FY 2020 Ready to Learn Programming

INFORMATIONAL RECORDING FOR APPLICANTS

Ready to Learn General Information

- These slides are intended as guidance only. Please refer to the official Notice Inviting Applications (NIA) in the Federal Register and the Application Package on the RTL website.

- A Frequently Asked Questions (FAQ) document is available on the RTL website: https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/innovation-early-learning/ready-to-learn-television-rtl/

  - The FAQ document addresses questions that applicants have asked previously. The Department may update it throughout the competition with questions that applicants submit that are of general applicability.

- The Department is unable to address applicant-specific questions at any time during the competition.   But you can ask follow-up questions about the NIA at Readytolearn@ed.gov

General Purpose/History

RTL launched in 1995. It was authorized by the Elementary and Secondary Education Act (ESEA) and then reauthorized by Title IV of the ESEA in 2015.

The purpose of Ready to Learn Programming (Ready to Learn) is to promote school readiness through the development and dissemination of accessible instructional television and digital media programming for preschool and elementary school children and their families.

Grants are typically awarded in five-year cycles; the FY 2020 competition will be the first competition for new awards since 2015.

What's New This Year?

This is the first competition under a revised authorizing statute: https://oese.ed.gov/subpart-4-ready-to-learn-television/

A new program name was established in the authorizing statute: Ready to Learn Programming (instead of Ready to Learn Television)

Two new invitational priorities: one on literacy education and the other on developmentally appropriate career pathways, each with two special emphases:

◦ Focus on parental engagement; and

◦ Focus on research using analytics to identify which media components/design decisions are effective.

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Ready to Learn Grant Awards

- Type of Award: Cooperative Agreements (see next slide) to Eligible Public Telecommunications Entities
- Estimated Available Funds: $28,750,000 for FY 2020.
- Estimated Range of Awards: $6,000,000-$12,000,000 for the first year of the project. Funding for the second, third, fourth, and fifth years is subject to availability of funds and the approval of continuation awards (see 34 CFR 75.253).
- Estimated Average Size of Awards: $9,000,000 for the first year of the project; $45,000,000 over five years.
- Estimated Number of Awards: 2 to 3.
- Project Period: Up to 60 months, project start date of October 1, 2020

Note: The Department is not bound by any of the estimates presented here (all of which are quoted from the NIA).

What is a Cooperative Agreement?

If you receive an award, you will be asked to sign a Cooperative Agreement.

A cooperative agreement is a type of grant distinguished from other grants in that it provides for substantial involvement between the Department of Education and the grant recipient in carrying out the activity contemplated by the award.

The Cooperative Agreement will establish some additional expectations for reporting, communication, the federal program officer's role, and grants management.

Eligibility

Under section 4643 of the ESEA, to receive a cooperative agreement under this competition, an entity must be a **public telecommunications entity** that is able to demonstrate--

(a) A capacity for the development and national distribution of educational and instructional television programming of high quality that is accessible by a large majority of disadvantaged preschool and elementary school children;

(b) A capacity to contract with the producers of children's television programming for the purpose of developing educational television programming of high quality;

(c) A capacity, consistent with the entity's mission and nonprofit nature, to negotiate such contracts in a manner that returns to the entity an appropriate share of any ancillary income from sales of any program-related products; and

(d) A capacity to localize programming and materials to meet specific State and local needs and to provide educational outreach at the local level.

Definition of Public Telecommunications Entity

Public telecommunications entity means any enterprise which (a) is a public broadcast station or a noncommercial telecommunications entity; and (b) disseminates public telecommunications services to the public.

Demonstrating Eligibility in Your Application

In Appendix A of your grant application (see the application package), you should include evidence demonstrating that—

- The legal applicant meets both parts (a) and (b) of the definition of "public telecommunications entity"; and
- The legal applicant has each of the 4 capacities mentioned in the statute.

We do not recommend any specific way of demonstrating each of these eligibility requirements. How you do so is up to you.

Consortia Applications

If two or more public telecommunications entities wish to form a consortium and jointly submit a single application, they must follow the procedures for group applications described in 34 CFR 75.127 through 75.129.

Organizations <u>Not</u> Eligible to Apply to RTL

- A school, a school district (LEA), or pre-school provider

- A university or college (unless the university or college owns and operates a public TV station that meets the eligibility criteria)

- An independent TV or digital media producer

- A for-profit broadcast or media company

- A non-profit organization that does not meet the definition of public telecommunications entity

Note: non-eligible entities may be able to participate in a Ready to Learn application by partnering with an eligible applicant or by serving as a contractor or vendor.

Notice of Intent to Apply

Please submit a notice of intent to apply by sending an email to Readytolearn@ed.gov

- Include name of public telecommunications entity
- Include invitational priority to be addressed and subject matter focus of the proposed project (i.e. literacy, math, etc.)
- Please identify any major partners

Applicants may also fill out a brief letter of intent to apply form on the Ready to Learn website at: https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/innovation-early-learning/ready-to-learn-television-rtl/fy-2020-ready-learn-grant-competition/

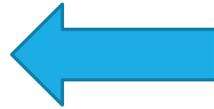Applicants that do not provide this email notification or fill out the form may still apply for funding.

Deadline for notice of intent to apply: April 6, 2020

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Television and Digital Media Content	Under section 4643 of the ESEA, awards made under Ready to Learn must be used to—
	1) Develop, produce, and distribute educational and instructional video programming for preschool and elementary school children and their parents in order to facilitate student academic achievement;
Nationwide Distribution via Public Television	2) Facilitate the development, directly or through contracts with producers of children and family educational television programming, of educational programming for preschool and elementary school children, and the accompanying support materials and services that promote the effective use of such programming;
	3) Facilitate the development of programming and digital content containing Ready to Learn-based children's programming and resources for parents and caregivers that is specially designed for nationwide distribution over public television stations' digital broadcasting channels and the internet;
Educational Programs and Outreach	4) Contract with entities (such as public telecommunications entities) so that programming developed under this program is disseminated and distributed to the widest possible audience appropriate to be served by the programming, and through the use of the most appropriate distribution technologies; and
	5) Develop and disseminate education and training materials, including interactive programs and programs adaptable to distance learning technologies, that are designed—
Research on Effectiveness	(i) To promote school readiness; and
	(ii) To promote the effective use of materials developed under paragraphs (2) and (3) among parents, teachers, Head Start providers, providers of family literacy services, child care providers, early childhood educators, elementary school teachers, public libraries, and after-school program personnel caring for preschool and elementary school children.

Background on Television and Digital Media Content

- Focus particularly on children in low-income homes who may be lacking in educationally rich learning opportunities, and engage parents, caregivers.

- Aim to create educational media of the highest quality that can compete with the best commercially produced media.

- Bring educators and media producers together in cooperative working relationships while also using the Federal investment to leverage additional non-federal contributions in funding, talent, and resources.

Background on Television and Digital Media Content (continued)

- Base the television and digital media products on developmentally appropriate curriculum frameworks that align with widely accepted learning standards.

- Aim to create new, interrelated combinations of television and interactive media in which characters, narrative story lines, and problem-solving are used to connect the various media products (transmedia).

- Find the right balance between innovation and access. Take advantage of new technologies and opportunities, but not at the expense of what is available in low-income homes and communities.

Nationwide Distribution via Public Television and the Internet

- Design television and digital media content for nationwide distribution over public television stations' digital broadcasting channels and the internet, but other means of distribution are possible as well.

- Partner with those broadcasters, streamers, game companies, publishers, or others that will be integral to ensuring that the media is available to the widest possible audience nationwide.

Educational Programs and Outreach

- Develop and implement educational outreach programs in culturally diverse local communities nationwide.

- Partner with both local and national organizations that promote wider use of the educational media materials in homes, daycare facilities, museums, libraries, and a variety of other informal learning and school-based settings.

- Create supplemental materials for teachers, parents, and caregivers or guardians to use in these settings.

Research on Effectiveness

- Use formative research during the media design and development process

- Use effectiveness research to determine whether the media products are helping young children to learn and improve their school readiness:
  - Enlist independent researchers to conduct at least one rigorous study of effectiveness of the media when used in either the home or informal learning settings
  - Meet the What Works Clearinghouse Evidence Standards found in the What Works Clearinghouse Handbook (as defined in the NIA)

- Use data analytics to study which elements and design decisions are contributing to learning effectiveness and why.

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"60%" Funding Requirement

Under section 4643 of the ESEA, not less than 60 percent of the amount appropriated under the above statutory requirements for each fiscal year may be used to carry out activities under paragraphs (2) through (4).

Under section 4643 of the ESEA, awards made under Ready to Learn must be used to—

1) Develop, produce, and distribute educational and instructional video programming for preschool and elementary school children and their parents in order to facilitate student academic achievement;

2) Facilitate the development, directly or through contracts with producers of children and family educational television programming, of educational programming for preschool and elementary school children, and the accompanying support materials and services that promote the effective use of such programming;

3) Facilitate the development of programming and digital content containing Ready to Learn-based children's programming and resources for parents and caregivers that is specially designed for nationwide distribution over public television stations' digital broadcasting channels and the internet;

4) Contract with entities (such as public telecommunications entities) so that programming developed under this program is disseminated and distributed to the widest possible audience appropriate to be served by the programming, and through the use of the most appropriate distribution technologies; and

5) Develop and disseminate education and training materials, including interactive programs and programs adaptable to distance learning technologies, that are designed—

   (i) To promote school readiness; and

   (ii) To promote the effective use of materials developed under paragraphs (2) and (3) among parents, teachers, Head Start providers, providers of family literacy services, child care providers, early childhood educators, elementary school teachers, public libraries, and after-school program personnel caring for preschool and elementary school children.

5% Limit on Administrative Costs

Under section 4643 of the ESEA, an entity that receives a grant, contract, or cooperative agreement under this section may use up to 5 percent of the amount received under the grant, contract, or agreement for the normal and customary expenses of administering the grant, contract, or agreement.

This limit applies to the total of indirect costs and direct administrative costs claimed by the grantee.   If your indirect cost agreement specifies separate rates for Facilities and Administration, then you can claim the full amount of indirect costs for Facilities without regard to the administrative cap.

Accessibility Requirement

Products produced by projects funded through this competition must be accessible both for purposes of complying with Section 504 of the Rehabilitation Act and to ensure that the needs of all users, including those with disabilities, are addressed.

In meeting the requirement to reach the "widest possible audience" set out in section 4643(a)(1)(B)(iv) of the Elementary and Secondary Education Act of 1965 (ESEA), applicants are expected to include the accommodations needed to provide accessibility to individuals with disabilities.

The RTL notice does not create any new regulations or requirements that go beyond existing federal law on accessibility.

A Note on Accessibility

Although the television programming created under Ready to Learn has generally been made accessible to users who have hearing or vision loss through captioning and video description, it can be challenging to include appropriate accessibility features in digital media because of the rapid changes in technology.

In such cases, Ready to Learn grantees should aim to lead in the development of new approaches to promote accessibility.

This is necessary both for purposes of complying with Section 504 of the Rehabilitation Act of 1973 and to ensure that the needs of all users, including those with disabilities, are addressed.

Children's Online Privacy Protection Rule

The media produced using Ready to Learn funds must comply with 16 CFR part 312, the Children's Online Privacy Protection Rule, which protects children under the age of 13 from unfair or deceptive use of personal information. This rule can be found at:

www.ecfr.gov/cgi-bin/text-idx?SID=4939e77c77a1a1a08c1cbf905fc4b409&node=16%3A1.0.1.3.36&rgn=div5.

Coordination of Activities

COORDINATION OF ACTIVITIES – An entity receiving a grant, contract, or cooperative agreement under this section shall consult with the Secretary and the Secretary of Health and Human Services—

◦ to maximize the use of high-quality educational programming by preschool and elementary school children, and make such programming widely available to Federally funded programs serving such populations; and

(continued on next slide)

Coordination of Activities (continued)

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- to coordinate activities with Federal programs that have major training components for early childhood development, including programs under the Head Start Act (42COORDINATION OF ACTIVITIES.—An entity receiving a grant, contract, or cooperative agreement under this section shall consult with the Secretary and the Secretary of Health and Human Services— U.S.C. 9831 et seq.) and State training activities funded under the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.), regarding the availability and utilization of materials developed under paragraph (1)(B)(v) to enhance parent and child care provider skills in early childhood development and education.

A Recommendation About Media Property Rights:

Prior to receiving a grant, the legal applicant (an eligible public telecommunications entity) is encouraged:

- To secure all necessary development and distribution rights to any media properties, characters, or other intellectual property that would be used in the grant project; and
- To have appropriate agreements in place with all partners (as necessary) to govern any current or future deal-making or revenue sharing.

These rights should extend the full length of the project period, including during any necessary project time extension. The Department will not be party to these agreements.

Open Licensing Requirement

Note: The open licensing requirement in 2 CFR 3474.20 does <u>not</u> apply to the Ready to Learn program.

Cost Sharing/Matching

The Ready to Learn competition does <u>not</u> have a minimum cost sharing or matching requirement.

However, Ready to Learn does aim to use federal dollars to leverage shared contributions of funds or in-kind resources toward the development and distribution of television and digital media content.

If you receive a grant, you will be required to report each year on the non-federal contributions to the project (see GPRA measures below).

Subgrants

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

Funds can be distributed to partners and vendors through contracts that comply with the procurement regulations found in the Uniform Guidance:

https://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html

GPRA Performance Measures

There are four Government Performance and Results Act of 1993 (GPRA) performance measures for Ready to Learn:

1) The percentage of summative experimental or quasi-experimental research studies that demonstrate positive and statistically significant learning gains when Ready to Learn transmedia properties are compared to similar non-Ready to Learn-funded digital properties or to other more traditional educational materials.

   Note: Although this GPRA measure tracks the results of all of the experimental or quasi-experimental design studies produced under Ready to Learn, applicants should take note that, under the selection criteria, applications are evaluated on the extent to which they propose methods of evaluation that will, if well implemented, produce evidence about the project's effectiveness that meets What Works Clearinghouse standards with or without reservations as defined in the What Works Clearinghouse Handbook (as defined in this notice).

2) The number of children who annually use Ready to Learn produced educational media products, disaggregated by individual product, as determined by appropriate industry standard metrics or, when available, by tracking tools.

(continued)

GPRA Performance Measures (continued)

3) The percentage of educational "transmedia products," along with necessary supporting materials, that are deemed to be of high quality in promoting learning by an independent panel of expert reviewers.

> Note: The Department will convene expert panels in years three and five to review grantee-produced products. Applicants should include in their budget funds for two individuals in these years to spend two days in Washington, DC to attend these panel meetings and to demonstrate the identified products to reviewers.

4) Dollars leveraged from non-Federal sources per Federal dollar dedicated to core non-outreach and non-research program activities.

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Invitational Priority 1

The Secretary invites applicants from eligible public telecommunications entities to create curriculum-based educational television and digital media targeted at children ages 2-8, especially low-income and/or educationally disadvantaged children and including children with disabilities, or subsets thereof, for use in the home, on the go, or in informal or non-traditional learning spaces, that—

> (a) Focuses on literacy content in ways that go beyond vocabulary and basic reading skills to include functional literacy, use of language in contexts, and other areas reflective of current literacy frameworks and research; and

> (b) Promotes parent engagement and intergenerational learning, and creates bridges between children's digital play and real-world activities.

Applicants are encouraged to conduct and disseminate research on the learning effectiveness of television and media, and to use analytics to study which media elements or design decisions most influence learning.

Invitational Priority 2

The Secretary invites applications from eligible public telecommunications entities to create curriculum-based educational television and digital media targeted at children ages 2-8, especially low-income and/or educationally disadvantaged children and including children with disabilities, or subsets thereof, for use in the home, on the go, or in informal or non-traditional learning spaces, that—

(a) Focuses on content that meets young children's developmental needs and exposes them to future career and workforce options, including the education, skills, and age-appropriate tools needed for those career or workforce options that are now or will likely be in demand when these children enter the workforce; and

(b) Promotes parent engagement and intergenerational learning and creates bridges between children's digital play and real-world activities.

Applicants are encouraged to conduct and disseminate research on the learning effectiveness of television and media, and to use analytics to study which media elements or design decisions most influence learning.

Priorities

- There are no absolute priorities in this year's competition.

- Each of the two invitational priorities is optional, and an applicant may address one, both, or neither of the invitational priorities.

- If you do not address either of the invitational priorities, you must still adhere to the general purposes and requirements of the authorizing statute.

- No additional points are awarded for addressing either one or both of the invitational priorities. Applications are scored against the selection criteria.

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Scoring

Selection Criterion	Points
A. Significance	10
B. Quality of the Project Design	25
C. Strategy to Scale	25
D. Quality of the Management Plan	20
E. Quality of the Project Evaluation	20
Total	100

A. Significance (10 points)

The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:

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

(ii) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

(iii) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

B. Quality of the Project Design (25 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 the following factors:

(i) The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements.

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

(iii) The extent to which the proposed development efforts include adequate quality controls and, as appropriate, repeated testing of products.

Note: In responding to the Quality of the Project Design selection criterion, an applicant should include a detailed description of its proposal to develop and disseminate media and conduct outreach, as described in section 4643(a)(1)(B)(i) through (v) of the ESEA.

C. Strategy to Scale (25 points)

The Secretary considers the applicant's strategy to scale the proposed project. In determining the applicant's capacity to scale the proposed project, the Secretary considers the following factors:

(i) The applicant's capacity (e.g., in terms of qualified personnel, financial resources, or management capacity) to further develop and bring to scale the proposed process, product, strategy, or practice, or to work with others to ensure that the proposed process, product, strategy, or practice can be further developed and brought to scale, based on the findings of the proposed project.

(ii) The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.

D. Quality of the Management Plan (20 Points)

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

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

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

(iii) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.
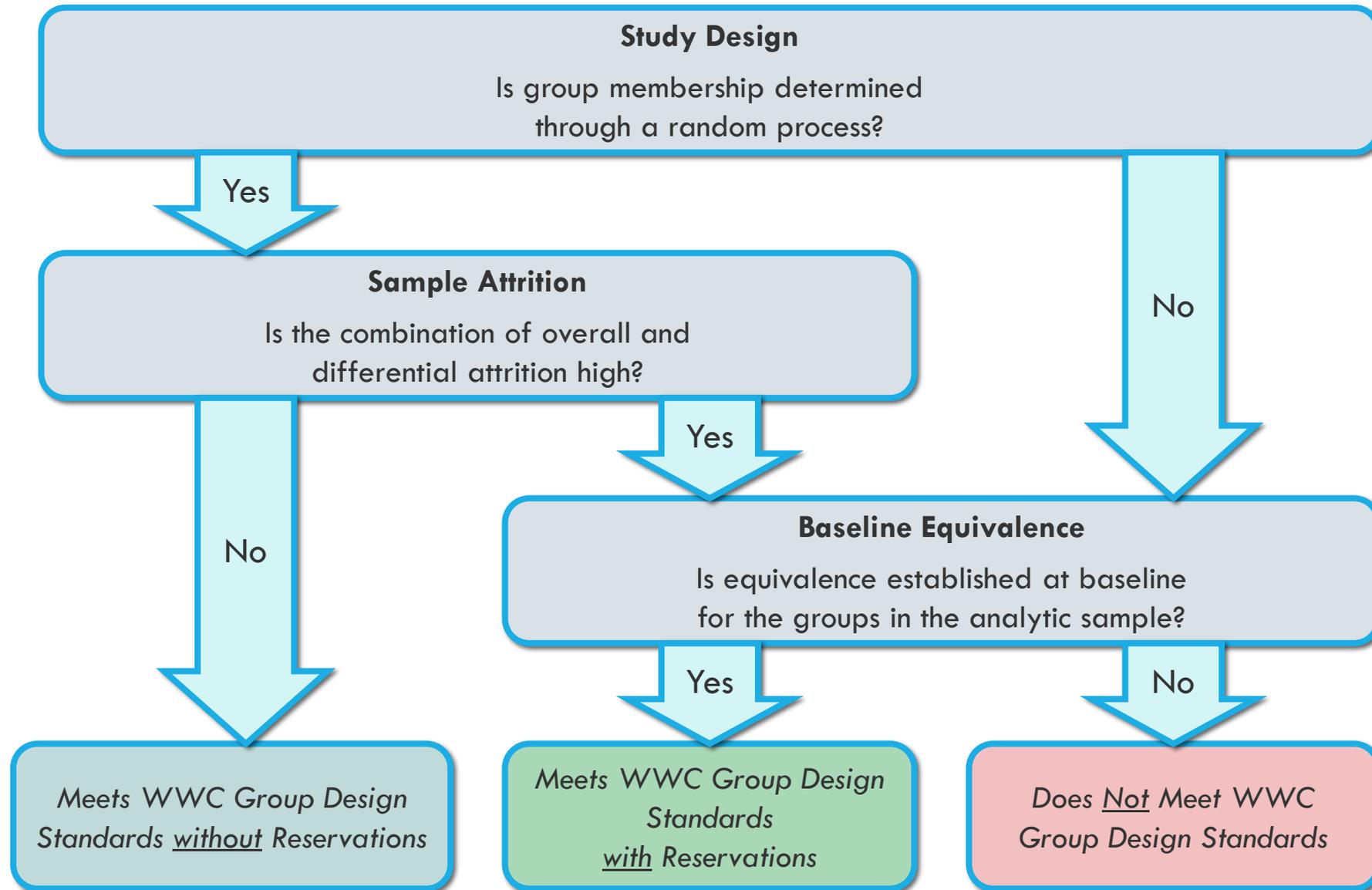
E. Quality of the Project Evaluation (20 points)

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 the following factors:

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

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

(iii) The extent to which the methods of evaluation will, if well implemented, produce evidence about the project's effectiveness that would meet the What Works Clearinghouse standards with or without reservations as described in the What Works Clearinghouse Handbook (as defined in 34 CFR 77.1(c)).

Note: We encourage applicants to review the WWC Procedures and Standards Handbook for technical assistance on evaluation: https://ies.ed.gov/ncee/wwc/Handbooks.

Experimental Study

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 Handbook:

(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; and

(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.

Quasi-experimental Study

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, but cannot meet WWC standards without reservations, as described in the WWC Handbook.

WWC Handbook

What Works Clearinghouse Handbook (WWC Handbook) means the standards and procedures set forth in the WWC Procedures and Standards Handbook, Version 3.0 or Version 2.1 (incorporated by reference, see 34 CFR 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 practice guides and intervention reports include findings from systematic reviews of evidence as described in the Handbook documentation.

Note: The What Works Clearinghouse Procedures and Standards Handbook (Version 3.0), as well as the more recent What Works Clearinghouse Handbooks released in October 2017 (Version 4.0) and January 2020 (Version 4.1), are all available at https://ies.ed.gov/ncee/wwc/Handbooks.

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Application Package

The application package includes the forms and specific instructions you will need to submit an application.

The application package may be found on the RTL website at: https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/innovation-early-learning/ready-to-learn-television-rtl/fy-2020-ready-learn-grant-competition/

You must submit your application electronically using grants.gov.

Application Requirements

Under section 4643 of the Elementary and Secondary Education Act of 1965, as amended (ESEA), to be eligible to receive a cooperative agreement under Ready to Learn, an eligible entity must include in its application--

(1) A description of the activities to be carried out under this section;

(2) A list of the types of entities with which such entity will enter into contracts under section 4643(a)(1)(B)(iv) of the ESEA ;

(3) A description of the activities the entity will undertake widely to disseminate the content developed under this section; and

(4) A description of how the entity will comply with section 4643(a)(2) of the ESEA.

Application Requirements (continued)

(2) A list of the types of entities with which such entity will enter into contracts under section 4643(a)(1)(B)(iv) of the ESEA

Refers to: (iv) contract with entities (such as public telecommunications entities) so that programming developed under this section is disseminated and distributed to the widest possible audience appropriate to be served by the programming, and through the use of the most appropriate distribution technologies.

Application Requirements (continued)

(4) A description of how the entity will comply with section 4643(a)(2) of the ESEA.

Section 4643 (a)(2) refers to availability: In awarding or entering into grants, contracts, or cooperative agreements under this section, the Secretary shall ensure that eligible entities make programming widely available, with support materials as appropriate, to young children, parents, child care workers, Head Start providers, and providers of family literacy services to increase the effective use of such programming.

Uniform Guidance
Cost Principles and Audit Requirements

The Department has streamlined the requirements for receiving and using federal awards. Information on this "Uniform Guidance" can be found in the FAQs and at this website: http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html

Some important differences from past regulations:

The Cost Principles that outline allowable costs and were previously found in OMB Circulars A-21, A-122, and A-87 are now found in subpart E of 2 CFR Part 200, which applies to LEAs, IHEs, and NPOs.

A-133 Audit Requirements now in subpart F of 2 CFR Part 200.

Budget and Budget Narrative

The budget narrative should be organized according to the categories used in the required budget form ED 524:

Salaries	Equipment	Other
Benefits	Supplies	Indirect
Travel	Contractual	Training Stipends

The budget narrative should provide line item detail for each of these categories
- Rates and quantities and time commitments should be specified
- You should break out the costs of large contracts using the categories from ED 524 and provide line item detail
- You should identify which costs you consider administrative (as discussed earlier)

Include Budget/Budget Narrative for Non-Federal cost share using the same categories from ED 524

Append your Indirect Cost Agreement (if you are requesting indirect costs)

Indirect Costs

It is acceptable to charge indirect costs based on your indirect cost rate agreement with the federal government.

Reminder: The administrative cost cap of 5% applies to both indirect costs (except for indirect costs specifically identified as facility indirect costs) and direct administrative costs.

Note: Contracts may include reasonable overhead as part of the costs of services provided, but these are not counted toward the administrative cap.

Applying Via Grants.gov

To apply for an RTL grant, go to the "Apply for Grants" link on the left hand side of the Grants.gov homepage.

Next, follow the step-by-step application instructions. The CFDA number you will enter for Step 1 is 84.295.

If you are experiencing problems submitting your application through Grants.gov, please contact the Grants.gov Support Desk, toll free, at 1-800-518-4726. You must obtain a Grants.gov Support Desk Case Number and keep a record of it. You can also contact them via email at support@grants.gov.

Registering in SAM.gov

In order to submit an application through Grants.gov, applicants must be active in the System for Award Management (SAM).

The SAM registration process can take approximately seven business days, but may take upwards of several weeks, depending on the completeness and accuracy of the data entered into the SAM database by an entity. Thus, if you are submitting an application under the RTL Pre-Application competition, please allow sufficient time to obtain and register your DUNS number and TIN. We strongly recommend that you register early.

Once your SAM registration is active, you will need to allow 24 to 48 hours for the information to be available in Grants.gov and before you can submit an application through Grants.gov.

Information about SAM is available at www.SAM.gov. To further assist you with obtaining and registering your DUNS number and TIN in SAM or updating your existing SAM account, the U.S. Department of Education prepared a SAM.gov Tip Sheet, which you can find at: http://www2.ed.gov/fund/grant/apply/sam-faqs.html.

Registering in Grants.gov

Applications for grants under this competition must be submitted electronically using the Grants.gov site (www.Grants.gov).

In order to apply for an RTL grant, you must complete the Grants.gov registration process. Go to the "Get Registered" link on the left hand side of the Grants.gov homepage. There will be a tutorial on this page that instructs applicants on how to complete the registration process.

The registration process can take between three to five business days (or as long as four weeks if all steps are not completed in a timely manner).

Please register early!

Other Important Application Tips

Don't include any hyperlinks, digital files, or videos – reviewers are only permitted to review what is in the "paper" application

Please include resumes of all key staff

Please include evidence documenting eligibility in Appendix A

Upload files as PDFs
- All files uploaded into Grants.gov must be in PDF format
- all other file formats may not convert properly

Register for SAM and Grants.gov as soon as possible!

Submit Early

Applications submitted after the May 15 (4:30:00 PM Washington, DC time) deadline will be rejected, no exceptions.

Ready to Learn Programming

RTL website: https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/innovation-early-learning/ready-to-learn-television-rtl/

RTL competition page: https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/innovation-early-learning/ready-to-learn-television-rtl/fy-2020-ready-learn-grant-competition/

Notice Inviting Applications (NIA)

Application Instructions

FAQs

Notice of Intent to Apply Form

Informational Recording

Call for Peer Reviewers (for those who are not applying or partnering in an application)

E-mail: Readytolearn@ed.gov