

send you a Grant Award Notification (GAN); or we may send you an email containing a link to access an electronic version of your GAN. We also may notify you informally.

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

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

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

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

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

(b) At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multiyear award, you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.118. The Secretary may also require more frequent performance reports under 34 CFR 75.720(c). For specific requirements on

reporting, please go to www.ed.gov/fund/grant/apply/appforms/appforms.html.

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

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

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

6. *Continuation Awards:* In making a continuation award under 34 CFR 75.253, the Secretary considers, among other things: whether a grantee has made substantial progress in achieving the goals and objectives of the project; whether the grantee has expended funds in a manner that is consistent with its

approved application and budget; if the Secretary has established performance measurement requirements, whether the grantee has made substantial progress in achieving the performance targets in the grantee's approved application; and whether the continuation of the project is in the best interest of the Federal Government.

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

VII. Other Information

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

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

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

Diana Diaz,

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

[FR Doc. 2025–09433 Filed 5–23–25; 8:45 am]

BILLING CODE 4000-01-P

EDUCATION DEPARTMENT

List of Approved Ability to Benefits Tests

AGENCY: Office of Postsecondary Education, Department of Education.

ACTION: Notice.

SUMMARY: This notice updates the list of Ability to Benefits (ATB) tests approved by the Secretary.

FOR FURTHER INFORMATION CONTACT:

Aaron Washington, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202. Telephone: (202) 987-0911. Email: Aaron.Washington@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: There are no changes to the June 14, 2024, list of currently approved ATB Tests (89 FR 50584). This notice is a technical update to the effective dates for the Wonderlic Basic Skills Test under the heading *ATB tests that are no longer approved*. The Department updates the effective dates from July 1, 2015, through March 31, 2023 to October 25, 1996 through March 31, 2023.

In order for a student who does not have a high school diploma or its recognized equivalent to be eligible for title IV program assistance, the student must successfully complete one of the ATB alternatives (listed below) and be enrolled in an eligible career pathway

program (ECPP)¹ pursuant to section 484(d)(1) of the Higher Education Act of 1965, as amended (HEA).

The ATB alternatives are—

* Passing an independently administered ATB test approved by the Secretary;

* Completing at least six credit hours, or the equivalent coursework (225 clock hours), that are applicable toward a degree or certificate offered by the postsecondary institution; or

* Completing a State process approved by the Secretary.

With respect to the ATB test alternative, there are specific requirements for students whose native language is not English, and who are not fluent in English. Those students must comply with one of the three following options to qualify for title IV program assistance:

1. A student who is enrolled in a program that is taught in the student's native language must take an approved test developed in the student's native language pursuant to 34 CFR 668.153(a)(1). Currently there are no approved ATB tests in a language other than English. Therefore, these students must use one of the remaining two ATB alternatives to qualify for title IV aid;

2. A student who is enrolled in a program that is taught in English must

take an ATB test designed to measure the English language competence of a non-native speaker. Students who are enrolled in such a program that has an "English as a Second Language" (ESL) component and who are enrolled in the ESL component, must take an approved ATB test specifically for a student whose native language is not English and who is not fluent in English, pursuant to 34 CFR 668.153(a)(2). Similarly, students who are enrolled in an ESL only program must take an approved ATB test specifically for a student whose native language is not English and who is not fluent in English, pursuant to 34 CFR 668.153(a)(2);

3. A student who is enrolled in a program that is taught in English without an ESL component or does not enroll in the ESL component of the program, must take an ATB test in English that assesses secondary school verbal and quantitative skills, pursuant to 34 CFR 668.153(a)(3).

List of approved tests and passing scores: The Secretary lists below all approved ATB tests and their passing scores. As noted above, there are no changes to the June 14, 2024, list of currently approved ATB Tests (89 FR 50584).

ATB test	Passing scores	Test publisher contact information
* Combined English Language Skills Assessment (CELSA), Forms 1 and 2 Effective Date: November 1, 2002.	CELSA Form 1 (97), CELSA Form 2 (97)	Association of Classroom Teacher Testers (ACCT), 1187 Coast Village Road, Suite 1, #378, Montecito, CA 93108. Contact: Telephone: (805) 965-5704. Fax: (805) 965-5807. Email: act@cappassociates.com .
ACCUPLACER Computer-adaptive tests and COMPANION ACCUPLACER Forms J and K: Reading Test, Writing Test, and Arithmetic Test.	Reading Test (233), Writing Test (235), Arithmetic Test (230).	The College Board, 250 Vesey Street, New York, NY 10281. Contact: ACCUPLACER Program. Telephone: (800) 607-5223. Email: accuplacer@collegeboard.org .
** Texas Success Initiative (TSI) Assessment—Computer-adaptive tests and COMPANION TSI Forms T and V: Reading Placement Test, Writing Placement Test, Mathematics Placement Test.	Reading Placement Test (336), Writing Placement Test (345), Mathematics Placement Test (326)..	

* **Note:** As provided in 34 CFR 668.153(a)(2), the CELSA test is approved as the additional ATB English language proficiency test that must be taken by students whose native language is not English and who are not fluent in English if the academic program includes an ESL component.

** **Note:** TSI remains a provisionally approved test and can continue to be used to establish title IV aid eligibility. If the Department denies full approval, we will provide notice of the denial through publication in the FEDERAL REGISTER, pursuant to 34 CFR 668.150(c)(3).

List of ATB tests that are no longer approved: The following tests are no longer included on the approved list of tests that may be used for the purpose of determining a student's eligibility for title IV program assistance. Please note the effective dates for each test.

1. *Test:* The ACT Career Programs Assessment test (CPAt)—Forms B and C.

Effective Dates: November 1, 2002, through June 30, 2015.

Passing Scores: Language Usage (42), Reading (43), and Numerical (41).

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

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

2. *Test:* The ACT WorkKeys test—Reading for Information—Forms A01AA, A02AA, C01AA, & D10AA; Applied Mathematic—Forms A01BB, A02BB, C01BB, & D01BB.

Effective Dates: May 19, 2006, through June 30, 2015.

Passing Scores: Reading for Information Forms A01AA (76), A02AA

¹ A student that enrolled in an eligible program at an eligible title IV institution prior to July 1, 2012 does not have to enroll in an ECPP. While this will

be a very rare occurrence, please see DCL GEN 12-09 for more guidance. <https://fsapartners.ed.gov/knowledge-center/library/dear-colleague-letters/>

2012-06-28/gen-12-09-subjecttitle-iv-eligibility-students-without-valid-high-school-diploma.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. *Test:* COMPASS ESL.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Signing Authority

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

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

Tracey St. Pierre,

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

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

BILLING CODE P

DEPARTMENT OF EDUCATION

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

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

ACTION: Notice.

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

DATES:

Applications Available: May 27, 2025.

Deadline for Transmittal of

Applications: June 26, 2025.

Deadline for Intergovernmental Review: August 25, 2025.

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

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

FOR FURTHER INFORMATION CONTACT:

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

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