of which we intend to use an estimated \$171,000,000 for Talent Search awards. The actual level of funding, if any, depends on final congressional action. However, we are inviting applications to allow enough time to complete the grant process if Congress appropriates funds for this program.

Estimated Range of Awards: \$267,995-\$1,030,588.

Estimated Average Size of Awards: \$391,715.

Maximum Award:

- For an applicant that is not currently receiving a Talent Search Program grant, the maximum award amount is \$277,375. All projects must serve a minimum of 500 participants annually and have a per participant cost of no more than \$555.
- For an applicant that is currently receiving a Talent Search Program grant, the maximum award amount is the greater of (a) \$277,375 or (b) 100 percent of the applicant's base award amount for FY 2020. For example, an applicant that is eligible for, and requests, a \$550,000 grant, must propose to serve at least 990 participants. All projects must serve a minimum of 500 participants annually and have a per participant cost of no more than \$555.

Estimated Number of Awards: 473.

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

Project Period: Up to 60 months.

III. Eligibility Information

1. Eligible Applicants: (a) Institutions of higher education, (b) public or private agencies or organizations, including community-based organizations with experience in serving disadvantaged youth, (c) secondary schools, and (d) combinations of such institutions, agencies, and organizations, for planning, developing, or carrying out one or more of the services identified under this program.

Note: If you are a nonprofit organization, under 34 CFR 75.51, you may demonstrate your nonprofit status by providing: (1) proof that the Internal Revenue Service currently recognizes the applicant as an organization to which contributions are tax deductible under section 501(c)(3) of the Internal Revenue Code; (2) a statement from a State taxing body or the State attorney general certifying that the organization is a nonprofit organization operating within the State and that no part of its net earnings may lawfully benefit any private shareholder or individual; (3) a certified copy of the applicant's certificate of incorporation or similar document if it clearly establishes the nonprofit status of the applicant; or (4) any item described above if that item applies to a State or national parent organization, together with a statement by the State or parent organization that the applicant is a local nonprofit affiliate.

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

b. Indirect Cost Rate Information: This program uses a training indirect cost rate. This limits indirect cost reimbursement to an entity's actual cost, as determined in its negotiated indirect cost rate agreement, or eight percent of a modified total direct cost base, whichever amount is less. For more information regarding indirect costs, or to obtain a negotiated indirect cost rate, please see 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.

4. Other: An applicant may submit multiple applications if each separate application describes a project that will serve a different target area or different target schools. The term "target area" is defined as a geographic area served by a project, and the term "target school" is a school designated by the applicant as a focus of project services (34 CFR 643.7).

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, which contain requirements and information on how to submit an application.

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

3. Funding Restrictions: We specify unallowable costs in 34 CFR 643.31. We reference additional regulations outlining funding restrictions in the Applicable Regulation section of this notice.

4. Recommended Page Limit: The application narrative is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. We recommend that you (1) limit the application narrative to no more than 65 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 the text in the application narrative, including titles, headings, footnotes, quotations, references, 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. However, the recommended page limit does apply to all of the application narrative.

We recommend that any application addressing the competitive preference priorities include no more than three additional pages each for Competitive Preference Priorities 1, 2 and 3, if addressed. Applications that do not follow the page limit and formatting recommendations will not be penalized.

V. Application Review Information

1. Selection Criteria: The following selection criteria for this program competition are from 34 CFR 643.21. We will award up to 100 points to an application under the selection criteria and up to 6 additional points to an application, depending on how well it meets the competitive preference

priorities, for a total score of up to 106 points. The maximum number of points available for each criterion is indicated in parentheses.

(a) *Need for the project* (24 points). The Secretary evaluates the need for a Talent Search project in the proposed target area on the basis of the extent to which the application contains clear evidence of the following:

(1) A high number or high percentage of (i) low-income families residing in the target area; or (ii) students attending the target schools who are eligible for free or reduced priced lunch as described in sections 9(b)(1) and 17(c)(4) of the Richard B. Russell National School Lunch Act (4 points).

(2) Low rates of high school persistence among individuals in the target schools as evidenced by the annual student persistence rates in the proposed target schools for the most recent year for which data are available (2 points).

(3) Low rates of students in the target school or schools who graduate high school with a regular secondary school diploma in the standard number of years for the most recent year for which data are available (4 points).

(4) Low postsecondary enrollment and completion rates among individuals in the target area and schools as evidenced by--

(i) Low rates of enrollment in programs of postsecondary education by graduates of the target schools in the most recent year for which data are available; and

(ii) A high number or high percentage of individuals residing in the target area with education completion levels below the baccalaureate degree level (6 points).

(5) The extent to which the target secondary schools do not offer their students the courses or academic support to complete a rigorous secondary school program of study or have low participation or low success by low-income or first generation students in such courses (2 points).

(6) Other indicators of need for a Talent Search project, including low academic achievement and low standardized test scores of students enrolled in the target schools, a high ratio of students to school counselors in the target schools, and the presence of unaddressed academic or socio-economic problems of eligible individuals, including foster care youth and homeless children and youth in the target schools or the target area (6 points).

(b) *Objectives* (8 points). The Secretary evaluates the quality of the applicant's objectives and proposed targets (percentages) in the following areas on the basis of the extent to which they are both ambitious, as related to the need data provided under paragraph (a) of this section, and attainable

given the project's plan of operation, budget, and other resources:

(1) Secondary school persistence (2 points).

(2) Secondary school graduation (regular secondary school diploma) (2 points).

(3) Secondary school graduation (rigorous secondary school program of study) (1 point).

(4) Postsecondary education enrollment (2 points).

(5) Postsecondary degree attainment (1 point).

(c) *Plan of operation* (30 points). The Secretary evaluates the quality of the applicant's plan of operation on the basis of the following:

(1) The plan to inform the residents, schools, and community organizations in the target area of the purpose, objectives, and services of the project and the eligibility requirements for participation in the project (3 points).

(2) The plan to identify and select eligible project participants (3 points).

(3) The plan for providing the services delineated in 34 CFR 643.4 as appropriate based on the project's assessment of each participant's need for services (10 points).

(4) The plan to work in a coordinated, collaborative, and cost-effective manner as part of an overarching college access strategy with the target schools or school system and other

programs for disadvantaged students to provide participants with access to and assistance in completing a rigorous secondary school program of study (6 points).

(5) The plan, including timelines, personnel, and other resources, to ensure the proper and efficient administration of the project, including the project's organizational structure; the time commitment of key project staff; and financial, personnel, and records management (6 points).

(6) The plan to follow former participants as they enter, continue in, and complete postsecondary education (2 points).

(d) *Applicant and community support* (16 points). The Secretary evaluates the applicant and community support for the proposed project on the basis of the extent to which the applicant has made provision for resources to supplement the grant and enhance the project's services, including—

(1) Facilities, equipment, supplies, personnel, and other resources committed by the applicant (8 points); and

(2) Resources secured through written commitments from community partners (8 points).

(i) An applicant that is an institution of higher education must include in its application commitments from the target schools and community organizations;

(ii) An applicant that is a secondary school must include in its application commitments from institutions of higher

education, community organizations, and, as appropriate, other secondary schools and the school district; and

(iii) An applicant that is a community organization must include in its application commitments from the target schools and institutions of higher education.

(e) *Quality of personnel* (9 points). (1) The Secretary evaluates the quality of the personnel the applicant plans to use in the project on the basis of the following:

(i) The qualifications required of the project director (3 points).

(ii) The qualifications required of each of the other personnel to be used in the project (3 points).

(iii) The plan to employ personnel who have succeeded in overcoming the disadvantages of circumstances like those of the population of the target area (3 points).

(2) In evaluating the qualifications of a person, the Secretary considers his or her experience and training in fields related to the objectives of the project.

(f) *Budget* (5 points). The Secretary evaluates the extent to which the project budget is reasonable, cost-effective, and adequate to support the project.

(g) *Evaluation plan* (8 points). The Secretary evaluates the quality of the evaluation plan for the project on the basis of the extent to which the applicant's methods of evaluation—

- (1) Are appropriate to the project's objectives;
- (2) Provide for the applicant to determine, using specific and quantifiable measures, the success of the project in—
 - (i) Making progress toward achieving its objectives (a formative evaluation); and
 - (ii) Achieving its objectives at the end of the project period (a summative evaluation); and
- (3) Provide for the disclosure of unanticipated project outcomes, using quantifiable measures if appropriate.

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

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

For this competition, a panel of three non-Federal reviewers will review each application in accordance with the selection criteria, pursuant to 34 CFR 643.21. The individual scores assigned by the reviewers will be added and the sum divided by the number of reviewers to determine the peer reviewer score received in the review process. Additionally, in accordance with 34 CFR 643.22, the Secretary will award prior experience points to applicants that have conducted a Talent Search project during budget periods 2017-18, 2018-19, and 2019-20, based on their documented experience. Prior experience points, if any, will be added to the application's averaged reader score to determine the total score for each application.

Note: Tie-breaker: If there are insufficient funds for all applications with the same total scores, the Secretary will choose among the tied applications so as to serve geographical areas that have been underserved by the Talent Search Program.

3. Risk Assessment and Specific Conditions: Consistent with 2 CFR 200.205, before awarding grants under this program the Department conducts a review of the risks posed by applicants. Under 2 CFR 3474.10, the Secretary may impose specific conditions and, in appropriate circumstances, high-risk conditions on a grant if the applicant or grantee is not financially stable; has a history of unsatisfactory performance; has a financial or other management system that does not meet

the standards in 2 CFR part 200, subpart D; has not fulfilled the conditions of a prior grant; or is otherwise not responsible.

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 200.205(a)(2) we must make a judgement 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.

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 in this notice.

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

3. Open Licensing Requirements: Unless an exception applies, if you are awarded a grant under this competition, you will be required to openly license to the public grant deliverables created in whole, or in part, with Department grant

funds. When the deliverable consists of modifications to pre-existing works, the license extends only to those modifications that can be separately identified and only to the extent that open licensing is permitted under the terms of any licenses or other legal restrictions on the use of pre-existing works. Additionally, a grantee or subgrantee that is awarded competitive grant funds must have a plan to disseminate these public grant deliverables. This dissemination plan can be developed and submitted after your application has been reviewed and selected for funding. For additional information on the open licensing requirements please refer to 2 CFR 3474.20.

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

(b) At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multiyear award, you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.118. The Secretary may also require more frequent performance reports under 34 CFR

75.720(c). For specific requirements on reporting, please go to www.ed.gov/fund/grant/apply/appforms/appforms.html.

5. Performance Measures: The success of the Talent Search Program will be measured by secondary school persistence and graduation rates of Talent Search participants, as well as postsecondary enrollment and completion rates. All Talent Search Program grantees will be required to submit an annual performance report documenting secondary school persistence, secondary school graduation, and postsecondary enrollment of their participants. Since students may take different amounts of time to complete their postsecondary education, multiple years of performance report data are needed to determine the postsecondary completion rates of Talent Search Program participants. The Department will aggregate the data provided in the annual performance reports from all grantees to determine the accomplishment level.

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, the performance targets in the grantee's approved application. In

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

VII. 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. At this site you can view this document, as well as all other documents of this Department published in the *Federal Register*, in text or Portable Document Format (PDF). To use PDF you must have Adobe Acrobat Reader, which is available free at the site.

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

Dated:

Robert L. King,
*Assistant Secretary for
Postsecondary Education.*

AUTHORIZING LEGISLATION

20 USC CHAPTER 28, SUBCHAPTER IV, Part A: federal early outreach and student services programs Text contains those laws in effect on January 7, 2011

From Title 20—EDUCATION

CHAPTER 28—HIGHER EDUCATION RESOURCES AND STUDENT ASSISTANCE
SUBCHAPTER IV—STUDENT ASSISTANCE

Part A—Grants to Students in Attendance at Institutions of Higher Education

subpart 2—federal early outreach and student services programs

CODIFICATION

Pub. L. 102–325, title IV, §402(a)(2), (4), July 23, 1992, 106 Stat. 482, added subpart 2 and redesignated former subpart 2 comprising sections 1070b to 1070b–3 of this title as subpart 3.

Division 1—Federal TRIO Programs

§1070a–11. Program authority; authorization of appropriations

(a) Grants and contracts authorized

The Secretary shall, in accordance with the provisions of this division, carry out a program of making grants and contracts designed to identify qualified individuals from disadvantaged backgrounds, to prepare them for a program of postsecondary education, to provide support services for such students who are pursuing programs of postsecondary education, to motivate and prepare students for doctoral programs, and to train individuals serving or preparing for service in programs and projects so designed.

(b) Recipients, duration, and size

(1) Recipients

For the purposes described in subsection (a) of this section, the Secretary is authorized, without regard to section 6101 of title 41, to make grants to, and contracts with, institutions of higher education, public and private agencies and organizations, including community-based organizations with experience in serving disadvantaged youth, combinations of such institutions, agencies and organizations, and, as appropriate to the purposes of the program, secondary schools, for planning, developing, or carrying out one or more of the services assisted under this division.

(2) Duration

Grants or contracts made under this division shall be awarded for a period of 5 years, except that—

(A) in order to synchronize the awarding of grants for programs under this division, the Secretary may, under such terms as are consistent with the purposes of this division, provide a one-time, limited extension of the length of such an award;

(B) grants made under section 1070a–17 of this title shall be awarded for a period of 2 years; and

(C) grants under section 1070a–18 of this title shall be awarded for a period determined by the Secretary.

(3) Minimum grants

Unless the institution or agency requests a smaller amount, an individual grant authorized under this division shall be awarded in an amount that is not less than \$200,000, except that an individual grant authorized under section 1070a–17 of this title shall be awarded in an amount that is not less than \$170,000.

(c) Procedures for awarding grants and contracts

(1) Application requirements

An eligible entity that desires to receive a grant or contract under this division shall submit an application to the Secretary in such manner and form, and containing such information and assurances, as the Secretary may reasonably require.

(2) Considerations

(A) Prior experience

In making grants under this division, the Secretary shall consider each applicant's prior experience of high quality service delivery, as determined under subsection (f), under the particular program for which funds are sought. The level of consideration given the factor of prior experience shall not vary from the level of consideration given such factor during fiscal years 1994 through 1997, except that grants made under section 1070a–18 of this title shall not be given prior experience consideration.

(B) Participant need

In making grants under this division, the Secretary shall consider the number, percentages, and needs of eligible participants in the area, institution of higher education, or secondary school to be served to aid such participants in preparing for, enrolling in, or succeeding in postsecondary education, as appropriate to the particular program for which the eligible entity is applying.

(3) Order of awards; program fraud

(A) Except with respect to grants made under sections 1070a–17 and 1070a–18 of this title and as provided in subparagraph (B), the Secretary shall award grants and contracts under this division in the order of the scores received by the application for such grant or contract in the peer review process required under paragraph (4) and adjusted for prior experience in accordance with paragraph (2) of this subsection.

(B) The Secretary shall not provide assistance to a program otherwise eligible for assistance under this division, if the Secretary has determined that such program has involved the fraudulent use of funds under this division.

(4) Peer review process

(A) The Secretary shall ensure that, to the extent practicable, members of groups underrepresented in higher education, including African Americans, Hispanics, Native Americans, Alaska Natives, Asian Americans, and Native American Pacific Islanders (including Native Hawaiians), are represented as readers of applications submitted under this division. The Secretary shall also ensure that persons from urban and rural backgrounds are represented as readers.

(B) The Secretary shall ensure that each application submitted under this division is read by at least three readers who are not employees of the Federal Government (other than as readers of applications).

(5) Number of applications for grants and contracts

The Secretary shall not limit the number of applications submitted by an entity under any program authorized under this division if the additional applications describe programs serving different populations or different campuses.

(6) Coordination with other programs for disadvantaged students

The Secretary shall encourage coordination of programs assisted under this division with other programs for disadvantaged students operated by the sponsoring institution or agency, regardless of the funding source of such programs. The Secretary shall not limit an entity's eligibility to receive funds under this division because such entity sponsors a program similar to the program to be assisted under this division, regardless of the funding source of such program. The Secretary shall permit the Director of a program receiving funds under this division to administer one or more additional programs for disadvantaged students operated by the sponsoring institution or agency, regardless of the funding sources of such programs. The Secretary shall, as appropriate, require each applicant for funds under the programs authorized by this division to identify and make available services under such program, including mentoring, tutoring, and other services provided by such program, to foster care youth (including youth in foster care and youth who have left foster care after reaching age 13) or to homeless children and youths as defined in section 11434a of title 42.

(7) Application status

The Secretary shall inform each entity operating programs under this division regarding the status of their application for continued funding at least 8 months prior to the expiration of the grant or contract. The Secretary, in the case of an entity that is continuing to operate a successful program under this division, shall ensure that the start-up date for a new grant or contract for such program immediately follows the termination of the preceding grant or contract so that no interruption of funding occurs for such successful applicants. The Secretary shall inform each entity requesting assistance under this division for

a new program regarding the status of their application at least 8 months prior to the proposed startup date of such program.

(8) Review and notification by the Secretary

(A) Guidance

Not later than 180 days after August 14, 2008, the Secretary shall issue non regulatory guidance regarding the rights and responsibilities of applicants with respect to the application and evaluation process for programs and projects assisted under this division, including applicant access to peer review comments. The guidance shall describe the procedures for the submission, processing, and scoring of applications for grants under this division, including—

(i) the responsibility of applicants to submit materials in a timely manner and in accordance with the processes established by the Secretary under the authority of the General Education Provisions Act [20 U.S.C. 1221 et seq.];

(ii) steps the Secretary will take to ensure that the materials submitted by applicants are processed in a proper and timely manner;

(iii) steps the Secretary will take to ensure that prior experience points for high quality service delivery are awarded in an accurate and transparent manner;

(iv) steps the Secretary will take to ensure the quality and integrity of the peer review process, including assurances that peer reviewers will consider applications for grants under this division in a thorough and complete manner consistent with applicable Federal law; and

(v) steps the Secretary will take to ensure that the final score of an application, including prior experience points for high quality service delivery and points awarded through the peer review process, is determined in an accurate and transparent manner.

(B) Updated guidance

Not later than 45 days before the date of the commencement of each competition for a grant under this division that is held after the expiration of the 180-day period described in subparagraph (A), the Secretary shall update and publish the guidance described in such subparagraph.

(C) Review

(i) In general

With respect to any competition for a grant under this division, an applicant may request a review by the Secretary if the applicant—

(I) has evidence of a specific technical, administrative, or scoring error made by the Department, an agent of the Department, or a peer reviewer, with respect to the scoring or processing of a submitted application; and

(II) has otherwise met all of the requirements for submission of the application.

(ii) Technical or administrative error

In the case of evidence of a technical or administrative error listed in clause (i)(I), the Secretary shall review such evidence and provide a timely response to the applicant. If the Secretary determines that a technical or administrative error was made by the Department or an agent of the Department, the application of the applicant shall be reconsidered in the peer review process for the applicable grant competition.

(iii) Scoring error

In the case of evidence of a scoring error listed in clause (i)(I), when the error relates to either prior experience points for high quality service delivery or to the final score of an application, the Secretary shall—

(I) review such evidence and provide a timely response to the applicant; and

(II) if the Secretary determines that a scoring error was made by the Department or a peer reviewer, adjust the prior experience points or final score of the application appropriately and quickly, so as not to interfere with the timely awarding of grants for the applicable grant competition.

(iv) Error in peer review process

(I) Referral to secondary review

In the case of a peer review process error listed in clause (i)(I), if the Secretary determines that points were withheld for criteria not required in Federal statute, regulation, or guidance governing a program assisted under this division or the application for a grant for such program, or determines that information pertaining to selection criteria was wrongly determined to be missing from an application by a peer reviewer, then the Secretary shall refer the application to a secondary review panel.

(II) Timely review; replacement score

The secondary review panel described in subclause (I) shall conduct a secondary review in a timely fashion, and the score resulting from the secondary review shall replace the score from the initial peer review.

(III) Composition of secondary review panel

The secondary review panel shall be composed of reviewers each of whom—

(aa) did not review the application in the original peer review;

(bb) is a member of the cohort of peer reviewers for the grant program that is the subject of such secondary review; and

(cc) to extent practicable, has conducted peer reviews in not less than two previous competitions for the grant program that is the subject of such secondary review.

(IV) Final score

The final peer review score of an application subject to a secondary review under this clause shall be adjusted appropriately and quickly using the score awarded by the secondary review panel, so as not to

interfere with the timely awarding of grants for the applicable grant competition.

(V) Qualification for secondary review

To qualify for a secondary review under this clause, an applicant shall have evidence of a scoring error and demonstrate that—

(aa) points were withheld for criteria not required in statute, regulation, or guidance governing the Federal TRIO programs or the application for a grant for such programs; or

(bb) information pertaining to selection criteria was wrongly determined to be missing from the application.

(v) Finality

(I) In general

A determination by the Secretary under clause (i), (ii), or (iii) shall not be reviewable by any officer or employee of the Department.

(II) Scoring

The score awarded by a secondary review panel under clause (iv) shall not be reviewable by any officer or employee of the Department other than the Secretary.

(vi) Funding of applications with certain adjusted scores

To the extent feasible based on the availability of appropriations, the Secretary shall fund applications with scores that are adjusted upward under clauses (ii), (iii), and (iv) to equal or exceed the minimum cut off score for the applicable grant competition.

(d) Outreach

(1) In general

The Secretary shall conduct outreach activities to ensure that entities eligible for assistance under this division submit applications proposing programs that serve geographic areas and eligible populations which have been underserved by the programs assisted under this division.

(2) Notice

In carrying out the provisions of paragraph (1), the Secretary shall notify the entities described in subsection (b) of this section of the availability of assistance under this subsection not less than 120 days prior to the deadline for submission of applications under this division and shall consult national, State, and regional organizations about candidates for notification.

(3) Technical assistance

The Secretary shall provide technical training to applicants for projects and programs authorized under this division. The Secretary shall give priority to serving programs and projects that serve geographic areas and eligible populations which have been underserved by the programs assisted under this division. Technical training activities shall include the provision of information on authorizing legislation, goals and objectives of the program, required activities, eligibility requirements, the application process and application deadlines, and assistance in the development of program

proposals and the completion of program applications. Such training shall be furnished at conferences, seminars, and workshops to be conducted at not less than 10 sites throughout the United States to ensure that all areas of the United States with large concentrations of eligible participants are served.

(4) Special rule

The Secretary may contract with eligible entities to conduct the outreach activities described in this subsection.

(e) Documentation of status as a low-income individual

(1) Except in the case of an independent student, as defined in section 1087vv(d) of this title, documentation of an individual's status pursuant to subsection (h)(4) shall be made by providing the Secretary with—

- (A) a signed statement from the individual's parent or legal guardian;
- (B) verification from another governmental source;
- (C) a signed financial aid application; or
- (D) a signed United States or Puerto Rico income tax return.

(2) In the case of an independent student, as defined in section 1087vv(d) of this title, documentation of an individual's status pursuant to subsection (h)(4) shall be made by providing the Secretary with—

- (A) a signed statement from the individual;
- (B) verification from another governmental source;
- (C) a signed financial aid application; or
- (D) a signed United States or Puerto Rico income tax return.

(3) Notwithstanding this subsection and subsection (h)(4), individuals who are foster care youth (including youth in foster care and youth who have left foster care after reaching age 13), or homeless children and youths as defined in section 11434a of title 42, shall be eligible to participate in programs under sections 1070a–12, 1070a–13, 1070a–14, and 1070a–16 of this title.

(f) Outcome criteria

(1) Use for prior experience determination

For competitions for grants under this division that begin on or after January 1, 2009, the Secretary shall determine an eligible entity's prior experience of high quality service delivery, as required under subsection (c)(2), based on the outcome criteria described in paragraphs (2) and (3).

(2) Disaggregation of relevant data

The outcome criteria under this subsection shall be disaggregated by low-income students, first generation college students, and individuals with disabilities, in the schools and institutions of higher education served by the program to be evaluated.

(3) Contents of outcome criteria

The outcome criteria under this subsection shall measure, annually and for longer periods, the quality and effectiveness of programs authorized under this division and shall include the following:

(A) For programs authorized under section 1070a–12 of this title, the extent to which the eligible entity met or exceeded the entity's objectives established in the entity's application for such program regarding—

(i) the delivery of service to a total number of students served by the program;

(ii) the continued secondary school enrollment of such students;

(iii) the graduation of such students from secondary school with a regular secondary school diploma in the standard number of years;

(iv) the completion by such students of a rigorous secondary school program of study that will make such students eligible for programs such as the Academic Competitiveness Grants Program;

(v) the enrollment of such students in an institution of higher education; and

(vi) to the extent practicable, the postsecondary education completion of such students.

(B) For programs authorized under section 1070a–13 of this title, the extent to which the eligible entity met or exceeded the entity's objectives for such program regarding—

(i) the delivery of service to a total number of students served by the program, as agreed upon by the entity and the Secretary for the period;

(ii) such students' school performance, as measured by the grade point average, or its equivalent;

(iii) such students' academic performance, as measured by standardized tests, including tests required by the students' State;

(iv) the retention in, and graduation from, secondary school of such students;

(v) the completion by such students of a rigorous secondary school program of study that will make such students eligible for programs such as the Academic Competitiveness Grants Program;

(vi) the enrollment of such students in an institution of higher education; and

(vii) to the extent practicable, the postsecondary education completion of such students.

(C) For programs authorized under section 1070a–14 of this title—

(i) the extent to which the eligible entity met or exceeded the entity's objectives regarding the retention in postsecondary education of the students served by the program;

(ii)(I) in the case of an entity that is an institution of higher education offering a baccalaureate degree, the extent to which the entity met or exceeded the entity's objectives regarding the percentage of such students' completion of the degree programs in which such students were enrolled; or

(II) in the case of an entity that is an institution of higher education that does not offer a baccalaureate degree, the extent to which such students met or exceeded the entity's objectives regarding—

(aa) the completion of a degree or certificate by such students; and
(bb) the transfer of such students to institutions of higher education that offer baccalaureate degrees;

(iii) the extent to which the entity met or exceeded the entity's objectives regarding the delivery of service to a total number of students, as agreed upon by the entity and the Secretary for the period; and
(iv) the extent to which the entity met or exceeded the entity's objectives regarding the students served under the program who remain in good academic standing.

(D) For programs authorized under section 1070a–15 of this title, the extent to which the entity met or exceeded the entity's objectives for such program regarding—

(i) the delivery of service to a total number of students served by the program, as agreed upon by the entity and the Secretary for the period;
(ii) the provision of appropriate scholarly and research activities for the students served by the program;
(iii) the acceptance and enrollment of such students in graduate programs; and
(iv) the continued enrollment of such students in graduate study and the attainment of doctoral degrees by former program participants.

(E) For programs authorized under section 1070a–16 of this title, the extent to which the entity met or exceeded the entity's objectives for such program regarding—

(i) the enrollment of students without a secondary school diploma or its recognized equivalent, who were served by the program, in programs leading to such diploma or equivalent;
(ii) the enrollment of secondary school graduates who were served by the program in programs of postsecondary education;
(iii) the delivery of service to a total number of students served by the program, as agreed upon by the entity and the Secretary for the period; and
(iv) the provision of assistance to students served by the program in completing financial aid applications and college admission applications.

(4) Measurement of progress

In order to determine the extent to which each outcome criterion described in paragraph (2) or (3) is met or exceeded, the Secretary shall compare the agreed upon target for the criterion, as established in the eligible entity's application approved by the Secretary, with the results for the criterion, measured as of the last day of the applicable time period for the determination for the outcome criterion.

(g) Authorization of appropriations

For the purpose of making grants and contracts under this division, there are authorized to be appropriated \$900,000,000 for fiscal year 2009 and such sums as may

be necessary for each of the five succeeding fiscal years. Of the amount appropriated under this division, the Secretary may use no more than ½ of 1 percent of such amount to obtain additional qualified readers and additional staff to review applications, to increase the level of oversight monitoring, to support impact studies, program assessments and reviews, and to provide technical assistance to potential applicants and current grantees. In expending these funds, the Secretary shall give priority to the additional administrative requirements provided in the Higher Education Amendments of 1992, to outreach activities, and to obtaining additional readers.

(h) Definitions

For the purpose of this division:

(1) Different campus

The term “different campus” means a site of an institution of higher education that—

- (A) is geographically apart from the main campus of the institution;
- (B) is permanent in nature; and
- (C) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential.

(2) Different population

The term “different population” means a group of individuals that an eligible entity desires to serve through an application for a grant under this division, and that—

- (A) is separate and distinct from any other population that the entity has applied for a grant under this division to serve; or
- (B) while sharing some of the same needs as another population that the eligible entity has applied for a grant under this division to serve, has distinct needs for specialized services.

(3) First generation college student

The term “first generation college student” means—

- (A) an individual both of whose parents did not complete a baccalaureate degree; or
- (B) in the case of any individual who regularly resided with and received support from only one parent, an individual whose only such parent did not complete a baccalaureate degree.

(4) Low-income individual

The term “low-income individual” means an individual from a family whose taxable income for the preceding year did not exceed 150 percent of an amount equal to the poverty level determined by using criteria of poverty established by the Bureau of the Census.

(5) Veteran eligibility

No veteran shall be deemed ineligible to participate in any program under this division by reason of such individual's age who—

- (A) served on active duty for a period of more than 180 days and was discharged or released therefrom under conditions other than dishonorable;
- (B) served on active duty and was discharged or released therefrom because of a service connected disability;

(C) was a member of a reserve component of the Armed Forces called to active duty for a period of more than 30 days; or

(D) was a member of a reserve component of the Armed Forces who served on active duty in support of a contingency operation (as that term is defined in section 101(a)(13) of title 10) on or after September 11, 2001.

(6) Waiver

The Secretary may waive the service requirements in subparagraph (A), (B), or (C) of paragraph (5) if the Secretary determines the application of the service requirements to a veteran will defeat the purpose of a program under this division.

(Pub. L. 89–329, title IV, §402A, as added Pub. L. 102–325, title IV, §402(a)(4), July 23, 1992, 106 Stat. 482; amended Pub. L. 103–208, §2(b)(6)–(9), Dec. 20, 1993, 107 Stat. 2458; Pub. L. 105–244, title I, §102(b)(1), title IV, §402(a), Oct. 7, 1998, 112 Stat. 1622, 1652; Pub. L. 110–315, title IV, §403(a), Aug. 14, 2008, 122 Stat. 3191; Pub. L. 111–39, title IV, §401(a)(4), July 1, 2009, 123 Stat. 1938.)

REFERENCES IN TEXT

The General Education Provisions Act, referred to in subsec. (c)(8)(A)(i), is title IV of Pub. L. 90–247, Jan. 2, 1968, 81 Stat. 814, which is classified generally to chapter 31 (§1221 et seq.) of this title. For complete classification of this Act to the Code, see section 1221 of this title and Tables.

The Higher Education Amendments of 1992, referred to in subsec. (g), is Pub. L. 102–325, July 23, 1992, 106 Stat. 448. For complete classification of this Act to the Code, see Short Title of 1992 Amendment note set out under section 1001 of this title and Tables.

REFERENCES TO SUBPART 2, 3, OR 4 OF THIS PART DEEMED TO REFER TO SUBPART 3, 4, OR 2 OF THIS PART

Section 402(b) of Pub. L. 102–325 provided that: “Reference in any provision of law (other than the Act [20 U.S.C. 1001 et seq.]) to subpart 2, 3, or 4 of part A of title IV of the Act shall, after the date of enactment of this Act [July 23, 1992], be deemed to refer to subpart 3 [20 U.S.C. 1070b et seq.], 4 [20 U.S.C. 1070c et seq.], or 2 [20 U.S.C. 1070a–11 et seq.] of such part, respectively.”

CODIFICATION

In subsec. (b)(1), “section 6101 of title 41” substituted for “section 3709 of the Revised Statutes (41 U.S.C. 5)” on authority of Pub. L. 111–350, §6(c), Jan. 4, 2011, 124 Stat. 3854, which Act enacted Title 41, Public Contracts.

AMENDMENTS

2009—Subsec. (b)(1). Pub. L. 111–39, §401(a)(4)(A), substituted “organizations, including” for “organizations including”.

Subsec. (c)(8)(C)(iv)(I). Pub. L. 111–39, §401(a)(4)(B), inserted “to be” after “determined”.

2008—Subsec. (b)(1). Pub. L. 110–315, §403(a)(1)(A), inserted “including community-based organizations with experience in serving disadvantaged youth” after

“private agencies and organizations” and substituted “, as appropriate to the purposes of the program” for “in exceptional circumstances”.

Subsec. (b)(2). Pub. L. 110–315, §403(a)(1)(B)(i), substituted “5 years” for “4 years” in introductory provisions.

Subsec. (b)(2)(A). Pub. L. 110–315, §403(a)(1)(B)(ii), amended subpar. (A) generally. Prior to amendment subpar. (A) read as follows: “the Secretary shall award such grants or contracts for 5 years to applicants whose peer review scores were in the highest 10 percent of scores of all applicants receiving grants or contracts in each program competition for the same award year;”.

Subsec. (b)(3). Pub. L. 110–315, §403(a)(1)(C), added par. (3) and struck out former par. (3). Prior to amendment, text read as follows: “Unless the institution or agency requests a smaller amount, individual grants under this division shall be no less than—

“(A) \$170,000 for programs authorized by sections 1070a–14 and 1070a–17 of this title;

“(B) \$180,000 for programs authorized by sections 1070a–12 and 1070a–16 of this title; and

“(C) \$190,000 for programs authorized by sections 1070a–13 and 1070a–15 of this title.”

Subsec. (c)(2). Pub. L. 110–315, §403(a)(2)(A), inserted par. heading, designated former par. heading as subpar. (A) heading and existing provisions as subpar. (A), substituted “high quality service delivery, as determined under subsection (f),” for “service delivery”, and added subpar. (B).

Subsec. (c)(3)(B). Pub. L. 110–315, §403(a)(2)(B), substituted “shall not” for “is not required to”.

Subsec. (c)(5). Pub. L. 110–315, §403(a)(2)(C), substituted “different campuses” for “campuses”.

Subsec. (c)(6). Pub. L. 110–315, §403(a)(2)(D), inserted at end “The Secretary shall, as appropriate, require each applicant for funds under the programs authorized by this division to identify and make available services under such program, including mentoring, tutoring, and other services provided by such program, to foster care youth (including youth in foster care and youth who have left foster care after reaching age 13) or to homeless children and youths as defined in section 11434a of title 42.”

Subsec. (c)(8). Pub. L. 110–315, §403(a)(2)(E), added par. (8).

Subsec. (e)(1), (2). Pub. L. 110–315, §403(a)(3)(A), substituted “subsection (h)(4)” for “subsection (g)(2)” in introductory provisions.

Subsec. (e)(3). Pub. L. 110–315, §403(a)(3)(B), added par. (3).

Subsec. (f). Pub. L. 110–315, §403(a)(5), added subsec. (f). Former subsec. (f) redesignated (g).

Subsec. (g). Pub. L. 110–315, §403(a)(6), substituted “\$900,000,000 for fiscal year 2009 and such sums as may be necessary for each of the five succeeding fiscal years” for “\$700,000,000 for fiscal year 1999, and such sums as may be necessary for each of the 4 succeeding fiscal years” and struck out last sentence which read as follows: “The Secretary shall report to Congress by October 1, 1994, on the use of these funds.”

Pub. L. 110–315, §403(a)(4), redesignated subsec. (f) as (g). Former subsec. (g) redesignated (h).

Subsec. (h). Pub. L. 110–315, §403(a)(7)(A), (B), added pars. (1) and (2) and redesignated former pars. (1) to (4) as (3) to (6), respectively.

Pub. L. 110–315, §403(a)(4), redesignated subsec. (g) as (h).

Subsec. (h)(5)(A). Pub. L. 110–315, §403(a)(7)(C)(i), struck out “, any part of which occurred after January 31, 1955,” after “more than 180 days” and “or” after semicolon.

Subsec. (h)(5)(B). Pub. L. 110–315, §403(a)(7)(C)(ii), struck out “after January 31, 1955,” after “active duty” and substituted a semicolon for period at end.

Subsec. (h)(5)(C), (D). Pub. L. 110–315, §403(a)(7)(C)(iii), added subpars. (C) and (D).

Subsec. (h)(6). Pub. L. 110–315, §403(a)(7)(D), substituted “subparagraph (A), (B), or (C) of paragraph (5)” for “subparagraph (A) or (B) of paragraph (3)”.

1998—Subsec. (b)(2)(C). Pub. L. 105–244, §402(a)(1), added subpar. (C).

Subsec. (b)(3). Pub. L. 105–244, §402(a)(2), amended heading and text of par. (3) generally. Prior to amendment, text read as follows: “In any year in which the appropriations authorized under this division exceed the prior year appropriation as adjusted for inflation, the Secretary shall use 80 percent of the amount appropriated above the current services level to bring each award up to the minimum grant level or the amount requested by the institution or agency, whichever is less. The minimum grant level (A) for programs authorized under section 1070a–14 or 1070a–17 of this title, shall not be less than \$170,000 for fiscal year 1993; (B) for programs authorized under section 1070a–12 or 1070a–16 of this title shall not be less than \$180,000 for fiscal year 1994; and (C) for programs authorized under section 1070a–13 or 1070a–15 of this title shall not be less than \$190,000 for fiscal year 1995.”

Subsec. (c). Pub. L. 105–244, §402(a)(3), amended subsec. (c) generally, revising and restating former pars. (1) to (6), relating to procedures for awarding grants and contracts, as pars. (1) to (7).

Subsec. (c)(2). Pub. L. 105–244, §102(b)(1), substituted “section 1011g” for “section 1145d–1”.

Subsec. (f). Pub. L. 105–244, §402(a)(4), substituted “\$700,000,000 for fiscal year 1999” for “\$650,000,000 for fiscal year 1993”.

Subsec. (g)(4). Pub. L. 105–244, §402(a)(5), added par. (4).

1993—Subsec. (b)(2). Pub. L. 103–208, §2(b)(6), added par. (2) and struck out former par. (2) which read as follows: “Grants or contracts made under this division shall be awarded for a period of 4 years, except that the Secretary shall award such grants or contracts for 5 years to applicants whose peer review scores were in the highest 10 percent of scores of all applicants receiving grants or contracts in each program competition for the same award year.”

Subsec. (c)(1). Pub. L. 103–208, §2(b)(7), inserted before period at end of second sentence “, except that in the case of the programs authorized in sections 1070a–15 and 1070a–17 of this title, the level of consideration given to prior experience shall be the same as the level of consideration given this factor in the other programs authorized in this division”.

Subsec. (c)(2)(A). Pub. L. 103–208, §2(b)(8), inserted “with respect to grants made under section 1070a–17 of this title, and” after “Except”.

Subsec. (e). Pub. L. 103–208, §2(b)(9), amended subsec. (e) generally. Prior to amendment, subsec. (e) read as follows: “Documentation of an individual's status pursuant to subsection (g)(2) of this section shall be made—

“(1) in the case of an individual who is eighteen years of age or younger or a dependent student by providing the Secretary with a signed statement from the parent or legal guardian, verification from another governmental source, a signed financial aid application, or a signed United States or Puerto Rican income tax return; and

“(2) in the case of an individual who is age 18 or older or who is an independent student, by providing the Secretary with a signed statement from the individual, verification from another governmental source, a signed financial aid form, or a signed United States or Puerto Rican income tax return.”

EFFECTIVE DATE OF 2009 AMENDMENT

Amendment by Pub. L. 111–39 effective as if enacted on the date of enactment of Pub. L. 110–315 (Aug. 14, 2008), see section 3 of Pub. L. 111–39, set out as a note under section 1001 of this title.

EFFECTIVE DATE OF 1998 AMENDMENT

Amendment by Pub. L. 105–244 effective Oct. 1, 1998, except as otherwise provided in Pub. L. 105–244, see section 3 of Pub. L. 105–244, set out as a note under section 1001 of this title.

EFFECTIVE DATE OF 1993 AMENDMENT

Amendment by section 2(b)(6), (8), (9) of Pub. L. 103–208 effective as if included in the Higher Education Amendments of 1992, Pub. L. 102–325, except as otherwise provided, and amendment by section 2(b)(7) of Pub. L. 103–208 effective on and after Dec. 20, 1993, see section 5(a), (b)(2) of Pub. L. 103–208 set out as a note under section 1051 of this title.

ADVANCED PLACEMENT FEE PAYMENT PROGRAM

Pub. L. 105–244, title VIII, §810, Oct. 7, 1998, 112 Stat. 1808, which authorized grants to States to enable States to reimburse low-income individuals to cover part or all of the cost of advanced placement test fees, required dissemination of information regarding availability of payments, set forth requirements for approval of applications and funding rules, authorized regulations, required annual report, defined terms, and authorized appropriations, was repealed by Pub. L. 107–110, title X, §1011(2), Jan. 8, 2002, 115 Stat. 1986.

Similar provisions were contained in Pub. L. 102–325, title XV, §1545, July 23, 1992, 106 Stat. 837, which was repealed by Pub. L. 107–110, title X, §1011(1), Jan. 8, 2002, 115 Stat. 1986.

§1070a–12. Talent search

(a) Program authority

The Secretary shall carry out a program to be known as talent search which shall be designed—

- (1) to identify qualified youths with potential for education at the postsecondary level and to encourage such youths to complete secondary school and to undertake a program of postsecondary education;
- (2) to publicize the availability of, and facilitate the application for, student financial assistance available to persons who pursue a program of postsecondary education; and
- (3) to encourage persons who have not completed programs of education at the secondary or postsecondary level to enter or reenter, and complete such programs.

(b) Required services

Any project assisted under this section shall provide—

- (1) connections to high quality academic tutoring services, to enable students to complete secondary or postsecondary courses;
- (2) advice and assistance in secondary course selection and, if applicable, initial postsecondary course selection;
- (3) assistance in preparing for college entrance examinations and completing college admission applications;
- (4)(A) information on the full range of Federal student financial aid programs and benefits (including Federal Pell Grant awards and loan forgiveness) and resources for locating public and private scholarships; and
(B) assistance in completing financial aid applications, including the Free Application for Federal Student Aid described in section 1090(a) of this title;
- (5) guidance on and assistance in—
 - (A) secondary school reentry;
 - (B) alternative education programs for secondary school dropouts that lead to the receipt of a regular secondary school diploma;
 - (C) entry into general educational development (GED) programs; or
 - (D) postsecondary education; and

(6) connections to education or counseling services designed to improve the financial literacy and economic literacy of students or the students' parents, including financial planning for postsecondary education.

(c) Permissible services

Any project assisted under this section may provide services such as—

- (1) academic tutoring, which may include instruction in reading, writing, study skills, mathematics, science, and other subjects;
- (2) personal and career counseling or activities;
- (3) information and activities designed to acquaint youth with the range of career options available to the youth;
- (4) exposure to the campuses of institutions of higher education, as well as cultural events, academic programs, and other sites or activities not usually available to disadvantaged youth;
- (5) workshops and counseling for families of students served;
- (6) mentoring programs involving elementary or secondary school teachers or counselors, faculty members at institutions of higher education, students, or any combination of such persons; and
- (7) programs and activities as described in subsection (b) or paragraphs (1) through (6) of this subsection that are specially designed for students who are limited English proficient, students from groups that are traditionally underrepresented in postsecondary education, students with disabilities, students who are homeless children and youths (as such term is defined in section 11434a of title 42), students who are in foster care or are aging out of the foster care system, or other disconnected students.

(d) Requirements for approval of applications

In approving applications for projects under this section for any fiscal year the Secretary shall—

- (1) require an assurance that not less than two-thirds of the individuals participating in the project proposed to be carried out under any application be low-income individuals who are first generation college students;
- (2) require that such participants be persons who either have completed 5 years of elementary education or are at least 11 years of age but not more than 27 years of age, unless the imposition of any such limitation with respect to any person would defeat the purposes of this section or the purposes of section 1070a–16 of this title;
- (3) require an assurance that individuals participating in the project proposed in the application do not have access to services from another project funded under this section or under section 1070a–16 of this title; and
- (4) require an assurance that the project will be located in a setting accessible to the persons proposed to be served by the project.

(Pub. L. 89–329, title IV, §402B, as added Pub. L. 102–325, title IV, §402(a)(4), July 23, 1992, 106 Stat. 486; amended Pub. L. 105–244, title IV, §402(b), Oct. 7, 1998, 112 Stat. 1654; Pub. L. 110–315, title IV, §403(b), Aug. 14, 2008, 122 Stat. 3198.)

AMENDMENTS

2008—Subsec. (a)(2). Pub. L. 110–315, §403(b)(1)(A), inserted “, and facilitate the application for,” after “the availability of”.

Subsec. (a)(3). Pub. L. 110–315, §403(b)(1)(B), substituted “to enter or reenter, and complete” for “, but who have the ability to complete such programs, to reenter”.

Subsecs. (b), (c). Pub. L. 110–315, §403(b)(3), added subsecs. (b) and (c) and struck out former subsec. (b) which related to permissible services. Former subsec. (c) redesignated (d).

Subsec. (d). Pub. L. 110–315, §403(b)(2), (4), redesignated subsec. (c) as (d) and substituted “projects under this section” for “talent search projects under this division” in introductory provisions.

1998—Subsec. (b)(4). Pub. L. 105–244, §402(b)(1), added par. (4) and struck out former par. (4) which read as follows: “guidance on secondary school reentry or entry to general educational development (GED) programs or other alternative education programs for secondary school dropouts;”.

Subsec. (b)(5). Pub. L. 105–244, §402(b)(2), inserted before semicolon “, or activities designed to acquaint individuals from disadvantaged backgrounds with careers in which the individuals are particularly underrepresented”.

Subsec. (b)(8). Pub. L. 105–244, §402(b)(3), substituted “families” for “parents”.

Subsec. (b)(9). Pub. L. 105–244, §402(b)(4), inserted “or counselors” after “teachers”.

EFFECTIVE DATE OF 1998 AMENDMENT

Amendment by Pub. L. 105–244 effective Oct. 1, 1998, except as otherwise provided in Pub. L. 105–244, see section 3 of Pub. L. 105–244, set out as a note under section 1001 of this title.

TALENT SEARCH PROGRAM REGULATIONS

Subpart A—General

Sec.

643.1 What is the Talent Search program?

643.2 Who is eligible for a grant?

643.3 Who is eligible to participate in a project?

643.4 What services does a project provide?

643.5 How long is a project period?

643.6 What regulations apply?

643.7 What definitions apply?

§ 643.1 What is the Talent Search program?

The Talent Search program provides grants for projects designed to— (a) Identify qualified youths with potential for education at the postsecondary level and encourage them to complete secondary school and undertake a program of postsecondary education; (b) Publicize the availability of, and facilitate the application for, student financial assistance for persons who seek to pursue postsecondary education; and (c) Encourage persons who have not completed education programs at the secondary or postsecondary level to enter or reenter and complete these Programs. (Authority: 20 U.S.C. 1070a–12) [58 FR 59145, Nov. 5, 1993, as amended at 75 FR 65774, Oct. 26, 2010]

§ 643.2 Who is eligible for a grant?

The following entities are eligible for a grant to carry out a Talent Search project:

(a) An institution of higher education.

(b) A public or private agency or organization, including a community based organization with experience in serving disadvantaged youth.

(c) A secondary school.

(d) A combination of the types of institutions, agencies, and organizations described in paragraphs (a), (b), and (c) of this section. (Authority: 20 U.S.C. 1070a–11) [58 FR 59145, Nov. 5, 1993, as amended at 75 FR 65774, Oct. 26, 2010]

§ 643.3 Who is eligible to participate in a project?

(a) An individual is eligible to participate in a Talent Search project if the individual meets all the following requirements:

(1)(i) Is a citizen or national of the United States; (ii) Is a permanent resident of the United States; (iii) Is in the United States for other than a temporary purpose and provides evidence from the Immigration and Naturalization Service of his or her intent to become a permanent resident; (iv) Is a permanent resident of Guam, the Northern Mariana Islands, or the Trust Territory of the Pacific Islands (Palau); or (v) Is a resident of the Freely Associated States—the Federated States of Micronesia or the Republic of the Marshall Islands.

(2)(i) Has completed five years of elementary education or is at least 11 years of age but not more than 27 years of age. (ii) However, an individual who is more than 27 years of age may participate in a Talent Search project if the individual cannot be appropriately served by an

Educational Opportunity Center project under 34 CFR part 644 and if the individual's participation would not dilute the Talent Search project's services to individuals described in paragraph (a)(2)(i) of this section.

(3)(i) Is enrolled in or has dropped out of any grade from six through 12, or has graduated from secondary school, ; or (ii) Has undertaken, but is not presently enrolled in, a program of postsecondary education, (b) A veteran as defined in § 643.6(b), regardless of age, is eligible to participate in a Talent Search project if he or she satisfies the eligibility requirements in paragraph (a) of this section other than the age requirement in paragraph (a)(2). (Authority: 20 U.S.C. 1070a–11 and 1070a–12) [58 FR 59145, Nov. 5, 1993, as amended at 75 FR 65775, Oct. 26, 2010]

§ 643.4 What services does a project provide?

(a) A Talent Search project must provide the following services:

(1) Connections for participants to high quality academic tutoring services to enable the participants to complete secondary or postsecondary courses.

(2) Advice and assistance in secondary school course selection and, if applicable, initial postsecondary course selection.

(3) Assistance in preparing for college entrance examinations and completing college admission applications.

(4)(i) Information on the full range of Federal student financial aid programs and benefits including Federal Pell Grant awards and loan forgiveness) and on resources for locating public and private scholarships; and (ii) Assistance in completing financial aid applications, including the Free Application for Federal Student Aid (FAFSA).

(5) Guidance on and assistance in— (i) Secondary school reentry; (ii) Alternative education programs for secondary school dropouts that lead to the receipt of a regular secondary school diploma; (iii) Entry into general educational development (GED) programs; or (iv) Entry into postsecondary education.

(6) Connections for participants to education or counseling services designed to improve the financial and economic literacy of the participants or the participants' parents, including financial planning for postsecondary education.

(b) A Talent Search project may provide services such as the following:

(1) Academic tutoring, which may include instruction in reading, writing, study skills, mathematics, science, and other subjects.

(2) Personal and career counseling or activities.

(3) Information and activities designed to acquaint youth with the range of career options available to the youth.

(4) Exposure to the campuses of institutions of higher education, as well as to cultural events, academic programs, and other sites or activities not usually available to disadvantaged youth.

(5) Workshops and counseling for families of participants served.

(6) Mentoring programs involving elementary or secondary school teachers or counselors, faculty members at institutions of higher education, students, or any combination of these persons.

(7) Programs and activities as described in this section that are specially designed for participants who are limited English proficient, from groups that are traditionally underrepresented in postsecondary education, individuals with disabilities, homeless children and youths, foster care youth, or other disconnected participants.

(8) Other activities designed to meet the purposes of the Talent Search Program in § 643.1.

(Authority: 20 U.S.C. 1070a–12) [75 FR 65775, Oct. 26, 2010]

§ 643.5 How long is a project period?

A project period under the Talent Search program is five years. (Authority: 20 U.S.C. 1070a–11) [75 FR 65775, Oct. 26, 2010]

§ 643.6 What regulations apply?

The following regulations apply to the Talent Search program:

(a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 75 (except for §§ 75.215 through 75.221), 77, 79, 82, 84, 86, 97, 98, and 99.

(b) The regulations in this part 643. (c)(1) 2 CFR part 180 (OMB Guidelines to Agencies on Debarment and Suspension (Nonprocurement)), as adopted at 2 CFR part 3485; and (2) 2 CFR part 200 (Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards), as adopted at 2 CFR part 3474. (Authority: 20 U.S.C. 1070a–11 and 1070a–12) [58 FR 59145, Nov. 5, 1993, as amended at 75 FR 65775, Oct. 26, 2010; 79 FR 76102, Dec. 19, 2014]

§ 643.7 What definitions apply?

(a) General definitions. The following terms used in this part are defined in 2 CFR part 200, subpart A, or in 34 CFR 77.1:

Applicant
Application
Budget
Budget period
EDGAR
Equipment
Facilities
Fiscal year
Grant
Grantee
Private
Project
Project period
Public
Secretary
Supplies

(b) Other definitions.

The following definitions also apply to this part:

Different population means a group of individuals that an eligible entity desires to serve through an application for a grant under the Talent Search program and that— (1) Is separate and distinct from any other population that the entity has applied for a grant to serve; or (2) While sharing some of the same needs as another population that the eligible entity has applied for a grant to serve, has distinct needs for specialized services.

Financial and economic literacy means knowledge about personal financial decision-making, which may include but is not limited to knowledge about— (1) Personal and family budget planning; (2) Understanding credit building principles to meet long-term and short-term goals (*e.g.*, loan to debt ratio, credit scoring, negative impacts on credit scores); (3) Cost planning for postsecondary or post baccalaureate education (*e.g.*, spending, saving, personal budgeting); (4) College cost of attendance (*e.g.*, public vs. private, tuition vs. fees, personal costs); (5) Financial assistance (*e.g.*, searches, application processes, and differences between private and government loans, assistanceships); and (6) Assistance in completing the Free Application for Federal Student Aid (FAFSA).

Foster care youth means youth who are in foster care or are aging out of the foster care system. *HEA* means the Higher Education Act of 1965, as amended.

Homeless children and youth means persons defined in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a).

Individual with a disability means a person who has a disability, as that term is defined in section 12102 of the Americans with Disabilities Act (42 U.S.C. 12101 *et seq.*).
Institution of higher education means an educational institution as defined in sections 101 and 102 of the HEA.

Low-income individual means an individual whose family's taxable income did not exceed 150 percent of the poverty level amount in the calendar year preceding the year in which the individual initially participated in the project. The poverty level amount is determined by using criteria of poverty established by the Bureau of the Census of the U.S. Department of Commerce. Participant means an individual who— (1) Is determined to be eligible to participate in the project under § 643.3; and (2) Receives project services designed for his or her age or grade level.

Postsecondary education means education beyond the secondary school level.

Potential first-generation college student means— (1) An individual neither of whose natural or adoptive parents received a baccalaureate degree; (2) An individual who, prior to the age of 18, regularly resided with and received support from only one parent and whose supporting parent did not receive a baccalaureate degree; or (3) An individual who, prior to the age of 18, did not regularly reside with or receive support from a natural or an adoptive parent.
Regular secondary school diploma means a level attained by individuals who meet or exceed the coursework and performance standards for high school completion established by the individual's State.

Rigorous secondary school program of study means a program of study that is— (1) Established by a state educational agency (SEA) or local educational agency (LEA) and recognized as a rigorous secondary school program of study by the Secretary through the process described in 34 CFR 691.16(a) through 691.16(c) for the Academic Competitiveness Grant (ACG) Program; (2) An advanced or honors secondary school program established by States and in existence for the 2004–2005 school (3) Any secondary school program in which a student successfully completes at a minimum the following courses: (i) Four years of English.

(ii) Three years of mathematics, including algebra I and a higher-level class such as algebra II, geometry, or data analysis and statistics. (iii) Three years of science, including one year each of at least two of the following courses: Biology, chemistry, and physics. (iv) Three years of social studies. (v) One year of a language other than English; (4) A secondary school program identified by a State-level partnership that is recognized by the State Scholars Initiative of the Western Interstate Commission for Higher Education (WICHE), Boulder, Colorado; (5) Any secondary school program for a student who completes at least two courses from an International Baccalaureate Diploma Program sponsored by the International Baccalaureate Organization, Geneva, Switzerland, and receives a score of a “4” or higher on the examinations for at least two of those courses; or (6) Any secondary school program for a student who completes at least two Advanced Placement courses and receives a score of “3” or higher on the College Board’s Advanced Placement Program Exams for at least two of those courses.

Secondary school means a school that provides secondary education as determined under State law, except that it does not include education beyond grade 12.

Target area means a geographic area served by a Talent Search project.

Target school means a school designated by the applicant as a focus of project services.

Veteran means a person who— (1) Served on active duty as a member of the Armed Forces of the United States for a period of more than 180 days and was discharged or released under conditions other than dishonorable; (2) Served on active duty as a member of the Armed Forces of the United States and was discharged or released because of a service connected disability; (3) Was a member of a reserve component of the Armed Forces of the United States and was called to active duty for a period of more than 30 days; or (4) Was a member of a reserve component of the Armed Forces of the United States who served on active duty in support of a contingency operation (as that term is defined in section 101(a)(13) of title 10, United States Code) on or after September 11, 2001. (Authority: 20 U.S.C. 1070a–11, 1070a–12 and 1141) [58 FR 59145, Nov. 5, 1993, as amended at 75 FR 65775, Oct. 26, 2010; 79 FR 76102, Dec. 19, 2014]

Subpart B—How Does One Apply for an Award?

§ 643.10 How many applications may an eligible applicant submit?

(a) An applicant may submit more than one application for Talent Search grants as long as each application describes a project that serves a different target area or target schools, or another designated different population. (b) For each grant competition, the Secretary designates, in the FEDERAL REGISTER notice inviting applications and the other published application materials for the competition, the different populations for which an eligible entity may submit a separate application. (Authority: 20 U.S.C. 1070a–12; 1221e–3) [75 FR 65776, Oct. 26, 2010]

§ 643.11 What assurance must an applicant submit?

An applicant must submit, as part of its application, assurances that— (a) At least two-thirds of the individuals it serves under its proposed Talent Search project will be low-income individuals

who are potential first-generation college students; (b) The project will collaborate with other Federal TRIO projects, GEAR UP projects, or programs serving similar populations that are serving the same target schools or target area in order to minimize the duplication of services and promote collaborations so that more students can be served. (c) The project will be located in a setting or settings accessible to the individuals proposed to be served by the project; and (d) If the applicant is an institution of higher education, it will not use the project as a part of its recruitment program. (Authority: 20 U.S.C. 1070a–12) [58 FR 59145, Nov. 5, 1993. Redesignated and amended at 75 FR 65776, Oct. 26, 2010]

Subpart C—How Does the Secretary Make a Grant?

§ 643.20 How does the Secretary decide which new grants to make?

(a) The Secretary evaluates an application for a new grant as follows: (1)(i) The Secretary evaluates the application on the basis of the selection criteria in § 643.21. (ii) The maximum score for all the criteria in § 643.21 is 100 points. The maximum score for each criterion is indicated in parentheses with the criterion. (2)(i) For an application for a new grant to continue to serve substantially the same populations and campuses that the applicant is serving under an expiring project, the Secretary evaluates the applicant’s prior experience of high quality service delivery under the expiring project on the basis of the outcome criteria in § 643.22. (ii) The maximum total score for all the criteria in § 643.22 is 15 points. The maximum score for each criterion is indicated in parentheses with the criterion. (iii) The Secretary evaluates the PE of an applicant for each of the three project years that the Secretary designates in the FEDERAL REGISTER notice inviting applications and the other published application materials for the competition. (iv) An applicant may earn up to 15 PE points for each of the designated project years for which annual performance report data are available. (v) The final PE score is the average of the scores for the three project years assessed. (b) The Secretary makes new grants in rank order on the basis of the applications’ total scores under paragraphs (a)(1) and (a)(2) of this section. (c) If the total scores of two or more applications are the same and there are insufficient funds for these applications after the approval of higher ranked applications, the Secretary uses the remaining funds to serve geographic areas and eligible populations that have been underserved by the Talent Search program. (d) The Secretary does not make a new grant to an applicant if the applicant’s prior project involved the fraudulent use of program funds. (Authority: 20 U.S.C. 1070a–11, 1070a–12, and 1144a(a)) [58 FR 59145, Nov. 5, 1993, as amended at 75 FR 65776, Oct. 26, 2010]

§ 643.21 What selection criteria does the Secretary use?

The Secretary uses the following criteria to evaluate an application for a new grant:

(a) Need for the project (24 points). The Secretary evaluates the need for a Talent Search project in the proposed target area on the basis of the extent to which the application contains clear evidence of the following: (1) (4 points) A high number or high percentage of the following — (i) Low-income families residing in the target area; or (ii) Students attending the target schools who are eligible for free or reduced priced lunch as described in sections 9(b)(1) and 17(c)(4) of the Richard B. Russell National School Lunch Act. (2) (2 points) Low rates of high school persistence among individuals in the target schools as evidenced by the annual student persistence rates in the proposed target schools for the most recent year for which data are

available. (3) (4 points) Low rates of students in the target school or schools who graduate high school with a regular secondary school diploma in the standard number of years for the most recent year for which data are available. (4) (6 points) Low postsecondary enrollment and completion rates among individuals in the target area and schools as evidenced by— (i) Low rates of enrollment in programs of postsecondary education by graduates of the target schools in the most recent year for which data are available; and (ii) A high number or high percentage of individuals residing in the target area with education completion levels below the baccalaureate degree level. (5) (2 points) The extent to which the target secondary schools do not offer their students the courses or academic support to complete a rigorous secondary school program of study or have low participation or low success by low-income or first generation students in such courses. (6) (6 points) Other indicators of need for a TS project, including low academic achievement and low standardized test scores of students enrolled in the target schools, a high ratio of students to school counselors in the target schools, and the presence of unaddressed academic or socio-economic problems of eligible individuals, including foster care youth and homeless children and youth in the target schools or the target area.

(b) Objectives (8 points). The Secretary evaluates the quality of the applicant’s objectives and proposed targets (percentages) in the following areas on the basis of the extent to which they are both ambitious, as related to the need data provided under paragraph (a) of this section, and attainable given the project’s plan of operation, budget, and other resources: (1) (2 points) Secondary school persistence. (2) (2 points) Secondary school graduation (regular secondary school diploma). (3) (1 point) Secondary school graduation (rigorous secondary school program of study). (4) (2 points) Postsecondary education enrollment. (5) (1 point) Postsecondary degree attainment.

(c) Plan of operation (30 points). The Secretary evaluates the quality of the applicant’s plan of operation on the basis of the following: (1) (3 points) The plan to inform the residents, schools, and community organizations in the target area of the purpose, objectives, and services of the project and the eligibility requirements for participation in the project. (2) (3 points) The plan to identify and select eligible project participants. (3) (10 points) The plan for providing the services delineated in § 643.4 as appropriate based on the project’s assessment of each participant’s need for services. (4) (6 points) The plan to work in a coordinated, collaborative, and cost-effective manner as part of an overarching college access strategy with the target schools or school system and other programs for disadvantaged students to provide participants with access to and assistance in completing a rigorous secondary school program of study. (5) (6 points) The plan, including timelines, personnel, and other resources, to ensure the proper and efficient administration of the project, including the project’s organizational structure; the time commitment of key project staff; and financial, personnel, and records management. (6) (2 points) The plan to follow former participants as they enter, continue in, and complete postsecondary education.

(d) Applicant and community support (16 points). The Secretary evaluates the applicant and community support for the proposed project on the basis of the extent to which the applicant has made provision for resources to supplement the grant and enhance the project’s services, including— (1) (8 points) Facilities, equipment, supplies, personnel, and other resources committed by the applicant; and (2) (8 points) Resources secured through written commitments from community partners. (i) An applicant that is an institution of higher education must include

in its application commitments from the target schools and community organizations; (ii) An applicant that is a secondary school must include in its commitments from institutions of higher education, community organizations, and, as appropriate, other secondary schools and the school district; and (iii) An applicant that is a community organization must include in its application commitments from the target schools and institutions of higher education.

(e) Quality of personnel (9 points). (1) The Secretary evaluates the quality of the personnel the applicant plans to use in the project on the basis of the following: (i) The qualifications required of the project director. (ii) The qualifications required of each of the other personnel to be used in the project. (iii) The plan to employ personnel who have succeeded in overcoming the disadvantages of circumstances like those of the population of the target area. (2) In evaluating the qualifications of a person, the Secretary considers his or her experience and training in fields related to the objectives of the project.

(f) Budget (5 points). The Secretary evaluates the extent to which the project budget is reasonable, cost-effective, and adequate to support the project.

(g) Evaluation plan (8 points). The Secretary evaluates the quality of the evaluation plan for the project on the basis of the extent to which the applicant's methods of evaluation— (1) Are appropriate to the project's objectives; (2) Provide for the applicant to determine, using specific and quantifiable measures, the success of the project in— (i) Making progress toward achieving its objectives (a formative evaluation); and (ii) Achieving its objectives at the end of the project period (a summative evaluation); and (3) Provide for the disclosure of unanticipated project outcomes, using quantifiable measures if appropriate. (Approved by the Office of Management and Budget under control number 1840–0065) (Authority: 20 U.S.C. 1070a–12) [58 FR 59145, Nov. 5, 1993, as amended at 75 FR 65776, Oct. 26, 2010]

§ 643.22 How does the Secretary evaluate prior experience?

(a) In the case of an application described in § 643.20(a)(2)(i), the Secretary— (1) Evaluates the applicant's performance under its expiring Talent Search project; (2) Uses the approved project objectives for the applicant's expiring Talent Search grant and the information the applicant submitted in its annual performance reports (APRs) to determine the number of PE points; and (3) May adjust a calculated PE score or decide not to award PE points if other information such as audit reports, site visit reports, and project evaluation reports indicates the APR data used to calculate PE are incorrect. (b) The Secretary does not award PE points for a given year to an applicant that does not serve at least 90 percent of the approved number of participants. For purposes of this section, the approved number of participants is the total number of participants the project would serve as agreed upon by the grantee and the Secretary. (c) The Secretary does not award any PE points for the criterion specified in paragraph (d)(1) of this section (Number of participants) if the applicant did not serve at least the approved number of participants. (d) For purposes of the evaluation of grants awarded after January 1, 2009, the Secretary evaluates the applicant's PE on the basis of the following outcome criteria:

(1) (3 points) *Number of participants.* Whether the applicant provided services to no less than the approved number of participants.

(2) (3 points) *Secondary school persistence*. Whether the applicant met or exceeded its objective regarding the continued secondary school enrollment of participants.

(3) (3 points) *Secondary school graduation* (regular secondary school diploma). Whether the applicant met or exceeded its objective regarding the graduation of participants served during the project year from secondary school with a regular secondary school diploma in the standard number of years.

(4) (1.5 points) *Secondary school graduation* (rigorous secondary school program of study). whether the applicant met or exceeded its objective regarding the graduation of participants served during the project year who completed a rigorous secondary school program of study.

(5) (3 points) *Postsecondary enrollment*. Whether the applicant met or exceeded its objective regarding the participants expected to graduate from high school in the school year who enrolled in an institution of higher education within the time period specified in the approved objective.

(6) (1.5 points) *Postsecondary completion*. Whether the applicant met or exceeded its objective regarding project participants who enrolled in and completed a program of postsecondary education within the number of years specified in the approved objective. The applicant may determine success in meeting the objective by using a randomly selected sample of participants in accordance with the parameters established by the Secretary in the FEDERAL REGISTER notice inviting applications or other published application materials for the competition.

(Approved by the Office of Management and Budget under control number 1840—NEW7)

(Authority: 20 U.S.C. 1070a–12) [75 FR 65777, Oct. 26, 2010]

§ 643.23 How does the Secretary set the amount of a grant?

(a) The Secretary sets the amount of a grant on the basis of— (1) 34 CFR 75.232 and 75.233, for new grants; and (2) 34 CFR 75.253, for the second and subsequent years of a project period.

(b) If the circumstances described in section 402A(b)(3) of the HEA exist, the Secretary uses the available funds to set the amount of the grant at the lesser of— (1) \$200,000; or (2) The amount requested by the applicant. (Approved by the Office of Management and Budget under control number 1840–0549) (Authority: 20 U.S.C. 1070a–11) [58 FR 59145, Nov. 5, 1993, as amended at 75 FR 65778, Oct. 26, 2010]

§ 643.24 What is the review process for unsuccessful applicants?

(a) Technical or administrative error for applications not reviewed. (1) An applicant whose grant application was not evaluated during the competition may request that the Secretary review the application if— (i) The applicant has met all application submission requirements included in the FEDERAL REGISTER notice inviting applications and the other published application materials for the competition; and (ii) The applicant provides evidence demonstrating that the Department or an agent of the Department made a technical or administrative error in the processing of the submitted application. (2) A technical or administrative error in the processing of an application includes— (i) A problem with the system for the electronic submission of applications that was not addressed in accordance with the procedures included in the FEDERAL REGISTER notice inviting applications for the competition; (ii) An error in determining an applicant’s eligibility for funding consideration, which may include, but is not limited to— (A) An incorrect conclusion that the application was submitted by an ineligible applicant; (B) An incorrect conclusion that the application exceeded the published page limit; (C) An incorrect conclusion that the applicant requested funding greater than the published maximum award; or (D) An incorrect conclusion that the application was missing critical sections of the application; and

(iii) Any other mishandling of the application that resulted in an otherwise eligible application not being reviewed during the competition. (3)(i) If the Secretary determines that the Department or the Department's agent made a technical or administrative error, the Secretary has the application evaluated and scored. (ii) If the total score assigned the application would have resulted in funding of the application during the competition and the program has funds available, the Secretary funds the application prior to the re-ranking of applications based on the second peer review of applications described in paragraph (c) of this section. (b) Administrative or scoring error for applications that were reviewed. (1) An applicant that was not selected for funding during a competition may request that the Secretary conduct a second review of the application if— (i) The applicant provides evidence demonstrating that the Department, an agent of the Department, or a peer reviewer made an administrative or scoring error in the review of its application; and (ii) The final score assigned to the application is within the funding band described in paragraph (d) of this section. (2) An administrative error relates to either the PE points or the scores assigned to the application by the peer reviewers. (i) For PE points, an administrative error includes mathematical errors made by the Department or the Department's agent in the calculation of the PE points or a failure to correctly add the earned PE points to the peer reviewer score. (ii) For the peer review score, an administrative error is applying the wrong peer reviewer scores to an application. (3)(i) A scoring error relates only to the peer review process and includes errors caused by a reviewer who, in assigning points— (A) Uses criteria not required by the applicable law or program regulations, the FEDERAL REGISTER notice inviting applications, the other published application materials for the competition, or guidance provided to the peer reviewers by the Secretary; or (B) Does not consider relevant information included in the appropriate section of the application. (ii) The term "scoring error" does not include— (A) A peer reviewer's appropriate use of his or her professional judgment in evaluating and scoring an application; (B) Any situation in which the applicant did not include information needed to evaluate its response to a specific selection criterion in the appropriate section of the application as stipulated in the FEDERAL REGISTER notice inviting applications or the other published application materials for the competition; or (C) Any error by the applicant. (c) Procedures for the second review. (1) To ensure the timely awarding of grants under the competition, the Secretary sets aside a percentage of the funds allotted for the competition to be awarded after the second review is completed. (2) After the competition, the Secretary makes new awards in rank order as described in § 643.20 based on the available funds for the competition minus the funds set aside for the second review. (3) After the Secretary issues a notification of grant award to successful applicants, the Secretary notifies each unsuccessful applicant in writing as to the status of its application and the funding band for the second review and provides copies of the peer reviewers' evaluations of the applicant's application and the applicant's PE score, if applicable. (4) An applicant that was not selected for funding following the competition as described in paragraph (c)(2) of this section and whose application received a score within the funding band as described in paragraph (d) of this section, may request a second review if the applicant demonstrates that the Department, the Department's agent, or a peer reviewer made an administrative or scoring error as provided in paragraph (b) of this section. (5) An applicant whose application was not funded after the first review as described in paragraph (c)(2) of this section and whose application received a score within the funding band as described in paragraph (d) of this section has at least 15 calendar days after receiving notification that its application was not funded in which to submit a written request for a second review in accordance with the instructions and due date provided in the Secretary's written notification. (6) An applicant's written request for a second review must be received by the

Department or submitted electronically to the designated e-mail or Web address by the due date and time established by the Secretary. (7) If the Secretary determines that the Department or the Department's agent made an administrative error that relates to the PE points awarded, as described in paragraph (b)(2)(i) of this section, the Secretary adjusts the applicant's PE score to reflect the correct number of PE points. If the adjusted score assigned to the application would have resulted in funding of the application during the competition and the program has funds available, the Secretary funds the application prior to the re-ranking of applications based on the second peer review of applications described in paragraph (c)(9) of this section. (8) If the Secretary determines that the Department, the Department's agent or the peer reviewer made an administrative error that relates to the peer reviewers' score(s), as described in paragraph (b)(2)(ii) of this section, the Secretary adjusts the applicant's peer reviewers' score(s) to correct the error. If the adjusted score assigned to the application would have resulted in funding of the application during the competition and the program has funds available, the Secretary funds the application prior to the re-ranking of applications based on the second peer review of applications described in paragraph (c)(9) of this section. (9) If the Secretary determines that a peer reviewer made a scoring error, as described in paragraph (b)(3) of this section, the Secretary convenes a second panel of peer reviewers in accordance with the requirements in section 402A(c)(8)(C)(iv)(III) of the HEA. (10) The average of the peer reviewers' scores from the second peer review are used in the second ranking of applications. The average score obtained from the second peer review panel is the final peer reviewer score for the application and will be used even if the second review results in a lower score for the application than that obtained in the initial review. (11) For applications in the funding band, the Secretary funds these applications in rank order based on adjusted scores and the available funds that have been set aside for the second review of applications. (d) Process for establishing a funding band. (1) For each competition, the Secretary establishes a funding band for the second review of applications. (2) The Secretary establishes the funding band for each competition based on the amount of funds the Secretary has set aside for the second review of applications. (3) The funding band is composed of those applications— (i) With a rank-order score before the second review that is below the lowest score of applications funded after the first review; and (ii) That would be funded if the Secretary had 150 percent of the funds that were set aside for the second review of applications for the competition. (e) Final decision. (1) The Secretary's determination of whether the applicant has met the requirements for a second review and the Secretary's decision on re-scoring of an application are final and not subject to further appeal or challenge. (2) An application that scored below the established funding band for the competition is not eligible for a second review. (Approved by the Office of Management and Budget under control number 1840-NEW2) (Authority: 20 U.S.C. 1070a-11) [75 FR 65778, Oct. 26, 2010]

Subpart D—What Conditions Must Be Met by a Grantee?

§ 643.30 What are allowable costs?

The cost principles that apply to the Talent Search program are in 2 CFR part 200, subpart E. Allowable costs include the following if they are reasonably related to the objectives of the project: (a) Transportation, meals, and, if necessary, lodging for participants and project staff for — (1) Visits to postsecondary educational institutions; (2) Participation in "College Day" activities; (3) Field trips for participants to observe and meet with persons who are employed in various career fields and who can act as role models for participants; and (4) Transportation to institutions of higher education, secondary schools not attended by the participants, or other

locations at which the participant receives instruction that is part of a rigorous secondary school program of study. (b) Purchase of testing materials and test preparation programs for participants. (c) Fees required for admission applications for postsecondary education, college entrance examinations, or alternative education examinations if— (1) A waiver of the fee is unavailable; and (2) The fee is paid by the grantee to a third party on behalf of a participant. (d) In-service training of project staff. (e) Rental of space if— (1) Space is not available at the site of the grantee; and (2) The rented space is not owned by the grantee. (f) Purchase, lease, or rental of computer hardware, software, and other equipment, service agreements for such equipment, and supplies that support the delivery of services to participants, including technology used by participants in a rigorous secondary school program of study. (g) Purchase, lease, service agreement, or rental of computer equipment and software needed for project administration and recordkeeping. (h) Tuition costs for a course that is part of a rigorous secondary school program of study if— (1) The course or a similar course is not offered at the secondary school that the participant attends or at another school within the school district; (2) The grantee demonstrates to the Secretary’s satisfaction that using grant funds is the most cost-effective way to deliver the course or courses necessary for the completion of a rigorous secondary school program of study for program participants; (3) The course is taken through an accredited institution of higher education; (4) The course is comparable in content and rigor to courses that are part of a rigorous secondary school program of study as defined in § 643.7(b); (5) The secondary school accepts the course as meeting one or more of the course requirements for obtaining a regular secondary school diploma; (6) A waiver of the tuition costs is unavailable; (7) The tuition is paid with Talent Search grant funds to an institution of higher education on behalf of a participant; and (8) The Talent Search project pays for no more than the equivalent of two courses for a participant each school year. (Authority: 20 U.S.C. 1070a–11 and 1070a–12) [58 FR 59145, Nov. 5, 1993, as amended at 75 FR 65779, Oct. 26, 2010; 79 FR 76102, Dec. 19, 2014]

§ 643.31 What are unallowable costs?

Costs that are unallowable under the Talent Search program include, but are not limited to, the following: (a) Stipends and other forms of direct financial support for participants. (b) Application fees for financial aid. (c) Research not directly related to the evaluation or improvement of the project. (d) Construction, renovation, and remodeling of any facilities. (Authority: 20 U.S.C. 1070a–11 and 1070a–12) [58 FR 59145, Nov. 5, 1993, as amended at 75 FR 65779, Oct. 26, 2010]

§ 643.32 What other requirements must a grantee meet?

(a) *Eligibility of participants.* (1) A grantee shall determine the eligibility of each participant in the project at the time that the individual is selected to participate. (2) A grantee shall determine the status of a low-income individual on the basis of the documentation described in section 402A(e) of the HEA.

(b) *Number of Participants.* For each year of the project period, a grantee must serve at least the number of participants that the Secretary identifies in the FEDERAL REGISTER notice inviting applications for a competition. Through this notice, the Secretary also provides the minimum and maximum grant award amounts for the competition.

(c) *Recordkeeping.* For each participant, a grantee must maintain a record of—

(1) The basis for the grantee’s determination that the participant is eligible to participate in the project under § 643.3;

(2) The grantee’s needs assessment for the participant;

- (3) The services that are provided to the participant;
 - (4) The specific educational progress made by the participant as a result of the services; and
 - (5) To the extent practicable, any services the TS participant receives during the project year from another Federal TRIO program or another federally funded program that serves populations similar to those served under the TS program.
- (d) *Project director.* (1) A grantee must employ a full-time project director unless—
- (i) The director is also administering one or two additional programs for disadvantaged students operated by the sponsoring institution or agency; or
 - (ii) The Secretary grants a waiver of this requirement.
- (2) The grantee must give the project director sufficient authority to administer the project effectively.
- (3) The Secretary waives the requirements in paragraph (d)(1) of this section if the applicant demonstrates that the project director will be able to effectively administer more than three programs and that this arrangement would promote effective coordination between the TS program and other Federal TRIO Programs (sections 402B through 402F of the HEA) or similar programs funded through other sources. (Approved by the Office of Management and Budget under control number 1840–NEW2) (Authority: 20 U.S.C. 1070a–11 and 1070a–12) [58 FR 59145, Nov. 5, 1993, as amended at 75 FR 65779, Oct. 26, 2010]

**FEDERAL TRIO PROGRAMS
CURRENT-YEAR LOW-INCOME LEVELS**

(Effective January 19, 2023, Until Further Notice)

Size of Family Unit	48 Contiguous States, D.C., and Outlying Jurisdictions	Alaska	Hawaii
1	\$21,870	\$27,315	\$25,155
2	\$29,580	\$36,960	\$34,020
3	\$37,290	\$46,605	\$42,885
4	\$45,000	\$56,250	\$51,750
5	\$52,710	\$65,895	\$60,615
6	\$60,420	\$75,540	\$69,480
7	\$68,130	\$85,185	\$78,345
8	\$75,840	\$94,830	\$87,210

For family units with more than eight members, add the following amount for each additional family member: \$7,710 for the 48 contiguous states, the District of Columbia and outlying jurisdictions; \$9,645 for Alaska; and \$8,865 for Hawaii.

The term "low-income individual" means an individual whose family's taxable income for the preceding year did not exceed 150 percent of the poverty level amount.

The figures shown under family income represent amounts equal to 150 percent of the family income levels established by the Census Bureau for determining poverty status. The poverty guidelines were published by the U.S. Department of Health and Human Services in the Federal Register on January 19, 2023 and are effective as of January 19, 2023.

INTERGOVERNMENTAL REVIEW OF FEDERAL PROGRAMS EXECUTIVE ORDER 12372

This program falls under the rubric of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR Part 79. One of the objectives of the Executive order is to strengthen federalism--or the distribution of responsibility between localities, States, and the Federal government--by fostering intergovernmental partnerships. This idea includes supporting processes that State or local governments have devised for coordinating and reviewing proposed Federal financial grant applications.

The process for doing this requires grant applicants to contact State Single Points of Contact for information on how this works. Multi-state applicants should follow procedures specific to each state.

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

<https://www.whitehouse.gov/wp-content/uploads/2020/04/SPOC-4-13-20.pdf>.

Absent specific State review programs, applicants may submit comments directly to the Department. All recommendations and comments must be mailed or hand-delivered by the date indicated in the actual application Notice to the following address: The Secretary, EO 12372-- CFDA# 84.044A, U.S. Department of Education, room 7E200, 400 Maryland Avenue, SW., Washington, DC 20202.

Proof of mailing will be determined on the same basis as applications (see 34 CFR §75.102). Recommendations or comments may be hand-delivered until 4:30 p.m. (Eastern Time) on the closing date indicated in this Notice.

Important note: The above address is not the same address as the one to which the applicant submits its completed applications. **Do not send applications to the above address.**

INTRODUCTION TALENT SEARCH PROGRAM

AUTHORIZATION

Title IV, Part A, Subpart 2, Section 402B of the Higher Education Act of 1965, as amended (HEA) by the Higher Education Opportunity Act of 2008 (HEOA).

PROGRAM REGULATIONS

34 CFR part 643 Talent Search Program

PURPOSE

The purpose of the program is to identify qualified individuals from disadvantaged backgrounds and encourage them to complete secondary school and enroll in a program of postsecondary education. The program encourages persons who have not completed secondary or postsecondary programs to enter or reenter and complete these programs. Talent Search (TS) projects provide connections to high quality academic tutoring services, connections to education or counseling services designed to improve the financial aid literacy and financial planning for postsecondary education for students and their parents, and provides activities and services specially designed for students who are limited English proficient, students from groups that are traditionally underrepresented in postsecondary education, students with disabilities, students who are homeless children and youth, students in foster care or are aging out of foster care, or other disconnected students. The goal of TS is to increase the number of youth from disadvantaged backgrounds who complete secondary school and enroll in a postsecondary institution.

ELIGIBLE APPLICANTS

The following are eligible to apply for a grant to carry out a Talent Search Program project:

- (a) Institutions of higher education
- (b) Public and private agencies or organizations, including community-based organizations with experience in serving disadvantaged youth
- (c) Secondary schools
- (d) Combinations of institutions of higher education, agencies or organizations, and secondary schools

ACTIVITIES FUNDED UNDER THIS PROGRAM

Required Services -- Any project assisted under this section shall provide—

- (1) connections to high quality academic tutoring services, to enable students to complete secondary or postsecondary courses;
- (2) advice and assistance in secondary course selection and, if applicable, initial postsecondary course selection;
- (3) assistance in preparing for college entrance examinations and completing college admission applications;
- (4) (A) information on the full range of Federal student financial aid programs and benefits (including Federal Pell Grant awards and loan forgiveness) and resources for locating public and private scholarships; and
(B) assistance in completing financial aid applications, including the Free Application for Federal Student Aid described in section 483(a);

- (5) guidance on and assistance in—
 - (A) secondary school reentry;
 - (B) alternative education programs for secondary school dropouts that lead to the receipt of a regular secondary school diploma;
 - (C) entry into general educational development (GED) programs; or
 - (D) postsecondary education; and
- (6) connections to education or counseling services designed to improve the financial literacy and economic literacy of students or the students' parents, including financial planning for postsecondary education.

PERMISSIBLE SERVICES —Any project assisted under this section may provide services such as—

- (1) academic tutoring, which may include instruction in reading, writing, study skills, mathematics, science, and other subjects;
- (2) personal and career counseling or activities;
- (3) information and activities designed to acquaint youth with the range of career options available to the youth;
- (4) exposure to the campuses of institutions of higher education, as well as cultural events, academic programs, and other sites or activities not usually available to disadvantaged youth;
- (5) workshops and counseling for families of students served;
- (6) mentoring programs involving elementary or secondary school teachers or counselors, faculty members at institutions of higher education, students, or any combination of such persons; and
- (7) programs and activities as described in subsection (b) or paragraphs (1) through (6) of this subsection that are specially designed for students who are limited English proficient, students from groups that are traditionally underrepresented in postsecondary education, students with disabilities, students who are homeless children and youths (as such term is defined in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a)), students who are in foster care or are aging out of the foster care system, or other disconnected students.

TALENT SEARCH PROGRAM PROFILE

Instructions: All applicants must complete this page. The completed page must be attached to the Other Attachments Form in the application package in Grants.gov (as a .pdf document) in the application. **DO NOT MODIFY OR AMEND THE CONTENTS OF THIS PAGE.**

1. Applicants currently funded under the Talent Search Program (FY 2021-2026) must provide their current grant award number. This can be found in Block 5 of the Grant Award Notification.

New applicants should leave this item blank.

PR/Award Number (Current Grantees Only): P044A (21) (22) (23) _____

Application designated to receive prior experience: Yes ___ No ___

Application addresses Competitive Preference Priorities (check all that apply):

___ Competitive Preference Priority 1

___ Competitive Preference Priority 2

2. Institution/Agency/Organization/School (Legal Name):

3. All applicants must indicate the address where this project will be physically located.

Project Address: _____
City, State, Zip Code _____

4. Multiple applications submitted: No: ___ Yes: ___ How many? ___

5. List the target schools and estimated number of participants to be served at each school:

(1) _____	_____	(8) _____	_____
(2) _____	_____	(9) _____	_____
(3) _____	_____	(10) _____	_____
(4) _____	_____	(11) _____	_____
(5) _____	_____	(12) _____	_____
(6) _____	_____	(13) _____	_____
(7) _____	_____	(14) _____	_____

Note: The project must be located in a setting accessible to the individuals the project proposes to serve. Add an additional page to list target schools, if needed.

6. Provide the total number of proposed participants to be served each year: _____
(Note: Projects are expected to serve the same number of participants, each year. Two-thirds of the participants served must be low-income, first-generation college students).

7. Program Objectives:

Please fill in the proposed percent for each objective.

*Note: These are the same objectives that **MUST** be stated in Part III -- Project Narrative section of your application when addressing the Objectives and the Evaluation criteria.*

A. Secondary School Persistence: ____% of non-senior participants served each project year will complete the current academic year and continue in school for the next academic year, at the next grade level.

B. Secondary School Graduation (regular secondary school diploma): ____% of seniors served during the project year will graduate during the project year with a regular secondary school diploma within the standard number of years.

C. Secondary School Graduation (rigorous secondary school program of study): ____% of seniors served during the project year will complete a rigorous secondary school program of study and will graduate during the project year with a regular secondary school diploma within the standard number of years.

D. Postsecondary Education Enrollment: ____% of participants, who have graduated with a regular secondary school diploma, during the project year, will enroll in an institution of higher education by the fall semester immediately following high school graduation or will have received notification, by the fall semester immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (e.g., spring semester).

E. Postsecondary Attainment: ____% of participants served during the project year, who enrolled in an institution of higher education, by the fall semester immediately following high school graduation or by the next academic semester (e.g., spring semester) as a result of acceptance but deferred enrollment will complete a program of postsecondary education within six years.

Please note the following definitions:

Graduation in a standard number of years: means the attainment of a regular secondary school diploma at the conclusion of, before the conclusion of, or during the summer immediately following a participant's fourth year of high school, unless a high school begins after ninth grade, in which case the standard number of years is the number of grades in the school.

Enrolled: a participant who has completed the registration requirements (except for the payment of tuition and fees) at the institution that he or she is attending.

Acceptance but Deferred Enrollment: a participant has received an acceptance letter from the institution that he or she will attend, but cannot enroll in the fall semester immediately following high school graduation for reasons determined by the institution. The institution defers enrollment until the next semester.

Regular Secondary School Diploma: means a level attained by individuals who meet or exceed the coursework and performance standards for high school completion established by the individual's state.

Rigorous Secondary School Program of Study: means a program of study that is--

(1) Established by a state educational agency (SEA) or local educational agency (LEA) and recognized as a rigorous secondary school program of study by the Secretary through the process described in 34 CFR 691.16(a) through 691.16(c) for the ACG Program; or

(2) An advanced or honors secondary school program established by States and in existence for the 2004-2005 school year or later school years; or

(3) Any secondary school program in which a student successfully completes at a minimum the following courses:

(i) Four years of English.

(ii) Three years of mathematics, including algebra I and a higher-level class such as algebra II, geometry, or data analysis and statistics.

(iii) Three years of science, including one year each of at least two of the following courses: biology, chemistry, and physics.

(iv) Three years of social studies.

(v) One year of a language other than English; or

(4) A secondary school program identified by a State-level partnership that is recognized by the State Scholars Initiative of the Western Interstate Commission for Higher Education (WICHE), Boulder, Colorado; or

(5) Any secondary school program for a student who completes at least two courses from an International Baccalaureate Diploma Program sponsored by the International Baccalaureate Organization, Geneva, Switzerland, and receives a score of a "4" or higher on the examinations for at least two of those courses; or

TS Program Profile *continued*

(6) Any secondary school program for a student who completes at least two Advanced Placement courses and receives a score of "3" or higher on the College Board's Advanced Placement Program Exams for at least two of those courses.

Postsecondary Attainment: completion of a program of postsecondary education that has led to a certificate, associate or baccalaureate degree.

Institution of Higher Education: means an educational institution as defined in sections 101 and 102 of the HEA.

Program of Postsecondary Education: a formal instructional program whose curriculum is designed primarily for students who are beyond the compulsory age for high school. This includes programs whose purpose is academic or vocational, and excludes avocational and adult basic education.

A note concerning the Postsecondary Attainment Objective:

Section 402A(f)(3)(A)(vi) of the Higher Education Act, as amended in 2008 by section 403(a)(5) of the Higher Education Opportunity Act, requires the Department to use postsecondary education completion, if practicable, to assess the success of a TS project. To implement this

statutory requirement, §643.22(d)(6) of the TS program regulations states that an “applicant may determine success in meeting the objective by using a randomly selected sample of participants in accordance with the parameters established by the Secretary in the Federal Register notice inviting applications or other published application materials for the competition.”

The following guidelines provide the required parameters for establishing a random sample of participants. Applicants should consider these parameters as they establish performance targets for the postsecondary completion standardized objective and as they develop participant tracking systems for that objective. Note that the purpose of §643.22(d)(6) is to reduce, not increase, the burden on grantees. A grantee must follow the sampling guidelines discussed below or a grantee may choose to track all participants that complete secondary schools and enroll in postsecondary education.

Determining Sample Size

Currently, TS grantees are serving between 600 and 2,000 students. For the FY 20XX competitions, the minimum number of participants to be served will be 500. To help determine the sample size needed to provide reliable data on the postsecondary attainment of project participants, we have used performance report data from existing TS projects. The data has shown us that, typically, 20 percent of Talent Search Participants are considered “college ready,” and out of those 78 percent enroll in postsecondary education. To that end, we are using those statistics to determine the sample size that each TS project should use, based on number of participants served.

The table below breaks down how we are determining the proper sample size for each project. For example, if your project is serving 1400 students, we can assume that 280 of those students are considered “college ready” and out those, 218 will enroll in postsecondary education. So, we determine that our sample size should be 140 students.

Total Participants Served	20% College Ready	78% Enrolling in Postsecondary Education	Sample Size (95% Confidence Level)¹
500	100	78	65
550	110	86	71
600	120	94	76
650	130	101	81
700	140	109	86
750	150	117	90
800	160	125	95
850	170	133	99
900	180	140	103
950	190	148	108
1000	200	156	112
1050	210	164	116

¹ In the National Center for Education Statistics – Statistical Standard 5-1-3 – states that the criterion for judging statistical significance will be 0.95 for confidence intervals.

Total Participants Served	20% College Ready	78% Enrolling in Postsecondary Education	Sample Size (95% Confidence Level)
1100	220	172	120
1150	230	179	123
1200	240	187	126
1250	250	195	130
1300	260	203	134
1350	270	211	137
1400	280	218	140
1450	290	226	143
1500	300	234	146
1550	310	242	149
1600	320	250	152
1650	330	257	155
1700	340	265	158
1750	350	273	160
1800	360	281	163
1850	370	289	166
1900	380	296	168
1950	390	304	170
2000	400	312	173

Determining a Random Sample

Once a project has properly determined the sample size, the project needs to establish a process for randomly choosing the participants that make up the sample. As a reminder, we know that if we have a TS project of 1400 students, 218 will enroll in postsecondary education, which will give us a sample size of 140 students. So, we will in turn use the 218 students as the “pool” in which to choose the sample.

When establishing a random sample, each of the 218 students (in this case) has an equal chance of being chosen. We believe the best way to get a proper random sample is described below.

- The list you use to determine your sample size should be in random order. Your list should not be in alphabetical order, in order by gender, race or age.
- Once you have your list of students, you should assign each of them a random number. Please see example below.

ID Number	Last Name	First Name	Race	Gender
001	Jones	Mary	W	F
002	Frederick	Jonas	H	M
003	Henderson	Jacob	AA	M

- Once your list has been established and you have randomly assigned students ID numbers, use a random number generator – for example <http://www.randomizer.org/form.htm>

As you can see from the screenshot below, the first screenshot shows how the numbers are entered into the form to determine your sample. The most important numbers entered were the numbers per set – which is the number of our sample size, and the number range – which is the total number of students that are enrolled in college.

The second screenshot shows the results (example) of the numbers that were generated.

- These numbers generated determine the students that you will track from your Talent Search project.

The screenshot shows the 'RESEARCH RANDOMIZER' website. The header includes a navigation menu with 'Randomize', 'Tutorial', 'Links', and 'About Us'. The main content area is titled 'To generate random numbers, enter your choices below (using integer values only):'. It contains several input fields and dropdown menus: 'How many sets of numbers do you want to generate?' (1), 'How many numbers per set?' (140), 'Number range (e.g., 1-50):' (From: 1, To: 218), 'Do you wish each number in a set to remain unique?' (Yes), 'Do you wish to sort the numbers that are generated?' (Yes: Least to Greatest), and 'How do you wish to view your random numbers?' (Place Markers Off). A 'Randomize Now!' button is located at the bottom of the form. On the right side, there is a 'Site Overview' sidebar with links for 'Randomize Now', 'Quick Tutorial', 'Related Links', and 'About Research Randomizer'. Below the sidebar is a 'Randomizer Box' widget with a small form and a play button icon.

**RESEARCH
RANDOMIZER**

Print Download in Excel Close

Research Randomizer Results

1 Set of 140 Unique Numbers Per Set
Range: From 1 to 218 -- Sorted from Least to Greatest

Job Status: **Finished**

Set #1:

2, 3, 6, 7, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 36, 37, 38, 39, 40, 43, 45, 48, 49, 50, 52, 54, 55, 56, 61, 64, 69, 71, 72, 73, 74, 76, 77, 80, 81, 82, 85, 86, 87, 89, 90, 93, 94, 98, 99, 101, 102, 103, 105, 108, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 121, 122, 123, 124, 125, 126, 127, 129, 130, 131, 133, 135, 136, 142, 145, 147, 149, 150, 151, 152, 153, 154, 155, 157, 158, 159, 161, 163, 165, 167, 168, 170, 171, 172, 173, 174, 176, 177, 179, 182, 183, 184, 185, 186, 189, 190, 191, 193, 194, 195, 196, 197, 199, 200, 201, 203, 204, 206, 209, 210, 211, 213, 217

Attach this Profile sheet to the “Other Attachments Form” in the Grants.gov application package.

Attention Applicants: Applicants must copy and paste this page into a separate document, or recreate the page exactly as it appears. Then, complete the page, save it to your computer and attach it to the “Other Attachments Form” as a .pdf document. Do not modify or amend the contents of the form in any way.

TALENT SEARCH PROGRAM ASSURANCES

Attach this Assurance Form to the “Other Attachments Form” in Grants.gov. Applicants must copy and paste this page into a separate document or recreate the page exactly as it appears. Then complete the page, save it to your computer and attach it to the “Other Attachments Form” as a .pdf document. Do not modify or amend the contents of the form in any way.

As the duly authorized representative of the applicant, I certify that the applicant will comply with the following statutory requirements:

1. The applicant assures that at least two-thirds (2/3) of the individuals it serves under its proposed Talent Search Program project will be low-income individuals who are potential first-generation college students;
2. The applicant assures that it will collaborate with other Federal TRIO projects, Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) projects, or programs serving similar populations that are serving the same target schools or target area in order to minimize the duplication of services and promote collaboration so that more students can be served.
3. The applicant assures that the project will be located in a setting or settings accessible to the individuals proposed to be served by the project; and
4. The applicant assures that if the applicant is an institution of higher education, it will not use the project as a part of its recruitment program.

Authorized Certifying Official’s Signature

Printed Name of Authorized Certifying Official

Title of Authorized Certifying Official

Name of Applicant Institution/Organization

Date Signed

Attach this Assurance Form to the “Other Attachments Form” in the Grants.gov application package.

Attention Applicants: Applicants must copy and paste this page into a separate document, or recreate the page **exactly** as it appears. Then, complete the page, save it to your computer and attach it to the “Other Attachments Form” as a .pdf document. Do not modify or amend the contents of the form in any way.

PRIOR EXPERIENCE

Prior Experience Objectives and Calculations for TS Projects Operating in Project Years: 20XX-XX, 20XX-XX and 20XX-XX

For the FY 20XX TS grant competition, the PE assessment years are 20XX-XX, 20XX-XX and 20XX-XX. Achievement rates for each PE criterion are based on the outcome criteria outlined in 402A(f)(3)(A) of the HEA, as amended by section 403(A)(5) of the HEOA.

An entity submitting an application to continue to serve substantially the same target schools that it is serving under its expiring TS project is eligible to receive PE points based on the PE criteria in 34 CFR 643.22 of the program regulations in effect during the FY 20XX grant competition.

In cases in which an applicant proposes to split a grant funded in FY 20XX into multiple proposals in the FY 20XX competition, the applicant will be eligible to receive PE points for only one proposed new project. The project for which the applicant is eligible for PE consideration is the one that proposes to serve the greatest number of currently-served target schools, with no new or additional target schools proposed to be served. An applicant is responsible for indicating on the TS Program Profile document, in Item #1, if the application is eligible for PE points.

If an applicant proposes to split a currently-funded grant evenly by target schools into multiple proposals for the FY 20XX competition, with no new or additional target schools proposed to be served, the applicant must decide which one new proposal should be considered for PE points by following the instructions above for marking Item #1 on the Program Profile document.

TS Prior Experience Criteria (34 CFR 643.22) and point allocations are as follows. A TS project may earn up to a total of 15 points for each year assessed; the final PE score is the average of the total scores for the three years assessed. A project that fails to serve at least 90 percent of its funded number for the project year will not receive any PE points.

1. Funded Number & 2/3rds Requirement	(maximum of 3 points)
2. Secondary School Persistence	(maximum of 3 points)
3. Secondary School Graduation (Regular)	(maximum of 3 points)
4. Secondary School Graduation (Rigorous)	(maximum of 1.5 points)
5. Post-Secondary Education Enrollment	(maximum of 3 points)
6. *Postsecondary Attainment	(maximum of 1.5 points)
Total	(maximum of 15 points)

1. a. Funded Number (maximum 3 points) – Whether the applicant provided services to the number of participants required to be served under the approved application.

Calculation:

- The denominator is the number of participants the project was funded to serve in the project year.

- The numerator is the total number of participants the project actually served during the project year.

2. Secondary School Persistence (maximum 3 points) – The extent to which the applicant met or exceeded its objectives regarding the percentage of students in grades six through eleven who completed the current academic year and continued in school for the next academic year, at the next grade level.

Calculation:

- The denominator is the total number of middle school and non-senior high school participants served during the project period.
- The numerator is the number of middle school and non-senior high school participants who were promoted to the next grade level at the end of the academic school year.

3. Secondary School Graduation (Regular Diploma) (maximum 3 points) – The extent to which the applicant met or exceeded its objectives regarding the percentage of seniors served during the reporting year who received a regular secondary school diploma within the standard number of years, with or without completing a rigorous secondary school program of study.

Calculation:

- The denominator is the number of participants, at time of first service in the reporting period, who were senior minus participants who died during the reporting year.
- The numerator is the sum of number of participants in the denominator who graduated high school with regular secondary school diploma within the standard number of years, with or without completing a rigorous secondary school program of study.

4. Secondary School Graduation (Rigorous Program of Study) (maximum 1.5 points) – The extent to which the applicant met or exceeded its objectives regarding the percentage of high school seniors served during the reporting year who received a regular secondary school diploma within the standard number of years and completed a rigorous secondary school program of study.

Calculation:

- The denominator is the number of participants, at time of the first service in the reporting period, who were seniors minus participants who died during the reporting year.
- The numerator is the number of participants in the denominator who graduated high school with regular secondary school diploma and completed a rigorous program of study within the standard number of years.

5. Postsecondary Education Enrollment (maximum 3 points) –

The extent to which the applicant met or exceeded its objectives regarding the percentage of participants graduating with a regular secondary school diploma during the project year who enrolled in an institution of higher education by the fall term immediately following high school graduation or received notification from an institution of higher education by the fall term of acceptance but deferred enrollment until the next academic term (e.g., spring term). This includes both those who completed, and those who did not complete a rigorous program of study.

Calculation:

- The denominator is the number of participants that graduated high school with a regular secondary school diploma within the standard number of years, with or without completing a rigorous secondary school program of study minus former participants who died during the reporting year are excluded from the denominator.
- The numerator is those participants in the denominator who enrolled in postsecondary education or were notified of deferred enrollment.

6. * Postsecondary Attainment (SPECIAL NOTE) —

- **The first year of measurement for this objective will not take effect until the 2022-23 APR, or six years after 2016-17, in which high school graduates and their equivalents will enroll in postsecondary education. Consequently, the Department will not begin to calculate projects' Prior Experience (PE) points for this objective until 2022-23. In 2022-23, the APR Record Structure will be amended to reflect the new data collection requirement for postsecondary attainment.**

Prior Experience for Successful Applicants Under the FY 20XX Competition

The prior experience assessment for applicants successful under the FY 20XX competition will be based on the outcome criteria outlined in 402A(f)(3)(A) of the HEA, as amended by section 403(A)(5) of the HEOA. The revised outcome criteria that will be used for successful applicants awarded during the 20XX TS competition are captured in the standardized objectives included on the TS Program Profile document in this application package.

INSTRUCTIONS FOR COMPLETING THE APPLICATION PACKAGE

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

Part I: SF-424 Form

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

***Notes:**

- Applicants must complete the Standard Form (SF-424) form first because some of the information you provide here is automatically inserted into other sections of the Grants.gov application package.
- Please do not attach any narratives, supporting files, or application components to the SF-424. Although the form accepts attachments, the Department of Education will only review materials/files attached to the forms listed below.

Part II: ED Form 524

Department of Education Budget Summary Form - (ED Form 524), Sections A & B
(NOTE: Section C – Budget Narrative must be included as part of the Project Narrative Attachment Form, located in Part III.)

Part III: Attachments

ED Abstract Form
Project Narrative Attachment Form – includes a Table of Contents
Other Attachments Form – includes the Program Assurances page and the TS Program Profile form

The Department of Education Abstract Form is where you attach the one-page TS project abstract.

The Project Narrative Attachment Form is where you attach the responses addressing the program selection criteria that will be used to evaluate applications submitted for this competition. We recommend that you limit the application narrative to the equivalent of no more than 65 pages, excluding a *Table of Contents* and other items outlined in the Notice.

Please see the Notice for detailed information on recommended page limits and formatting requirements. You should include a Table of Contents for your application as the first page of this section. **You must also include your budget narrative in this section as part of the selection criteria, which is counted as part**

of the 65-page limit. The budget should demonstrate and justify that all costs are reasonable and necessary to accomplish the proposed project activities.

The Other Attachments Form is where you attach the TS Program Profile form and the TS Program Assurances page.

***All attachments must be in PDF or Word format only. Other types of files will not be accepted.**

Part IV: Assurances, Certifications, and Survey Forms

ED-GEPA Section 427 Requirement
Grants.gov Lobbying Form (formerly ED Form 80-0013)
Disclosure of Lobbying Activities (SF-LLL)

INSTRUCTIONS FOR PROJECT NARRATIVE

The following information supplements the information provided in the “Dear Applicant” letter, “Competition Highlights,” and the Notice.

The *Project Narrative* is to be attached to the Project Narrative Attachment Form in the Grants.gov application.

Before preparing the *Project Narrative*, applicants should review the “Dear Applicant” letter, Competition Highlights, Notice, program statute, and program regulations for specific guidance and requirements. Note that applications will be evaluated according to the specific selection criteria specified in the regulations which are included in this package.

The Secretary evaluates an application on the basis of the broad criteria in 34 CFR 643.21 of the TS Program regulations as identified in this application (see the Authorizing Legislation and Regulations). The *Project Narrative* should provide, in detail, the information that addresses the selection criteria. The maximum possible score for each category of selection criterion is indicated in parenthesis.

We recommend that you that you limit the application narrative to the equivalent of no more than 65 pages, double-space all text in the application narrative, and single-space titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs. Use an easily readable font such as Times New Roman, Courier, Courier New, or Arial. Use a font that is either 12-point or larger and number the pages consecutively. The narrative should be written concisely. Only the required information should be submitted. Please refer to the notice (see Content and Form of Application Submission) for additional application submission requirements.

To facilitate the review of the application, provide responses to each of the following selection criteria in the following order:

- | | | |
|----|---|-------------|
| 1. | <u>PROJECT DESIGN</u> | |
| | A. Need (34 CFR 643.21(a)) | (24 points) |
| | B. Objectives (34 CFR 643.21(b)) | (8 points) |
| | C. Plan of Operation (34 CFR 643.21(c)) | (30 points) |
| | D. Applicant and Community Support (34 CFR 643.21(d)) | (16 points) |
| | E. Quality of Personnel (34 CFR 643.21(e)) | (9 points) |
| | F. Budget (34 CFR 643.21(f)) | (5 points) |
| | G. Evaluation Plan (34 CFR 643.21(g)) | (8 points) |
| | Total Maximum Score for Selection Criteria | 100 points |
| 2. | <u>COMPETITIVE PREFERENCE PRIORITIES</u> | |
| | A. Competitive Preference Priority #1 | (3 points) |
| | B. Competitive Preference Priority #2 | (3 points) |

Note: Please indicate if you will address the competitive preference priorities. Be advised, as stated in the Notice, the maximum competitive preference priority points an application can receive under this competition is 6.

Formatting

We recommend that you 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 all text in the application narrative, and single-space titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs. Use a 12-point font. Use an easily readable font such as Times New Roman, Courier, Courier New, or Arial. Page numbers and an identifier may be within the 1" margin. Each page on which there is text or graphics will be counted as one full page.

The Application Narrative will include the discussion of the selection criteria. We recommend that you limit the application narrative to the equivalent of no more than 65 pages for the FY 20XX TS competition. The competitive preference priorities are limited to 8 pages total.

Applicants are encouraged to include an identifying header or footer that contains the applicant’s name and the page number. Applicants may use the one-inch (1”) margin at either the top or bottom of each page for this header or footer. The pages must be numbered in consecutive order.

The recommended page limit does not apply to:

- Application Face Sheet (Application for Federal Assistance Form – SF424)
- Table of Contents
- Project Abstract
- Budget Summary Form (ED Form 524)
- TS Program Profile
- TS Program Assurances and Certifications
- ED GEPA 427

The Notice contains specific instructions on page limits.

In the Project Narrative, the applicant should address the selection criteria in the order delineated earlier (A-G) because this is the order in which the Technical Review Form is organized: The Technical Review Form is used by the peer reviewers to evaluate applications.

The following guidance may assist you in addressing each of the selection criteria:

(A) Need: In responding to this criterion, applicants must provide the required data addressing each of the sub-criteria. The data must address the identified target area to be served by the project and/or each of the target schools identified in the application. Applicants are expected to discuss how the data supports the need for a TS project in the defined target area and target schools. In geographical areas in which target schools do not collect the required information, the applicant, to the extent appropriate, should use other data sources (such as state or census data) and describe how these data relate to the criteria and/or demonstrate a need for a TS project in the proposed target area and target schools. In selecting the target area and target schools, applicants are responsible for making the necessary judgments as to the need for a TS grant in the proposed target area. Data provided in the Need section will be used by the peer reviewers as baseline data to evaluate the appropriateness of the applicant’s proposed achievement rates for the objectives (see criterion B, below) and to assess the quality of the applicant’s plan of operation (see criterion C.).

(B) Objectives: All applicants will be responsible for the five standardized objectives cited on the Talent Search Program Profile. On the Profile page, you must fill in the blanks indicating the percentage level of achievement for each of these objectives.

In the Project Narrative, explain how the objectives are ambitious and attainable. **These objectives may not be rewritten, restated or reworded.** For each of the objectives, applicants should use comparative data to show why the proposed percentage is ambitious as documented in the baseline data and information provided in the “NEED” section of the Project Narrative and attainable based on information provided in the Plan of Operation and the resources available to the project (see criterion A). Applicants may propose additional objectives, but are not required to do so. Applicants will not receive additional points or penalties for proposing additional objectives.

(C) Plan of Operation: This criterion contains six sub-criteria, and applicants must address all six sub-criteria. This part of the application should provide information on who, what, when and how the project will provide services to meet the goals and objectives and applicants should describe the services and activities to be provided as well as connections and collaborative efforts that the project will use for the delivery of services to the participants. Applicants must also, for the fifth sub-criterion provide information that addresses how the project will serve students at all proposed target schools and ensure that sufficient resources (including staff) are available to effectively and efficiently serve the proposed number of target schools. In addition, for the sixth sub-criteria, applicants must provide a plan for following former participants as they enter, continue in, and complete postsecondary education. Because TS projects serve relatively large numbers of participants, we recognize that it may be difficult for the project to track all participants through completion of postsecondary education. Therefore, a TS project may track a randomly selected sample of its participants. Further details on the required methodology that must be used for sampling are outlined as a ***Note Concerning the Postsecondary Attainment Objective*** on the Talent Search Profile Sheet.

As previously noted, the information provided in this section of the application will be assessed based on the quality of the applicant’s response for addressing the identified needs as related to the baseline data provided in the Need section. All of the proposed services and activities should

be clearly aligned with the identified needs of the participants to be served in the targeted schools and in the proposed target area.

(D) Applicant and Community Support: There are two sub-criteria that must be addressed. Applicants should not submit floor plans or letters of support or commitment in the application—this information can be described or summarized as narrative, or in a list, or in a chart. Applicants must provide information on the tangible commitments and resources to be provided by the applicant and by community partners and should demonstrate in this section how the proposed commitments and support will enable the proposed project to carry out the proposed project plan in the most cost-effective manner possible.

(E) Quality of Personnel: Applicants must address each of the three sub-criteria in this section. The minimum qualifications must be identified for all project personnel positions. The minimum educational qualifications **must** include the **type of degree required and the acceptable field(s) of study**. The **type and minimum amount** of work-related experience **must** also be described for each position. Applicants are not required to submit resumes or job descriptions in the application—but, at a minimum; this information should be described or summarized. The “plan to employ personnel who have succeeded in overcoming barriers similar to the target population to be served” should be a specific plan -- the inclusion of an equal employment opportunity statement and/or a non-discriminatory employment practices policy alone is **not** an adequate response to this criterion.

(F) Budget: In response to this criterion, applicants must provide a detailed, itemized budget narrative for the first-year (20XX-20XX) budget period, **only**. The budget narrative is to be included in the *Project Narrative (Part III)* Attachment Form to be uploaded into the Grants.gov application. Additional guidance on the standard budget forms is cited in the instructions entitled “First Year Budget and Budget Summary Form (ED Form 524) Instructions” on the following pages.

Applicants should include costs that are related to the approved activities proposed in the Plan of Operation section, to the extent in which funds are available. All costs should be necessary to accomplish the proposed project activities, reasonable and allowable as discussed in the TS regulations in 34 CFR part 643.30. Applicants should include a description of the activities in the budget that respond to the announced **Competitive Preference Priorities**.

(G) Evaluation plan: A strong evaluation plan should shape the development of the project from the beginning to the end of the grant period. The evaluation plan should include benchmarks to monitor progress toward meeting specific project objectives and should include measures to assess the impact on college access and completion and other important outcomes for project participants.

The evaluation plan should clearly indicate: (1) what types of data will be collected; (2) when various types of data will be collected; (3) for which annual cohorts of student’s data will be collected; (4) what data collection methods will be used; (5) how the data will be analyzed; and (6) when reports and outcome data will be available. The evaluation plan should indicate what information, provided on a weekly, monthly and annual basis will indicate if the project is

developing in a manner that meets its goals and objectives. In addition, the plan should indicate who is responsible for making sure that information is available in a timely manner and is influencing the ongoing management of the project.

Applicants are encouraged to think carefully about evaluation approaches and seek cost-effective evaluation strategies. Applicants are also encouraged to explain how they will work with appropriate agencies to develop strategies for using State longitudinal data systems or other third-party verified data to track the extent to which students enroll in postsecondary education; persist in postsecondary education, and complete certificates, two-year and four-year degrees.

Finally, applicants are encouraged to examine and report on unanticipated outcomes, as well as effective strategies (which can be services, bundles of services, or specific ways of implementing allowable services) that increase college access and completion.

INSTRUCTIONS FOR STANDARD FORMS

- Application for Federal Assistance (SF 424)
- Department of Education Supplemental Form for the SF 424
- Department of Education Budget Summary Form (ED 524)
- Disclosure of Lobbying Activities (SF-LLL)
- GEPA

To obtain instructions for standard forms included in this application package, please visit <https://www2.ed.gov/fund/grant/apply/appforms/appforms.html>.

PERFORMANCE MEASURES

The Department of Education has prepared a strategic plan for 2022-2026. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the U.S. The Department's goals, as listed in the plan, are:

Goal 1: Promote equity in student access to educational resources, opportunities, and inclusive environments.

Goal 2: Support a diverse and talented educator workforce and professional growth to strengthen student learning.

Goal 3: Meet students' social, emotional, and academic needs.

Goal 4: Increase postsecondary value by focusing on equity-conscious strategies to address access to high-quality institutions, affordability, completion, post-enrollment success, and support for inclusive institutions.

Goal 5: Enhance the Department's internal capacity to optimize the delivery of its mission.

What are the performance indicators for the Talent Search Program?

The performance indicators for the Talent Search Program are part of the Department's plan for meeting Goal 4. The TS Program is part of the Federal TRIO Programs. The overarching goal of the Federal TRIO Programs is "to increase the percentage of low-income and first generation college students who successfully pursue postsecondary education opportunities."

The specific performance indicator for the Talent Search Program is as follows:

The success of the Talent Search Program will be measured by the postsecondary enrollment rates of TS participants. All TS grantees will be required to submit an annual performance report documenting the postsecondary enrollment. The Department of Education will aggregate the data provided in the annual performance reports from all grantees to determine the accomplishment level.

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

An applicant that receives a grant award will be required to submit annual performance reports as a condition of the award. The reports will document the extent to which project goals and objectives are met.

The most recent version of this program's annual performance report (APR) can be viewed at:

<http://www2.ed.gov/programs/triotalent/performance.html>.

INSTRUCTIONS FOR THE BUDGET SUMMARY AND ITEMIZED LINE ITEM BUDGET

NOTE: Applicants must submit: (1) budget information that categorizes the requested funds (ED Form 524), **AND** (2) a detailed budget narrative for the first 12-month budget period.

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

The budget narrative, for the first 12-month budget period only, is to be included in the *Project Narrative* (limited to 65 pages and attached to the Project Narrative Attachment Form) as part of the Budget selection criterion.

This section requests information on the applicant's financial plan for carrying out the project.

The federal and any non-federal shares are to be included on the Budget Information – Non-Construction Programs (ED Form 524), and in the Budget selection criterion discussion in the *Project Narrative*.

The Department is requesting that you complete the Budget Information – Non-Construction Programs (ED Form 524) for ONLY the 20XX-XX year. Please provide **a comprehensive and detailed budget narrative for the first 12-month budget period, only**.

It is not necessary to provide a budget summary for the total grant period requested. The funding level for the first year is stipulated based on the Maximum Award Section of the Notice, and the Department will determine the funding levels for the subsequent years of the grant award.

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

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

3. Travel: On line 3 (ED Form 524), provide the costs for project personnel. [Consultants' travel should be included on line 8.] In the budget, you should detail the proposed travel costs: for each trip explain the purpose and objective of the travel and provide the number of persons traveling. Transportation costs should not exceed tourist class airfare. For automobile mileage, the established institution or agency rate should be used. Reimbursement is allowed for taxicab, bus, train, or limousine transportation. Per diem at the established institution or agency rate is permitted when an individual is away from home overnight on official project business (see OMB Circular A-21, J.48.c - Commercial Air Travel). No foreign travel will be authorized under the grant.

The Federal TRIO Programs have developed the following guidelines for recommending approval of travel. All travel must be related to the project's overall purpose and proposed activities.

- Project Director's Travel – Per Year
 - A. One National Conference;
One Regional Meeting;
One State Meeting; **and**
 - B. Travel for participation in **one** professional staff development training opportunity under the TRIO Training Program.
 - Full-time Professional Staff Travel – Per Year
 - A. One National, Regional, **or** State Meeting; **and**
 - B. Travel for participation in **one** professional staff development training opportunity under the TRIO Training Program.
4. Equipment: On line 4 (ED Form 524), indicate the cost of equipment -- non-expendable personal property, which has a usefulness of greater than one year and an acquisition cost of \$5,000 or more per unit. [Consistent with an applicant's policy, a lower dollar amount may be used to define equipment.] In the budget, explain why the requested equipment is necessary to carry out project activities, and include a list of all equipment in the following format: item, quantity, cost per unit, and total cost.
 5. Supplies: On line 5 (ED Form 524), include the costs of all tangible personal property that was not included as "equipment" on line 4. In the budget, provide an itemized list of the supplies.
 6. Contractual: Not applicable. Leave blank.
 7. Construction: Not applicable. Leave blank.
 8. Other: On line 8 (ED Form 524), indicate all direct costs not covered on lines 1 through 5. The costs/fees for consultants and consultants' travel should be included here.

Examples of “other” costs are: equipment rental, required fees, communication costs, rental of space, utilities, custodial services, and printing costs. In the budget, provide a breakdown of all direct costs not clearly covered by other budget categories.

Consultants: If the project proposes to use consultants, identify the consultants who will work on the project, the scope of work to be performed by each consultant, and justify why project personnel cannot perform this work. Also, provide a detailed breakdown of the costs (daily fees to be paid, estimated number of days of services, and all travel expenses, including per diem). Cost allowances for consultant fees, honoraria, per diem, and travel should not exceed amounts permitted by comparable institutional or agency policies.

9. Total Direct Costs: On line 9 (ED Form 524), provide the total direct costs requested – the sum of lines 1 through 8.
10. Indirect Costs: On line 10 (ED Form 524), provide the amount of indirect costs that you propose to charge against the grant.

All grants awarded under the Talent Search Program (84.044A) are designated as training grants. The Education Department General Administrative Regulations (EDGAR) limit reimbursement to grantees for indirect costs they incur under training grants to the grantee’s actual indirect costs as determined by the grantee’s negotiated indirect cost agreement or a maximum of 8 percent of a modified total direct cost base, **whichever is less**. (NOTE: This limitation does not apply to State agencies, or local governments, or federally recognized Indian tribal governments. [§75.562(c) (2)])

A **modified total direct cost base** is defined as total direct costs less, training stipends, tuition and related fees, and capital expenditures of \$5,000 or more per unit. Therefore, calculations of indirect costs may not include these costs.

Grantees charging indirect costs to a Department grant are required to have a negotiated rate with their *cognizant agency* (i.e., either the Federal agency from which it has received the most direct funding that is subject to indirect cost support, or a particular agency specifically assigned cognizance by the Office of Management and Budget). Although applicants are not required to submit with their application a copy of their indirect cost agreement to claim the 8 percent rate for funding received in this program, they are required to have documentation available for audit that shows that their negotiated indirect cost rate is at least 8 percent [§75.563(d)]. In the event that they receive an award under this program, applicants without a negotiated indirect cost rate with its cognizant agency should seek to identify that agency and contact it to obtain an approved rate as soon as possible after award notification.

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

11. Training Stipends: Not applicable. Leave blank.

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

APPLICATION CHECKLIST

Use This Checklist While Preparing Your Application Package: All items listed on this checklist are required.

| Part I - Application for Federal Assistance (SF 424)

Part I - Department of Education Supplemental Information for SF 424

Part II - Department of Education Budget Summary Information – Non-Construction Programs (ED Form 524) – Sections A & B

Part III - *Project Narrative* (65-page limit addressing the selection criteria) – Attach this document to the Project Narrative Attachment Form in the Grants.gov application.

| Part III - *Other Attachments* – Talent Search Program Profile
Talent Search Program Assurances – Attach each of these two documents to the Other Attachments Form in the Grants.gov application.
Competitive Preference Priorities Narrative

Part III - *ED Abstract* – one-page limit -- Attach this document to the ED Abstract Form in the Grants.gov application. This one-page abstract, which may be single-spaced, will not count against the 65 pages you are allowed for your response to the selection criteria.

Part IV – Assurances and Certifications

| GEPA Section 427 Requirement
Certification Regarding Lobbying Form (ED Form 80-0013)
Disclosure of Lobbying Activities (SF LLL)

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 Grants.gov Attachment Forms listed above.

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 1840-0818. Public reporting burden for this collection of information is estimated to average 35 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* (Higher Education Act of 1965, as amended). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact Antoinette Edwards, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4536, antoinette.edwards@ed.gov directly.