

Comprehensive Literacy State Development (CLSD) Program 2020

PRE-AWARD TECHNICAL ASSISTANCE WEBINAR

Comprehensive Literacy State Development (CLSD) Program Pre-Award TA Webinar

April 2020

Thank you for joining us.

The presentation will begin shortly.

Please mute your phone lines before the webinar begins.

You may mute your phones by pressing *6.



Where to find assistance

A copy of the webinar slides will be posted on the

U.S. Department of Education website at

<https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/well-rounded-education-programs/striving-readers-comprehensive-literacy-srcl-formula-grants-84-371a-for-state-literacy-teams/>.

Please send any questions or request for the webinar slides via an email to CLSD@ed.gov.

Introductions

Office of Well-Rounded Education, Department of Education

Cindy Savage – Team Lead – Comprehensive Literacy State Development
(CLSD)

Jennifer Brianas – Program Officer – Comprehensive Literacy State
Development (CLSD)

Karen Dorsey Hargrove – Evidence Based Policy (EBP)

Dr. Sylvia Lyles – Director – Office of Well-Rounded Education

Purpose of Webinar

This webinar is intended to support State Educational Agencies interested in applying for a Comprehensive Literacy State Development (CLSD) program grant award by providing key information to help navigate the application package and create a strong proposal.

Please see the NIA and application for the exact language of the definitions, requirements, priorities, and selection criteria that apply to this competition.

Presentation Agenda

1. Legislation
2. CLSD Grant Purpose
3. Eligibility
4. Evidence-Based
5. Definitions
6. Application Requirements
7. Program Requirements
8. Competitive Preference Priorities
9. Assurances
10. Application Selection Criteria
11. Budget
12. Application Submission

CLSD Legislation

The authority for CLSD grant awards is in sections 2221-2225 of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (P.L. 115-224).

Purpose of CLSD Grant Program

The CLSD program awards competitive grants to advance literacy skills, through the use of evidence-based practices, activities and interventions, including pre-literacy skills, reading, and writing, for children from birth through grade 12, with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities.

Eligibility

SEAs, including the District of Columbia and Puerto Rico, under this program.

Funds awarded to SEAs will be used to support subgrants to local educational agencies (LEAs) or other eligible subgrantees, including early learning providers.

*The CLSD program does not require cost sharing or matching.

Eligibility - Subgrantees

SEAs must subgrant at least 95% of grant funds to “eligible entities,” which are defined as an entity that consists of—

(a) One or more LEAs that serve a high percentage of high-need schools and—

- (1) Have the highest number or proportion of children who are counted under section 1124(c) of the ESEA, in comparison to other LEAs in the State;
- (2) Are among the LEAs in the State with the highest number or percentages of children reading or writing below grade level, based on the most currently available State academic assessment data under section 1111(b)(2) of the ESEA; or
- (3) Serve a significant number or percentage of schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) of the ESEA;

Eligibility – Subgrantees, cont.

SEAs must subgrant at least 95% of grant funds to “eligible entities,” which are defined as an entity that consists of—

(b) One or more early childhood education programs serving low-income or otherwise disadvantaged children, which may include home-based literacy programs for pre-school-aged children, that have a demonstrated record of providing comprehensive literacy instruction for the age group such program proposes to serve; or

Eligibility – Subgrantees, cont.

SEAs must subgrant at least 95% of grant funds to “eligible entities,” which are defined as an entity that consists of—

- (c) An LEA, described in paragraph (a), or consortium of such LEAs, or an early childhood education program, which may include home-based literacy programs for preschool-aged children, acting in partnership with one or more public or private nonprofit organizations or agencies (which may include early childhood education programs) that have a demonstrated record of effectiveness in—
- (1) Improving literacy achievement of children, consistent with the purposes of participation under the CLSD program, from birth through grade 12; and
 - (2) Providing professional development in comprehensive literacy instruction.

Definitions

Many terms in the NIA for this competition are defined in the NIA.
Please see the NIA for these definitions:

Children or students with disabilities

Comprehensive literacy instruction

Eligible entity

English learner

Evidence-based

High-need school

Poverty line

Professional development

School Leader

Well-rounded education

Evidence in the CLSD Competition:

What's different in FY 2020?



The use of ESSA evidence definition



Embedding evidence in program requirement



Responding to evidence requirements through the “Quality of Project Design” selection criterion



Recommendations for addressing evidence requirements and responding to selection criterion

Evidence in the CLSD FY 2020 Competition:



The use of ESSA
evidence definition

ESSA Evidence-Based Definition

- *Evidence-Based* means an **activity, strategy, or intervention** that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on--
 - ***Strong evidence*** from at least one well designed and well-implemented experimental study;
 - ***Moderate evidence*** from at least one well-designed and well-implemented quasi-experimental study; or
 - ***Promising evidence*** from at least one well-designed and well-implemented correlational study with statistical controls for selection bias.
 - ***Demonstrates a rationale*** based on high-quality research findings or positive evaluation

Evidence in the CLSD FY 2020 Competition:



Embedding evidence in
program requirements

Evidence and the Program Requirements

STATE LEVEL ACTIVITIES

(ii) Coordinating with IHEs in the State to provide recommendations to strengthen and enhance pre-service courses for students preparing to teach children from birth through grade 12 in explicit, systematic, and intensive instruction in **evidence-based** literacy methods.

Evidence and the Program Requirements

SUBGRANTEE APPLICATION

REQUIREMENTS: Birth –
Kindergarten Entry Literacy

- ❖ Give priority to an eligible entity that will use CLSD funds to implement **evidence-based activities**;
- ❖ *Local uses of funds:* Train providers and personnel to develop and administer **evidence-based early childhood education literacy initiatives**.

Evidence and the Program Requirements

SUBGRANTEE APPLICATION REQUIREMENTS:

Support of Kindergarten - Grade 12 literacy

- ❖ *Give priority to an eligible entity that will use grant funds to implement **evidence-based activities**, which meet the requirements of **strong or moderate evidence in the definition of “evidence-based”** .*
- ❖ *Local uses of funds for grades 6 through 12: Providing time for teachers to meet to plan **evidence-based** adolescent comprehensive literacy instruction.*

Evidence in the CLSD FY 2020 Competition:



Responding to evidence
program requirements
through the “Quality of
Project Design” selection
criterion

Quality of Project Design

(worth up to 25 points)

- (1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- (2) The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives.
- (3) The extent to which the proposed project will use grant funds for evidence-based activities. (*This is the evidence specific sub-criterion*)**



Evidence in the CLSD FY 2020 Competition:



Recommendations for addressing
the evidence program
requirements and responding to
the selection criterion

Recommendations for addressing the evidence program requirements & responding to sub-criterion

Step 1: Identify and explain the evidence-based activities proposed for promotion with CLSD funds

Step 2: Align each proposed evidence-based activity with the appropriate program requirement.

Step 3: Identify the study or publication that supports the recommended evidence-base for each activity. Applicants are encouraged to identify studies or publications from existing clearinghouses or study registries.

Step 4: Provide a recommendation for the evidence level that pertains to each activity.

Step 5: Provide a justification for the evidence level for each activity, either from an existing evidence clearinghouse or by describing your own evidence determination.

*Applicants are encouraged, **but not required**, to create an Evidence Documentation Table to demonstrate their response to the CLSD evidence requirements. Below is an example.*

**FY 2020 APPLICATION– COMPREHENSIVE LITERACY STATE DEVELOPMENT PROGRAM
EVIDENCE DOCUMENTATION – [INSERT NAME OF APPLICANT]**

Proposed Activity, Intervention, or Practice	Program Requirement	Citation of Study or Systematic Review of Evidence	Evidence Tier	Justification for Evidence Tier and Relevant Population
Develop awareness of the segments of sounds in speech and how they link to letters*	Subgrant Activity	<p>Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.</p>	Strong	<p>What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1 / Strong Evidence for students in grades K-3 https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC_Elementary_Guides.pdf and https://ies.ed.gov/ncee/wwc/PracticeGuide/21)</p>

FY 2020 APPLICATION—COMPREHENSIVE LITERACY STATE DEVELOPMENT PROGRAM
EVIDENCE DOCUMENTATION—YOUR STATE

Proposed Activity, Intervention, or Practice	Program Requirements	Citation of Study or Systematic Review of Evidence	Evidence Tier	Justification for Evidence Tier and Relevant Population
Develop awareness of the segments of sounds in speech and how they link to letters*	□	Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streeke, A., Wagner, R., & Wissel, S. (2016). <i>Foundational skills to support reading for understanding in kindergarten through 3rd grade</i> (NCEE-2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. □	Strong	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 1 / Strong Evidence for students in grades K-3. (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WC_Elementary_Guides.pdf and https://ies.ed.gov/ncee/wwc/PracticeGuide/21) □
Integrate writing and reading to emphasize key writing features*	□	Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., & Smither-Wulsin, C. (2016). <i>Teaching secondary students to write effectively</i> (NCEE-2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. □	Moderate	What Works Clearinghouse characterizes the level of evidence for this practice recommendation as Tier 2 / Moderate Evidence for students in grades 6-12. (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WC_Secondary_Guides.pdf and https://ies.ed.gov/ncee/wwc/PracticeGuide/22) □
Individualized Student Instruction*	□	Connor, C. M., Morrison, F. J., Schatschneider, C., Toste, J. R., Lundblom, E., Crowe, E. C., & Fishman, B. (2011). "Effective classroom instruction: Implications of child characteristics by reading instruction interactions on first graders' word reading achievement." <i>Journal of Research on Educational Effectiveness</i> , 4(3), 173-207. □	Strong	Description of What Works Clearinghouse review of this study includes a rating of Tier 1 / Strong Evidence for the study's finding on comprehension outcomes for students in Grade 1. (https://ies.ed.gov/ncee/wwc/Study/85766) □
Promoting Adolescents' Comprehension of Text*	□	Vaughn, S., Martinez, L. R., Wanzek, J., Roberts, G., Swanson, E., & Fall, A. (2017). "Improving content knowledge and comprehension for English language learners: Findings from a randomized control trial." <i>Journal of Educational Psychology</i> , 109(1), 22-34. □	Moderate	Description of What Works Clearinghouse review of this study includes a rating of Tier 2 / Moderate Evidence for the study's finding on reading comprehension outcomes for students in Grade 8. (https://ies.ed.gov/ncee/wwc/Study/85559) □

*For example purposes only. Add additional rows as needed.

Examples of Evidence Resources

ED Non-Regulatory Guidance: Using Evidence to Strengthen Investments

<https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>

What Works Clearinghouse (WWC), whatworks.ed.gov

--WWC Evidence Resources: <https://ies.ed.gov/ncee/wwc/Resources/Evidence>

--Practice Guides: <https://ies.ed.gov/ncee/wwc/PracticeGuides>

--Reviews of Individual Studies: <https://ies.ed.gov/ncee/wwc/ReviewedStudies/>

Evidence for ESSA:

<https://www.evidenceforessa.org/>

Application Requirements

(a) State Agency Early Childhood Program Collaboration

SEAs must collaborate with the State agency responsible for administering early childhood education programs and the State agency responsible for administering child care programs in the State, as well as, if applicable, the State Advisory Council on Early Childhood Education and Care (SAC) designated or established pursuant to section 642B(b)(1)(A)(i) of the Head Start Act (42 U.S.C. 9837b(b)(1)(A)(i)), in writing and implementing the early childhood education portion of the grant application submitted for the CLSD program.

Application Requirements, cont.

(b) State Needs Assessment

SEAs must include a needs assessment that analyzes literacy needs across the State and in high-need schools and local educational agencies (LEAs) that serve high-need schools, including identifying the most significant gaps in literacy proficiency and inequities in student access to effective teachers of literacy, considering each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA.

Application Requirements, cont.

(c) State Comprehensive Literacy Plan

SEAs must include a description of how, in collaboration with its State literacy team, if applicable, it will develop a State comprehensive literacy instruction (as defined in this notice) plan or will revise and update an already existing State comprehensive literacy instruction plan.

Application Requirements, cont.

(d) State Implementation Plan

SEAs must include an implementation plan that includes a description of how it will carry out the State-level activities.

Program Requirements

(a) State Funding Allocations

Grantees must subgrant funds as follows:

- Not less than 15 percent of the funds awarded to subgrantees must be used for State and local programs and activities pertaining to children from birth through kindergarten entry;
- Not less than 40 percent of the funds awarded to subgrantees must be used for State and local programs and activities, allocated equitably among the grades of kindergarten through grade 5; and
- Not less than 40 percent of the funds awarded to subgrantees must be used for State and local programs and activities, allocated equitably among grades 6 through 12.

Program Requirements, cont.

(b)(1) State-Level Activities

A grantee may reserve not more than 5 percent of the CLSD funds it receives for activities identified through the needs assessment and comprehensive literacy plan, including the following activities.

- providing technical assistance,
- coordinating with institutions of higher education in the State to provide recommendations to strengthen and enhance pre-service courses for students preparing to teach children
- Reviewing and updating, in collaboration with teachers and institutions of higher education, State licensure or certification standards in the area of literacy instruction

Program Requirements, cont.

(b)(1) State-Level Activities, con't

- making publicly available, including on the SEA's website, information on promising instructional practices to improve child literacy achievement,
- administering and monitoring the implementation of subgrants by eligible entities.

(Please see the NIA for the exact language of the program requirements.)

Program Requirements, cont.

(b)(2) Additional State-Level Activities

After making awards to subgrantees and carrying out the State-level activities described in this notice, an SEA may use any remaining amount to carry out one or more of the following activities:

- (i) Developing literacy coach training programs and training literacy coaches.
- (ii) Administration and evaluation of CLSD activities.

Program Requirements, cont.

(b)(3) Collaboration requirement

A grantee must collaborate with the State agency responsible for administering early childhood education programs, the State agency responsible for administering child care programs, and, if applicable, the State Advisory Council on Early Childhood Education and Care (SAC) in making and implementing subgrants under the early childhood education portion of the CLSD program.

(Please see the NIA for the exact language of the program requirements.)

Program Requirements, cont.

(c) & (d) Subgrantee Requirements

Separate requirements apply to eligible entities (subgrantees) for birth through kindergarten entry (Program Requirement (d)) and to eligible entities (subgrantees) for kindergarten through grade 12 (Program Requirement (e))

- Subgrantee Application Requirements
- Subgrantee Priorities
- Duration of Subgrants
- Sufficient size and scope of Subgrants
- Local uses of subgrant funds

Program Requirements, cont.

(e) Supplement not Supplant

Grantees must in accordance with section 2301 of the ESEA, use CLSD funds to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under the CLSD program.

Program Requirements, cont.

(f) Cooperation with national evaluation

Grantees must cooperate with a national evaluation of the CLSD program. The evaluation will include high-quality research that applies rigorous and systematic procedures to obtain valid knowledge relevant to the implementation and effect of the CLSD program. The evaluation will directly coordinate with individual State evaluations of the CLSD program implementation.

Competitive Preference Priorities

PRIORITY 1 – Applications from New Potential Grantees (0 or 10 points).

(a) An applicant must demonstrate that the applicant has not had an active discretionary grant under the program from which it seeks funds, including through membership in a group application submitted in accordance with 34 CFR 75.127–75.129, in the five years before the deadline date for submission of applications under the program.

Competitive Preference Priorities

PRIORITY 1 – Applications from New Potential Grantees (0 or 10 points).

(b) For the purpose of this priority, a grant or contract is active until the end of the grant's or contract's project or funding period, including any extensions of those periods that extend the grantee's or contractor's authority to obligate funds.

Competitive Preference Priorities

PRIORITY 2 – Spurring Investment in Qualified Opportunity Zones (0 or 5 points).

An applicant must demonstrate that the area in which the applicant proposes to provide services overlaps with a QOZ as designated by the Secretary of the Treasury under section 1400z–1 of the Internal Revenue Code (IRC).

Please note that applicants must provide the Department with the census tract number of the QOZs they plan to serve and describe the services they will provide.

(Please see the NIA for the weblinks to the list of QOZs that are available)

Competitive Preference Priorities

**PRIORITY 3 —Promoting Innovation and Efficiency,
Streamlining Education with an Increased Focus on
Improving Student Outcomes and Providing Increased
Value to Students and Taxpayers (up to 3 points).**

Projects that are designed to address one or both of the following priority areas:

(a) Implementing strategies that ensure education funds are spent in a way that increases their efficiency and cost-effectiveness, including by reducing waste or achieving better outcomes.

Competitive Preference Priorities

**PRIORITY 3 —Promoting Innovation and Efficiency,
Streamlining Education with an Increased Focus on
Improving Student Outcomes and Providing Increased
Value to Students and Taxpayers (up to 3 points).**

Projects that are designed to address one or both of the following priority areas:

(b) Supporting innovative strategies or research that have the potential to lead to significant and wide-reaching improvements in the delivery of educational services or other significant and tangible educational benefits to students, educators, or other department stakeholders.

Program Assurances

(e)(1) State Funding Allocations

SEAs must assure that it will subgrant not less than 95 percent of grant funds to eligible entities, based on their needs assessment and a competitive application process, for comprehensive literacy instruction programs according to the funding allocations in Program Requirement (a).

Program Assurances, cont.

(e)(2) Serving Low-Income and High-Need Students

SEAs must assure that it will give priority in awarding subgrants to eligible entities (as defined in this notice) that--

- (i) Serve children from birth through age 5 who are from families with income levels at or below 200 percent of the Federal poverty line (as defined in this notice); or
- (ii) Are LEAs serving a high number or percentage of high-need schools (as defined in this notice).

Program Assurances, cont.

(e)(3) Geographic Diversity

SEAs must assure that it will provide subgrants to eligible entities (as defined in this notice) serving a diversity of geographic areas, giving priority to entities serving greater numbers or percentages of children from low-income families.

Application Assurances

New Potential Grantee –

The applicant must submit with its application written assurance that it has not had an active discretionary grant under the SRCL or CLSD program, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, in the five years before the deadline date of June 3, 2020 for submission of applications under this program. A grant or contract is active until the end of the grant's or contract's project or funding period, including any extensions of those periods that extend the grantee's or contractor's authority to obligate funds.

Application Assurances, cont.

- Assurances for Non-Construction Programs (SF 424B Form)
- Disclosure of Lobbying Activities (SF LLL Form)
- Certification Regarding Lobbying (ED 80-0013 Form)
- General Education Provisions Act (GEPA) Requirements – Section 427

Selection Criteria

(a) Need for project (15 points)

The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers 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.

Selection Criteria

(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:

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

Selection Criteria

(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:

(2) The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives.

(3) The extent to which the proposed project will use grant funds for evidence-based activities.

Selection Criteria

(c) Quality of the management plan (25 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:

- (1) 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.
- (2) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Selection Criteria

(d) Quality of project services (35 points)

The Secretary considers the quality of the project services to be provided by the proposed project. In determining the quality of project services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers:

- (1) The likely impact of the services to be provided by the proposed project on the intended recipients of those services; and
- (2) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

Government Performance and Results Act Measures (GPRA)

- (1) The percentage of participating four-year-old children who achieve significant gains in oral language skills, as determined by a State-approved measure.
- (2) The percentage of participating fifth-grade students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA.
- (3) The percentage of participating eighth-grade students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA.
- (4) The percentage of participating high school students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA.
- (5) The percentage of evidence-based activities implemented by subgrantees that meet the requirements of strong or moderate evidence in the definition of “evidence-based” in this notice.

Budgets

These are discretionary grant awards with a project period of 60 months.

Budget for full 5-year period.

Budget Information in Application

14. FUNDING PERIOD:	
a. Start Date: <input type="text"/>	b. End Date: <input type="text"/>
15. ESTIMATED FUNDING:	
a. Federal (\$): <input type="text"/>	b. Match (\$): <input type="text"/>

Federal Box: Estimated Funding amount for Federal dollars should reflect the full amount for the 5-year award period.

Budget Information in Application

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS						OMB Control Number: 1894-0008 Expiration Date: 08/31/2020
Name of Institution/Organization				Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.		
SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs *Enter Rate Applied _____						
11. Training Stipends						
12. Total Costs (lines 9-11)						

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

Budget Narrative

Budget narrative:

- Personnel (Resumes for Project Director and Key Personnel)
- Travel
- Equipment/Supplies
- Contractual

Restricted Indirect Costs: You must use your restricted indirect cost rate because this program is subject to a supplanting prohibition.

Application Submission

- Application Deadline – June 2, 2020 by 11:59:59 p.m. (EST) Eastern Standard Time
- Electronic Submission through Governmentwide Grants.gov at
<http://www.grants.gov/web/grants/view-opportunity.html?oppld=293870>
- Recommend that the Program narrative is no more than 30 pages*

* Does not apply to the cover sheet; the budget section, including the narrative budget justification; the assurances and certifications; or the one-page abstract, the resumes, the bibliography, or the letters of support.

The Application Process

Content and Form of Application Submission

- The application narrative is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. We recommend you (1) limit the application narrative to no more than 30 pages and (2) use the following standards:
- A “page” is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures and graphs
- Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch).
- Use one of the following fonts: Times New Roman,
- Courier, Courier New, or Arial.

* 30 pages - Does not apply to the cover sheet; the budget section, including the narrative budget justification; the assurances and certifications; or the one-page abstract, the resumes, the bibliography, or the letters of support.

Grants.Gov

**Grants.gov Contact
Center:
1-800-518-4726 or
support@grants.gov.**



What is Grants.gov?

- A Federal portal that allows users to electronically find, apply for and manage Federal Grant Opportunities
- Grants.gov is THE single access point for over 1000 grant programs offered by 26 Federal Granting Agencies.
- It is part of the President's Management Agenda and E-Government Initiatives.
- Attention Electronic Applicants: This program requires the electronic submission of applications--specific requirements and instructions can be found in the Federal Register notice. Please note that you must follow the Application Procedures as described in the Federal Register notice announcing the grant competition.
- We will reject your application if you submit it in paper format unless, as described in the Federal Register notice for this competition, you qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions.

Grants.gov Tips

On December 31, 2017, Grants.gov retired the Legacy PDF format for submitting grant applications. A Grants.gov applicant must apply online using Workspace, a shared environment where members of a grant team may simultaneously access and edit different web forms within an application. An applicant can create an individual Workspace for each application notice and establish for that application a collaborative application package that allows more than one person in the applicant's organization to work concurrently on an application. The Grants.gov system also enables the applicant to reuse forms from previous submissions, check them in and out to complete them, and submit the application package. For access to further instructions on how to apply using Grants.gov, refer to: www.grants.gov/web/grants/applicants/apply-for-grants.html.

You may access the electronic grant applications at www.Grants.gov. You must search for the downloadable application package for this competition by the CFDA number. Do not include the CFDA number's alpha suffix in your search (e.g., search for 84.206 not 84.206A).

Grants.gov (con't)

Applications Submitted Electronically

- Applications for grants under this program must be submitted electronically using the Governmentwide Grants.gov Apply site at <http://www.Grants.gov>. Through this site, you will be able to download a copy of the application package, complete it offline, and then upload and submit your application. You may not e-mail an electronic copy of a grant application to us.
- Your application must be fully uploaded and submitted and must be date and time stamped by the Grants.gov system no later than 11:59:59 p.m., Eastern Time, on the application deadline date. Except as otherwise noted in Federal Register notice for this competition, we will not consider your application if it is date and time stamped by the Grants.gov system later than 11:59:59 p.m., Eastern Time, on the application deadline date.
- You should review and follow the Education Submission Procedures for submitting an application through Grants.gov that are included in the application package to ensure that you submit your application in a timely manner to the Grants.gov system.

Grants.gov (con't)

- You must attach any narrative sections of your application as files in either .pdf (Portable Document Format) or Microsoft Word. Although applicants have the option of uploading any narrative sections and all other attachments to their application in either PDF or Microsoft Word, we recommend applicants submit all documents as read-only flattened PDFs, meaning any fillable PDF files must be saved and submitted as non-fillable PDF files and not as interactive or fillable PDF files, to better ensure applications are processed in a more timely, accurate, and efficient manner.
- Extensions apply only to technical problems with the Grants.gov system. We will not grant you an extension if you failed to fully register in order to submit your application to Grants.gov (including with the required DUNS number and TIN currently registered in SAM) before the application deadline date and time or if the technical problem you experienced is unrelated to the Grants.gov system.

Grants.gov (con't)

Extensions

- If electronic submission is not possible (e.g., you do not have access to the internet), you must provide a written statement that you intend to submit a paper application. Send your written statement no later than two weeks before the application deadline date (14 calendar days or, if the 14th calendar day before the application deadline date falls on a Federal holiday, the next business day following the Federal holiday).

Grants.gov Tips (con't)

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

Grants.gov Tips (con't)

- Primary information about SAM is available at www.sam.gov . However, to further assist you with obtaining and registering your DUNS number and TIN in SAM or updating your existing SAM account the Department of Education has prepared a SAM.gov Tip Sheet which you can find at: <http://www2.ed.gov/fund/grant/apply/sam-faqs.html>
- **SUBMIT EARLY – We strongly recommend that you do not wait until the last day to submit your application. Grants.gov will put a date/time stamp on your application and then process it after it is fully uploaded.** The time it takes to upload an application will vary depending on a number of factors including the size of the application and the speed of your Internet connection, and the time it takes Grants.gov to process the application will vary as well. If Grants.gov rejects your application (see step three below), you will need to resubmit successfully to Grants.gov before 11:59:59 p.m. Eastern Time on the deadline date.

Grants.gov Tips (con't)

- Note: To submit successfully, you must provide the DUNS number on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov. This DUNS number is typically the same number used when your organization registered with the SAM . If you do not enter the same DUNS number on your application as the DUNS you registered with, Grants.gov will reject your application
- VERIFY SUBMISSION IS OK – You will want to verify that Grants.gov received your application submission on time and that it was validated successfully. To see the date/time your application was received, login to Grants.gov and click on the Track My Application link. For a successful submission, the date/time received should be earlier than 11:59:59 p.m. Eastern Time, on the deadline date, AND the application status should be: Validated, Received by Agency, or Agency Tracking Number Assigned. Once the Department of Education receives your application from Grants.gov, an Agency Tracking Number (PR/award number) will be assigned to your application and will be available for viewing on Grants.gov's Track My Application link.

Grants.gov Tips (con't)

- If the date/time received is later than 11:59:59 p.m. Eastern Time, on the deadline date, your application is late. If your application has a status of “Received” it is still awaiting validation by Grants.gov. Once validation is complete, the status will either change to “Validated” or “Rejected with Errors.” If the status is “Rejected with Errors,” your application has not been received successfully. Some of the reasons Grants.gov may reject an application can be found on the Grants.gov site:
<http://www.grants.gov/web/grants/applicants/encountering-error-messages.html>. For more detailed information on troubleshooting Adobe errors, you can review the Adobe Software Tip Sheet at:
- <http://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html>
- If you discover your application is late or has been rejected, please see the instructions below. Note: You will receive a series of confirmations both online and via e-mail about the status of your application. Please do not rely solely on e-mail to confirm whether your application has been received timely and validated successfully.

Grants.gov Tips (con't)

Submission Problems – What should you do?

- If you have problems submitting to Grants.gov before the closing date, please contact Grants.gov Customer Support at 1-800-518-4726 or email at: <mailto:support@grants.gov> or access the Grants.gov Self-Service Knowledge Base web portal at: <https://grants-portal.psc.gov/Welcome.aspx?pt=Grants>
- If electronic submission is required, you must submit an electronic application before 11:59:59 p.m., unless you follow the procedures in the Federal Register notice and qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. If electronic submission is optional and you have problems that you are unable to resolve before the deadline date and time for electronic applications, please follow the transmittal instructions for hard copy applications in the Federal Register notice and get a hard copy application postmarked by midnight on the deadline date. (See the Federal Register notice for detailed instructions.)

Grants.gov Tips (con't)

Helpful Hints When Working with Grants.gov

Please note, once you download an application from Grants.gov, you will be working offline and saving data on your computer. Please be sure to note where you are saving the Grants.gov file on your computer. You will need to logon to Grants.gov to upload and submit the application. **You must provide the DUNS number on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov.**

Please go to <http://www.grants.gov/web/grants/support.html> for help with Grants.gov. For additional tips related to submitting grant applications, please refer to the Grants.gov Applicant FAQs found at this Grants.gov link: <http://www.grants.gov/web/grants/applicants/applicant-faqs.html>

Dial-Up Internet Connections

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

Grants.gov Tips (con't)

Attaching Files – Additional Tips

- Please note the following tips related to attaching files to your application, especially the requirement that applicants **only include read-only, flattened .PDF files** or Microsoft Word documents in their application:
- Ensure that you attach **.PDF files only** or Microsoft Word files for any attachments to your application, and any PDFs must be in a **read-only, flattened format** (meaning any fillable documents must be saved and submitted as non-fillable PDF files). PDF files and Microsoft Word files are the only Education approved file type accepted as detailed in the common instructions. Applicants must submit individual .PDF files only when attaching files to their application. Specifically, the Department will not accept any attachments that contain files within a file, such as PDF Portfolio files, or an interactive or fillable .PDF file. Any attachments uploaded that are not .PDF files or are password protected files will not be read.
- Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission. Therefore, each file uploaded to your application package should have a unique file name.

Administrative Relief for the Department Applicants and Grantees Impacted by the Coronavirus Disease - 2019 (COVID-19)

OMB M-20-17 issued March 19, 2020 –

Grants.gov has relaxed the requirement for applicants to have an active registration in SAM in order to apply for funding. If a registration expires before an award is issued, ED will relax the active registration requirement, and not delay funds due to the COVID-19 crisis.

Applicants without DUNS and not Registered in SAM (Type 3):

If there is sufficient time (at least 3-4 weeks prior to the NIA closing), we strongly encourage applicants to go through normal registration of DUNS and SAM registration or, at a minimum, a DUNS (2 business days).

Administrative Relief for the Department Applicants and Grantees Impacted by the Coronavirus Disease - 2019 (COVID-19) (con't)

Waiver of the DUNS requirement in SAM

If the requirement for active DUNS registrations in SAM is waived and a grant award notification (GAN) is issued without an active DUNS in SAM, a grant condition will be issued on the GAN, as follows:

- In accordance with OMB Memoranda M-20-11 and M-20-17, Grants.gov relaxed SAM registration and validation during the submission process for all applicants. However, the requirement for active registrations, at the time of award, remains in accordance with 2 C.F.R. part 25. Because an “Inactive” registration existed at the time of award, the Department imposed a Route Payment Flag. The Department recognizes the impact of the COVID-19 crisis and is providing up to 60 days to address the registration concern. The Route Payment Flag may be removed once an “Active” status is obtained in the SAM.

Current registrants in SAM with registrations expiring before May 16, 2020 will be afforded an automatic, one-time extension of 60-days.

Grants.gov

Helpful Hints

For additional information on the registration process please view the overview tutorial located on the Grants.gov website:

<https://www.grants.gov/web/grants/applicants/applicant-training.html>

Grants.gov Contact Center:

1-800-518-4726 or support@grants.gov.

Questions and Answers



Conclusion

A copy of the webinar slides will be posted on the

U.S. Department of Education website at

<https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/well-rounded-education-programs/striving-readers-comprehensive-literacy-srcl-formula-grants-84-371a-for-state-literacy-teams/>.

Please send any questions or requests for webinar slides via an email to CLSD@ed.gov.