

might the Department minimize the burden of this collection on the respondents, including through the use of information technology. Please note that written comments received in response to this notice will be considered public records.

Title of Collection: National Center for College Students with Disabilities (NCCSD) Database of Disability Services and Activities in Higher Education.

OMB Control Number: 1840-0841.

Type of Review: Revision of a currently approved ICR.

Respondents/Affected Public: State, Local, and Tribal Governments; Private Sector.

Total Estimated Number of Annual Responses: 5,916.

Total Estimated Number of Annual Burden Hours: 17,748.

Abstract: The National Center for College Students with Disabilities (NCCSD) at the University of Minnesota and originated by the Association on Higher Education and Disability (AHEAD) is authorized by Congress in the Higher Education Opportunity Act of 2008 (777.4) and was established in 2016. The NCCSD College Disability Resource Database is designed to address a gap in information about services and accessibility for college students with disabilities, who make up 19.5% of the undergraduate population. Existing general information about colleges is available in the Department of Education's online College Navigator and College Affordability and Transparency Center, but the only information about students with disabilities in these databases is the percentage of students registered with campus disability services offices. At this time, this is the only database that provide systematic collection of information about campus-level disability-related services, access, and activities at colleges and universities in the United States. The NCCSD survey asks all U.S. campuses to provide basic information about disability services, accessibility of campus, and disability-related activities that may affect inclusion and the campus climate. The data is available to the public in an accessible and searchable database to help prospective college students and their families make informed decisions during the college search process. Because the database is public, researchers and policymakers are able to utilize the data to gather information about disability and higher education in systematic ways.

The Department is requesting a revision of the survey for the following reasons: to add non-degree-granting institutions of higher education to the

respondent universe; to change the timeframe for and revise one question; to revise the possible responses to one question; and to add three new questions regarding faculty/instructor disability training.

Dated: May 22, 2024.

Kun Mullan,

PRA Coordinator, Strategic Collections and Clearance, Governance and Strategy Division, Office of Chief Data Officer, Office of Planning, Evaluation and Policy Development.

[FR Doc. 2024-11667 Filed 5-24-24; 8:45 am]

BILLING CODE 4000-01-P

DEPARTMENT OF EDUCATION

Applications for New Awards; Centers of Excellence for Veteran Student Success Program

AGENCY: Office of Postsecondary Education, Department of Education.

ACTION: Notice.

SUMMARY: The Department of Education (Department) is issuing a notice inviting applications for new awards for fiscal year (FY) 2024 for the Centers of Excellence for Veteran Student Success (CEVSS) Program, Assistance Listing Number 84.116G. This notice relates to the approved information collection under OMB control number 1894-0006.

DATES:

Applications Available: May 28, 2024.

Deadline for Transmittal of Applications: July 29, 2024.

Deadline for Intergovernmental Review: September 25, 2024.

ADDRESSES: For the addresses for obtaining and submitting an application, please refer to our Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the **Federal Register** on December 7, 2022 (87 FR 75045), and available at www.federalregister.gov/d/2022-26554.

FOR FURTHER INFORMATION CONTACT:

Kelly Harris, U.S. Department of Education, 400 Maryland Avenue SW, 5th floor, Washington, DC 20202. Telephone: (202) 453-7346. Email: Kelly.Harris@ed.gov.

If you are deaf, hard of hearing, or have a speech disability and wish to access telecommunications relay services, please dial 7-1-1.

SUPPLEMENTARY INFORMATION:

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The purpose of this program is to encourage institutions of higher education (IHEs) to develop

model programs to support veteran student success in postsecondary education by coordinating services to address the academic, financial, physical, and social needs of veteran students.

Background: In 2019–2020, 3.7 percent of undergraduate students were veterans, with 28 percent of veterans attending public four-year colleges, 12 percent attending private four-year colleges, 34 percent attending public two-year colleges, and 13 percent attending for-profit institutions.¹ Unfortunately, and for various reasons, veterans are less likely to complete their postsecondary education than non-veterans. In 2019–20, 48 percent of veterans earned a postsecondary credential after six years, as compared to 56 percent of non-veterans. Those attending four-year institutions are much less likely to earn bachelor's degrees than non-veterans, with 33 percent of veterans doing so as compared to 59 percent of non-veterans, and those attending two-year institutions are less likely than non-veterans to earn associate degrees—13 percent as compared to 17 percent.²

According to a 2019 research report, student veterans are significantly underrepresented at colleges and universities with the highest graduation rates, despite receiving significant Federal financial assistance for postsecondary education through the GI Bill, indicating barriers in college degree attainment. The report found that only 10 percent of GI Bill recipients attended institutions with six-year graduation rates above 70 percent, compared to 21 percent of the overall student population, and 65 percent of GI Bill recipients enrolled in institutions with six-year graduation rates below 50 percent.³

Student veterans often face unique challenges that can affect their academic success, including transitioning back to civilian life after a deployment, addressing service-connected disabilities, and returning to school at an older age. Veterans may also be juggling school and off-campus employment or experiencing financial

¹ U.S. Department of Education analysis of National Center for Education Statistics, National Postsecondary Student Aid Study: 2020 Undergraduate Students.

² U.S. Department of Education analysis of National Center for Education Statistics, Beginning Postsecondary Students: 2012/2017.

³ Bond Hill, Catharine, Elizabeth Davidson Pisacreta, Emily Schwartz, and Martin Kurzweil. 2019. "Enrolling More Veterans at High-Graduation-Rate Colleges and Universities." Ithaca S+R. <https://doi.org/10.18665/sr.310816>.

challenges.⁴ Veteran college students, compared with traditional undergraduate students, are older, with only 15 percent the age of traditional college students; more likely to be married and have children (47.3 percent of student veterans are married and 47 percent have children); and twice as likely to have a job off-campus. Sixty-two percent are first-generation college students.⁵ Student service members and veterans on campus often report difficulty connecting socially with non-veteran students, who may be less likely to have firmly established vocational, social, and family roles. Student service members and veterans may have psychological disorders that can manifest in a unique way; and frequently report experiencing difficulties in the transition from a military style of technical learning and hierarchical organizational structure to a university learning environment.⁶

Postsecondary education completion is critical for veterans' long-term success. Veterans with a college degree have a lower unemployment rate compared to those without one.⁷ Furthermore, according to the 2019 Student Veterans of America Census Survey, nearly two of three student veterans' major or field of study is not at all similar to their military specialization.⁸

Veteran-specific resource centers are beneficial for veterans because they can serve as a first-stop shop, support students with orienting on campus and with career transitions, and provide a safe place for students with similar backgrounds to connect with each other.⁹

To this end, this competition includes an absolute priority for institutions to establish Centers of Excellence for Veteran Student Success on their campuses to coordinate services to address the academic, financial, physical, and social needs of veteran students. It also includes three

competitive preference priorities to improve students' social, emotional, academic, and career development; support the establishment of a Center on a community college, Historically Black college and university (HBCU), Minority-serving institution (MSI), or Tribal College or University (TCU) campus; and support the development of career pathways for students through the development and implementation of student success programs that integrate multiple comprehensive and evidence-based services or initiatives.

Priorities: This notice contains one absolute priority and three competitive preference priorities. In accordance with 34 CFR 75.105(b)(2)(v), the absolute priority is from the activities specified in section 873 of the Higher Education Act of 1965, as amended (HEA), and the competitive preference priorities are from the Secretary's Notice of Final Supplemental Priorities and Definitions for Discretionary Grant Programs, published in the **Federal Register** on December 10, 2021 (86 FR 70612) (Supplemental Priorities).

Absolute Priority: For the FY 2024 grant competition and any subsequent year in which we make awards from the list of unfunded applications from this competition, this priority is an absolute priority. Under 34 CFR 75.105(c)(3), we consider only applications that meet this priority.

This priority is:

Projects that include the following required activities:

(a) Establishing a Center of Excellence for Veteran Student Success on the campus of the institution to provide a single point of contact to coordinate comprehensive support services for veteran students;

(b) Establishing a veteran student support team, including representatives from the offices of the institution responsible for admissions, registration, financial aid, veterans' benefits, academic advising, student health, personal or mental health counseling, career advising, disabilities services, and any other office of the institution that provides support to veteran students on campus;

(c) Providing a coordinator whose primary responsibility is to coordinate the model program;

(d) Monitoring the rates of veteran student enrollment, persistence, and completion; and

(e) Developing a plan to sustain the Center of Excellence for Veteran Student Success after the grant period.

Competitive Preference Priorities: For the FY 2024 grant competition 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 5 points to an application, depending on how well the application meets Competitive Preference Priority 1; 2 points to an application that meets Competitive Preference Priority 2; and up to an additional 5 points to an application, depending on how well the application meets Competitive Preference Priority 3. Applicants may address one, all, or none of the competitive priorities.

These priorities are:

Competitive Preference Priority 1: Meeting Student Social, Emotional, and Academic Needs (up to 5 points).

Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on underserved students, through developing and supporting educator and school capacity to support social and emotional learning and development that is trauma-informed, such as addressing exposure to community-based violence and trauma specific to military- or veteran-connected students (as defined in this notice).

Competitive Preference Priority 2: Promoting Equity in Student Access to Educational Resources and Opportunities (2 points).

Under this priority, an applicant must demonstrate that the project will be implemented by one of the following entities:

(1) Community colleges (as defined in this notice);

(2) Historically Black colleges and universities (as defined in this notice);

(3) Tribal Colleges and Universities (as defined in this notice); or

(4) Minority-serving institutions (as defined in this notice).

Competitive Preference Priority 3: Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success (up to 5 points).

Projects that are designed to increase postsecondary access, affordability, completion, and success for underserved students by supporting the development and implementation of student success programs that integrate multiple comprehensive and evidence-based services or initiatives, such as academic advising, structured/guided pathways, career services, credit-bearing academic undergraduate courses focused on career, and programs to meet basic needs, such as housing, childcare and transportation, student financial aid, and access to technological devices.

Definitions: The definitions of "demonstrates a rationale," "evidence-

⁴ Terry, Anthony D. 2018. "Barriers to Academic Success Experienced by Student Veterans," McNair Scholars Research Journal: Vol. 11, Article 12.

⁵ U.S. Department of Veterans Affairs, www.mentalhealth.va.gov/student-veteran/learn-about-student-veterans.asp.

⁶ Borsari, B., Yurasek, A., Miller, M., Murphy, J., McDevitt-Murphy, M., Martens, M., Darcy, M., and Carey, K. 2017. "Student Service Members/Veterans on Campus: Challenges for Reintegration," American Journal of Orthopsychiatry.

⁷ Institute for Veterans and Military Families, Syracuse University (2019) "Student Veterans: A Valuable Asset to Higher Education."

⁸ Student Veterans of America. 2019, SVA Census.

⁹ Kirchner, M. August 2015. "Supporting Student Veteran Transition to College and Academic Success," Adult Learning Volume 26, Issue 3, Pages 116-123.

based,” “experimental study,” “logic model,” “project component,” “promising evidence,” “quasi-experimental design study,” “relevant outcomes” and “What Works Clearinghouse (WWC) Handbooks (WWC Handbooks)” are from 34 CFR 77.1 and the definitions of “community college,” “Historically Black colleges and universities,” “military- or veteran-connected student,” “minority-serving institution,” “Tribal College or University,” and “underserved students” are from the Supplemental Priorities.

Community college means “junior or community college” as defined in section 312(f) of the HEA.

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.

Experimental study means a study that is designed to compare outcomes between two groups of individuals (such as students) that are otherwise equivalent except for their assignment to either a treatment group receiving a project component or a control group that does not. Randomized controlled trials, regression discontinuity design studies, and single-case design studies are the specific types of experimental studies that, depending on their design and implementation (e.g., sample attrition in randomized controlled trials and regression discontinuity design studies), can meet What Works Clearinghouse (WWC) standards without reservations as described in the WWC Handbooks:

(i) A randomized controlled trial employs random assignment of, for example, students, teachers, classrooms, or schools to receive the project component being evaluated (the treatment group) or not to receive the project component (the control group).

(ii) A regression discontinuity design study assigns the project component being evaluated using a measured variable (e.g., assigning students reading below a cutoff score to tutoring or developmental education classes) and controls for that variable in the analysis of outcomes.

(iii) A single-case design study uses observations of a single case (e.g., a student eligible for a behavioral intervention) over time in the absence and presence of a controlled treatment manipulation to determine whether the outcome is systematically related to the treatment.

Evidence-based means the proposed project component is supported by evidence that demonstrates a rationale.

Logic model (also referred to as theory of action) means a framework that identifies key 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>. 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.

Historically Black colleges and universities means colleges and universities that meet the criteria set out in 34 CFR 608.2.

Military- or veteran-connected student means a student who is a member of the uniformed services, a veteran of the uniformed services, or the spouse of a service member or veteran.

Minority-serving institution means an institution that is eligible to receive assistance under sections 316 through 320 of part A of title III, under part B of title III, or under title V of the HEA.

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

Promising evidence means that there is evidence of the effectiveness of a key project component in improving a relevant outcome, based on a relevant finding from one of the following:

(1) A practice guide prepared by What Works Clearinghouse (WWC) reporting a “strong evidence base” or “moderate evidence base” for the corresponding practice guide recommendation;

(2) An intervention report prepared by the WWC reporting a “positive effect” or “potentially positive effect” on a relevant outcome with no reporting of a “negative effect” or “potentially negative effect” on a relevant outcome; or

(3) A single study assessed by the Department, as appropriate, that—

(i) Is an experimental study, a quasi-experimental design study, or a well-designed and well-implemented correlational study with statistical controls for selection bias (e.g., a study

using regression methods to account for differences between a treatment group and a comparison group); and

(ii) Includes at least one statistically significant and positive (i.e., favorable) effect on a relevant outcome.

Quasi-experimental design study means a study using a design that attempts to approximate an experimental study by identifying a comparison group that is similar to the treatment group in important respects. This type of study, depending on design and implementation (e.g., establishment of baseline equivalence of the groups being compared), can meet WWC standards with reservations, as described in the WWC Handbooks.

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

Tribal College or University has the meaning ascribed it in section 316(b)(3) of the HEA.

Underserved student means a military- or veteran-connected student.

What Works Clearinghouse (WWC) Handbooks (WWC Handbooks) means the standards and procedures set forth in The WWC Standards Handbook, Versions 4.0 or 4.1, and WWC Procedures Handbook, Versions 4.0 or 4.1, or in the WWC Procedures and Standards Handbook, Version 3.0 or Version 2.1 (all incorporated by reference, see § 77.2). Study findings eligible for review under WWC standards can meet WWC standards without reservations, meet WWC standards with Reservations, or not meet WWC standards. WWC practiceGuides and intervention reports include findings from Systematic reviews of evidence as described in the WWC Handbooks documentation.

Note: The WWC Procedures and Standards Handbook (Version 4.1), as well as the more recent WWC Handbook released in August 2022 (Version 5.0), are available at <https://ies.ed.gov/ncee/wwc/Handbooks>.

Program Authority: 20 U.S.C. 1161t; 20 U.S.C. 1138–1138d; and the explanatory statement accompanying Division D of the Further Consolidated Appropriations Act, 2024 (Pub. L. 118–47).

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

Applicable Regulations: (a) The Education Department General Administrative Regulations in 34 CFR parts 75, 77, 79, 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 as regulations of the Department in 2 CFR part 3474. (d) The Supplemental Priorities.

II. Award Information

Type of Award: Discretionary grants.
Estimated Available Funds:

\$8,910,000.

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

Estimated Range of Awards: \$650,000 to \$750,000 for up to 36 months.

Estimated Average Size of Awards: \$700,000 for up to 36 months.

Maximum Award: We will not make an award exceeding \$750,000 for a 36-month period.

Estimated Number of Awards: 12.

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

Project Period: Up to 36 months.

III. Eligibility Information

1. *Eligible Applicants:* IHEs (as defined in section 101 of the HEA (20 U.S.C. 1001)).

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

b. *Indirect Cost Rate Information:* This program uses an unrestricted indirect cost rate. For more information regarding indirect costs, or to obtain a negotiated indirect cost rate, please see www2.ed.gov/about/offices/list/ocfo/intro.html.

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. *Use of Funds:* In addition to the required activities under section 873(c)(1) of the HEA, which are included in the absolute priority, an IHE receiving a grant may also carry out one or more of the following activities with respect to veteran students, under

section 873(c)(2) of the HEA: (A) Outreach and recruitment of such students; (B) Supportive instructional services for such students, which may include (i) personal, academic, and career counseling, as an ongoing part of the program; (ii) tutoring and academic skill-building instruction assistance, as needed; and (iii) assistance with special admissions and transfer of credit from previous postsecondary education or experience; (C) Assistance in obtaining student financial aid; (D) Housing support for veteran students living in institutional facilities and commuting veteran students; (E) Cultural events, academic programs, orientation programs, and other activities designed to ease the transition to campus life for veteran students; (F) Support for veteran student organizations and veteran student support groups on campus; (G) Coordination of academic advising and admissions counseling with military bases and national guard units in the area; or (H) Other support services the institution determines to be necessary to ensure the success of veterans in achieving educational and career goals.

IV. Application and Submission Information

1. Application Submission

Instructions: Applicants are required to follow the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the **Federal Register** on December 7, 2022 (87 FR 75045), and available at www.federalregister.gov/d/2022-26554, 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 reference regulations outlining funding restrictions in the *Applicable Regulations* section of this notice.

4. *Recommended Page Limit:* The application narrative is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. We recommend that you (1) limit the application narrative to no more than 50 pages and (2) use the following standards:

- A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Double space (no more than three lines per vertical inch) all text in the application narrative, including titles,

headings, footnotes, quotations, references, and captions as well as all text in charts, tables, figures, and graphs.

- Use a font that is either 12 point or larger, and 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 and the bibliography. However, the recommended page limit does apply to all of the application narrative.

Note: The Budget Information-Non-Construction Programs Form (ED 524) Sections A–C are not the same as the narrative response to the Budget section of the selection criteria.

V. Application Review Information

1. *Selection Criteria:* The selection criteria for this competition are from 34 CFR 75.210. Applicants should address each of the following selection criteria separately for each proposed activity. The selection criteria are worth a total of 100 points, and applications may receive up to 12 additional points under the competitive preference priorities, for a total score of up to 112 points. The maximum score for each criterion is noted in parentheses.

(a) *Need for project.* (up to 10 points) The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers:

(1) The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project. (up to 3 points)

(2) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure. (up to 4 points)

(3) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (up to 3 points)

(b) *Significance.* (up to 10 points) The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers:

(1) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population. (up to 5 points)

(2) The importance or magnitude of the results or outcomes likely to be attained by the proposed project. (up to 5 points)

(c) *Quality of the project design.* (up to 30 points) The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers:

(1) The extent to which the proposed project demonstrates a rationale (as defined in this notice). (up to 7 points)

(2) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (up to 7 points)

(3) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (up to 8 points)

(4) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. (up to 8 points)

(d) *Quality of project personnel.* (up to 15 points) The Secretary considers the quality of the personnel who will carry out the proposed project.

(1) In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (up to 5 points)

(2) In addition, the Secretary considers:

(i) The qualifications, including relevant training and experience, of the project director or principal investigator. (up to 5 points)

(ii) The qualifications, including relevant training and experience, of key project personnel. (up to 5 points)

(e) *Adequacy of resources.* (up to 20 points) The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers:

(1) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. (up to 6 points)

(2) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. (up to 7 points)

(3) The potential for continued support of the project after Federal

funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support. (up to 7 points)

(f) *Quality of the project evaluation.* (up to 15 points) The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers:

(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (up to 4 points)

(2) The extent to which the methods of evaluation provide for examining the effectiveness of the project implementation strategies. (up to 4 points)

(3) The extent to which the methods of evaluation will provide timely guidance for quality assurance. (up to 3 points)

(4) The extent to which the methods of evaluation will, if well implemented, produce promising evidence (as defined in this notice) about the project's effectiveness. (up to 4 points)

Note: For selection criterion (d), Quality of project personnel, as stated in the absolute priority for this competition, a proposed Center of Excellence for Veteran Student Success must have a coordinator whose primary responsibility is to coordinate the model program. In response to this selection criterion, the application should describe the qualifications of this individual, the members of the veteran student support team described in the absolute priority, and any other individuals who will help carry out the proposed project. The grant project director may or may not be the coordinator of the Center of Excellence for Veteran Student Success. Applicants should consider emphasizing how the training and experience of veteran employees staffing the project, if applicable, will support the goals of the project.

Note: For selection criterion (d), Quality of project personnel, applicants are encouraged to include in their application that they are committed to paying their staff a living wage for the local area and providing benefits.

Note: For selection criterion (e), Adequacy of resources, a budget summary and budget narrative attached to your proposal should itemize the support you are requesting through the CEVSS Program.

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

conditions. The Secretary may also consider whether the applicant failed to submit a timely performance report or submitted a report of unacceptable quality.

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

A panel of three non-Federal reviewers will review and score each application in accordance with the selection criteria. A rank order funding slate will be made from this review. Awards will be made in rank order according to the average score received from the peer review and from the competitive preference priorities addressed by the applicant.

If there are insufficient funds to award multiple applications with the same score, consistent with section 873(d)(2)(A) and (B) of the HEA, in making a selection, the Secretary will consider the number of veteran students enrolled at each IHE and award funding to the applicant(s) with the highest number of enrolled veteran students. If a tie still exists after applying the first tiebreaker, the Secretary will consider the need for model programs to address the needs of veteran students at a wide range of IHEs, including the need to provide (i) an equitable distribution of such grants to IHEs of various types and sizes; (ii) an equitable geographic distribution of such grants; and (iii) an equitable distribution of such grants among rural and urban areas.

3. Risk Assessment and Specific Conditions: Consistent with 2 CFR 200.206, before awarding grants under this program the Department conducts a review of the risks posed by applicants. Under 2 CFR 200.208, the Secretary may impose specific conditions and, under 2 CFR 3473.10, in appropriate circumstances, high-risk conditions on a grant if the applicant or grantee is not financially stable; has a history of unsatisfactory performance; has a financial or other management system that does not meet the standards in 2 CFR part 200, subpart D; has not fulfilled the conditions of a prior grant; or is otherwise not responsible.

4. Integrity and Performance System: If you are selected under this competition to receive an award that over the course of the project period may exceed the simplified acquisition threshold (currently \$250,000), under 2 CFR 200.206(a)(2) we must make a judgment about your integrity, business ethics, and record of performance under

Federal awards—that is, the risk posed by you as an applicant—before we make an award. In doing so, we must consider any information about you that is in the integrity and performance system (currently referred to as the Federal Awardee Performance and Integrity Information System (FAPIIS)), accessible through the System for Award Management. You may review and comment on any information about yourself that a Federal agency previously entered and that is currently in FAPIIS.

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

5. *In General*: In accordance with the Office of Management and Budget's guidance located at 2 CFR part 200, all applicable Federal laws, and relevant Executive guidance, the Department will review and consider applications for funding pursuant to this notice inviting applications in accordance with:

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

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

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

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

VI. Award Administration Information

1. *Award Notices*: If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN); or we may send you an email containing a link to access an electronic version of your GAN. We may notify you informally, also.

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

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

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

3. *Open Licensing Requirements*: Unless an exception applies, if you are awarded a grant under this competition, you will be required to openly license to the public grant deliverables created in whole, or in part, with Department grant funds. When the deliverable consists of modifications to pre-existing works, the license extends only to those modifications that can be separately identified and only to the extent that open licensing is permitted under the terms of any licenses or other legal restrictions on the use of pre-existing works. Additionally, a grantee 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*: Under 34 CFR 75.110, the Secretary has established the following performance measures for the CEVSS Program: (1) The extent to which the project is

institutionalized at the end of the project period; and (2) The extent to which funded projects increase enrollment, persistence, and completion rates of veteran students at their institutions.

These measures constitute the Department's indicators of success for this program. Consequently, we advise an applicant for a grant under this program to give careful consideration to these measures in conceptualizing the approach and evaluation for its proposed project.

If funded, you will be required to collect and report data in your project's annual performance report (34 CFR 75.590).

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.

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Nasser H. Paydar,

Assistant Secretary for Postsecondary Education.

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DEPARTMENT OF ENERGY

Agency Information Collection Extension

AGENCY: U.S. Department of Energy.

ACTION: Notice of request for comments.