Jacob K. Javits Gifted and Talented Students Education (Javits) Program
FY 2022 Discretionary Grants Competition

February 24, 2022
1:00 p.m. – 4:00 p.m. EST
Office of Elementary and Secondary Education
U.S. Department of Education
Thank you for participating, we will begin momentarily.

Please mute your computer or phone line prior to the start of the presentation.
Post-Presentation Assistance

A copy of the pre-application webinar slides will be posted on the Javits program website at https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/well-rounded-education-programs/jacob-k-javits-gifted-and-talented-students-education-program/.

You can also email OSE.javits@ed.gov with your questions regarding this presentation today with the subject line: FY22 Javits Pre-Application Webinar.
Introductions

• Jennifer Todd, Director, *Well-Rounded Education Programs Office*

**Academic Improvement Group (AIG)**

• Michelle Georgia, Group Leader
• Jeanette Horner-Smith, *Javits* Team Leader/Co-Competition Manager
• Jennifer Brianas, *Comprehensive Literacy State Development (CLSD)* Program Officer/Javits Co-Competition Manager
• Gay Ojugbana, *Javits* Program Officer
• Charm Smith, *Javits* Program Officer
• Legislation and Purpose
• Eligibility Requirements
• Priorities
• Requirements
• Selection Criteria
• Performance Measures (GPRA)
• Evidence-based Strategies
• Budget Information
• Application Submission Requirements/Grants.gov
• General Timeline
• Transitioning from DUNS to UEI
• Qs&As : Enter Qs in chat box
  • Please keep Qs relevant to topic being presented
  • Qs can also be submitted to OSE.E.Javits@ed.gov re: FY22 Pre-Application Webinar
Questions

What Can be Discussed

• Content of Javits Notice Inviting Applications (NIA)
• Competition timeline
• Application process

What Cannot be Discussed

• The competitiveness of a specific entity or project design
• Substantive explanations of specific items in the Javits application beyond what is included in the Federal Register
Legislation and Purpose

Program Authority: Section 4644 of the Elementary and Secondary Education Act (ESEA) (20 U.S.C. 7294)

Purpose:
- To provide grants to eligible entities for evidence-based research, demonstration projects, innovative strategies, designed to build and enhance the ability of elementary and secondary schools nationwide to identify gifted and talented students and meet their special educational needs.

- To support projects that serve students traditionally underrepresented in gifted and talented programs such as:
  - Economically disadvantaged students
  - English learners
  - Children with disabilities

- To train personnel in the identification and education of gifted and talented students and in the use, where appropriate, of gifted and talented services, materials, and methods, for all students.
Eligibility

An applicant must be one or more of the following:

(1) State educational agency;
(2) Local educational agency;
(3) Bureau of Indian Education;
(4) Institutions of Higher Education;
(5) Other public agency; or
(6) Other private agency or organization.

NOTE: For requirements regarding group applications, see the Education Department General Administrative Regulations (EDGAR) at 34 CFR 75.128 – 75.129.
Priorities

• **Absolute Priority** -- Identification of, and Provision of Services to, Gifted and Talented Students Who May Not Be Identified through Traditional Assessment Methods. *(Applications must address this priority in order to be eligible for review)*

• **Competitive Preference Priority 1** -- Training Personnel in the Identification and Education of Gifted and Talented Students Who are Children with Disabilities. *(up to 5 points)*

• **Competitive Preference Priority 2** -- Identification of, and Provision of Services to, Gifted and Talented Students Who are Children with Disabilities. *(up to 5 points)*

• **Competitive Preference Priority 3** -- Promoting Equity in Student Access to Educational Resources and Opportunities. *(up to 5 points)*
Absolute Priority

Projects designed to develop new information that assists schools in the identification of, and provision of services to, gifted and talented students (including economically disadvantaged individuals, individuals who are English learners, and children with disabilities) who may not be identified and served through traditional assessment methods.
Competitive Preference Priorities (CPPs)
CPP 1: Training Personnel in the Identification and Education of Gifted and Talented Students Who are Children with Disabilities. (up to 5 points)

- Projects that include providing training to personnel in schools served under the project to assist such personnel in identifying and educating gifted and talented students who are children with disabilities. Such training may include, but is not limited to, workshops or programs that teach effective communication techniques, classroom practices and culture, and other strategies that support the social, emotional, and academic needs of gifted and talented students who are children with disabilities.
CPP 2: Identification of, and Provision of Services to, Gifted and Talented Students Who are Children with Disabilities. (up to 5 points)

- Projects that include developing new information that assists schools in the identification of, and provision of services to, gifted and talented students who are children with disabilities who may not be identified through traditional assessment methods.
Projects designed to promote educational equity and adequacy in resources and opportunity for underserved students--

(1) In one or more of the following educational settings:

(i) Middle school.

(ii) Elementary school*

(iii) High school.

(iv) Career and technical education programs.

(v) Out-of-school-time settings;

*Note: The Javits program supports gifted and talented programs and their students in elementary schools and secondary schools. In States in which elementary education includes preschool, preschool students may receive services through the Javits program.
CPP 3: Promoting Equity in Student Access to Educational Resources and Opportunities. (up to 5 points) CON’T

(2) That examine the sources of inequity and inadequacy and implement responses, and that may include one or more of the following:

(i) Rigorous, engaging, and well-rounded (e.g., that include music and the arts) approaches to learning that are inclusive with regard to race, ethnicity, culture, language, and disability status and prepare students for college, career, and civic life, including one or more of the following:

(A) Student-centered learning models that may leverage technology to address learner variability (e.g., universal design for learning, K-12 competency-based education, project-based learning, or hybrid/blended learning) and provide high-quality learning content, applications, or tools.

(B) Middle school courses or projects that prepare students to participate in advanced coursework in high school.

(C) Advanced courses and programs, including dual enrollment and early college programs.

(D) Project-based and experiential learning, including service and work-based learning.

(E) High-quality career and technical education courses, pathways, and industry-recognized credentials that are integrated into the curriculum.

(F) Science, technology, engineering, and mathematics (STEM), including computer science coursework.
(ii) Increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-of-field, and novice teachers compared to their peers.**

**Note: All strategies to increase racial diversity of educators must comply with applicable law, including Title VI of the Civil Rights Act of 1964.
Requirements

• **Application Requirements**
  ➢ Must be described in the application

• **Program Requirements**
  ➢ Applies if awarded funds
Application Requirements

Each application must describe how:

(1) The proposed identification methods, as well as gifted and talented services, materials, and methods, can be adapted, if appropriate, for use by all students;

(2) The proposed programs can be evaluated; and

(3) The proposed project will provide for training of personnel in the identification and education of gifted and talented students and in the use, where appropriate, of gifted and talented services, materials, and methods for all students.
Program Requirements

• **Uses of Funds**
  (a) Conducting evidence-based research on methods and techniques.
  
  (b) Establishing and operating programs and projects for identifying and serving gifted and talented students, including innovative methods and strategies.
  
  (c) Providing technical assistance and disseminating information.

• **Equitable Participation of Private School Students and Teachers**

  Grantees must provide for the equitable participation of students and teachers in private nonprofit elementary schools and secondary schools.
Please submit questions via the chat feature

Questions can also be emailed to OOSE.Javits@ed.gov re: FY 22 Javits Pre-Application Webinar
Selection Criteria (up to 100 points)

Non-Federal Peer Reviewers will use the following selection criteria to evaluate applications:

(a) Need for the Project (up to 5 points).
(b) Quality of the Project Design (up to 30 points).
(c) Quality of the Management Plan (up to 20 points).
(d) Quality of Project Services (up to 30 points).
(e) Quality of Project Personnel (up to 5 points).
(f) Adequacy of Resources (up to 10 points).

(see 34 CFR 75.210 of EDGAR)
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.
Quality of Project Design (up to 30 points)

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers 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;

(2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs;

(3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance;

(4) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice;

(5) The extent to which the proposed project is supported by promising evidence; and

(6) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project.
Quality of the Management Plan (up to 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:

(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; and

(3) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.
Quality of the Project Services  
(up to 30 points)

The Secretary considers the quality of the services to be provided by the proposed project.

(1) In determining the quality of the 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.

(2) In addition, the Secretary considers the likely impact of the services to be provided by the proposed project on the intended recipients of those services.
Quality of the Personnel
(up to 5 points)

The Secretary considers the quality of the personnel who will carry out the proposed project.

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

(2) In addition, the Secretary considers the following factors—

(i) The qualifications, including relevant training and experience, of the project director or principal investigator; and

(ii) The qualifications, including relevant training and experience, of key project personnel.
Adequacy of Resources
(up to 10 points)

The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers one or more of the following factors:

(1) The extent to which the budget is adequate to support the proposed project;

(2) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project; and

(3) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.
Government Performance and Results Act (GPRA) Measures

(1) The number of students newly identified as *gifted* and *talented* under the program;

(2) The number of *underserved students* newly identified as *gifted* and *talented* under the program;

(3) The percentage of students newly identified as *gifted and talented* under the program who were served under the program;

(4) The percentage of *underserved students* newly identified as gifted and talented under the program who were served by the program;

(5) Of the students served under the program who were in tested grades, the percentage who made gains on State assessments in mathematics;

(6) Of the students served under the program who were in tested grades, the percentage who made gains on State assessments in science;

(7) Of the students served under the program who were in tested grades, the percentage who made gains on State assessments in reading;

(8) The number of teachers and other *educators* who received services that enable them to better identify and improve instruction for *gifted and talented* students.
Q&A

Please submit questions via the chat feature

Questions can also be emailed to OES.E.Javits@ed.gov re:
FY 22 Javits Pre-Application Webinar
Break
10 minutes
Finding Tier 1, Tier 2, and Tier 3 Evidence from the What Works Clearinghouse™

- National Center for Education Evaluation and Regional Assistance
The Javits Program and Evidence-based Research

• The purpose of the Javits program is to support evidence-based research, demonstration projects, innovative strategies, and similar activities designed to build and enhance the ability of elementary schools and secondary schools nationwide to identify gifted and talented students and meet their special educational needs.

• Javits projects may use funds to conduct evidence-based research on methods and techniques for identifying and teaching gifted and talented students and for using gifted and talented programs and methods to identify and provide the opportunity for all students to be served, particularly low-income and at-risk students.

• For the FY 2022 Javits competition, applicants will be evaluated on the following subcriterion under Quality of Project Design “the extent to which the proposed project is supported by promising evidence”.

• For the FY 2022 Javits competition applicants are required to complete the OMB approved “Evidence Form” as part of their application.
Goals of This Presentation

- Understand how the U. S. Department of Education (ED) defines and distinguishes Tier 1 (strong), Tier 2 (moderate), and Tier 3 (promising) evidence for its discretionary grant programs.

- Learn how to access the *What Works Clearinghouse* (WWC) website, [https://whatworks.ed.gov](https://whatworks.ed.gov), to find reviews of individual studies and WWC publications providing these levels of evidence.

- Learn about other evidence-related resources on the WWC website.
Basis of U. S. Department of Education (ED) Evidence Definitions and Evidence Determinations


Sources of Evidence Definitions

**ESSA** definitions apply to both formula grants and discretionary grants authorized by the Elementary and Secondary Education Act (ESEA).

**EDGAR** definitions are aligned with ESSA but specify additional details. EDGAR definitions apply to both ESEA and non-ESEA discretionary grant programs, if those definitions are cited in the relevant Notice Inviting Applications.

Evidence tier designations on the WWC website are consistent with EDGAR; their use is optional for decision makers not applying for ED discretionary grants.
**Evidence Relates** *Project Activities* to **Relevant Outcomes**


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**Resources:** materials and other inputs needed to implement the project

**Activities:** steps for project implementation (*project components*)

**Outputs:** results of project activities

**Impacts on Relevant Outcomes:** changes in the knowledge, behavior, or success of the individuals served by the project

Evidence relates a *project component* (or combination thereof) to at least one *relevant outcome*

Related evidence definitions are included in 34 CFR 77.1
ESSA Definitions of Individual Studies Providing Tier 1, Tier 2, or Tier 3 Evidence

<table>
<thead>
<tr>
<th>Tier 1, Tier 2, and Tier 3</th>
<th>Tier 1 Strong Evidence</th>
<th>Tier 2 Moderate Evidence</th>
<th>Tier 3 Promising Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence includes a statistically significant and positive [favorable] finding from at least one…</td>
<td>“well-designed and well-implemented experimental study”</td>
<td>“well-designed and well-implemented quasi-experimental design study”</td>
<td>“well-designed and well-implemented correlational study with statistical controls for selection bias”</td>
</tr>
</tbody>
</table>
What Works Clearinghouse™ Standards for Identifying “Well-Designed” and “Well-Implemented” Experimental and Quasi-Experimental Design Studies

Developed by panels of experts for different types of impact study designs

Focus on internal validity of impact estimates (whether the estimate is likely to be unbiased)

Applied by teams of certified reviewers using a study review protocol to rate eligible studies

The WWC will assess studies as strong or moderate evidence in FY 2022 grant competitions using previous WWC reviews under the Version 2.1 or higher standards, and new reviews of studies under the Version 4.1 Handbooks and the Study Review Protocol, Version 1.0
How the WWC Rates a Group Design Study
(Randomized Controlled Trial / RCT or Quasi-Experimental Design / QED)

Study Design
Is group membership determined through a random process?

Sample Attrition
Is the combination of overall and differential attrition high?

Baseline Equivalence
Is equivalence established a baseline for the groups in the analytic sample?

Yes

Meets WWC Group Design Standards without Reservations

Yes

Meets WWC Group Design Standards with Reservations

No

Does Not Meet WWC Group Design Standards
Evidence from WWC Reviews of Individual Studies

The WWC reviews education research studies for a variety of reasons, for example, when conducting systematic reviews of research on a topic as specified in a practice guide review protocol, or when reviewing studies cited by applicants for ED discretionary grants.

Only publicly available, original impact studies are eligible for WWC review; studies in books or behind paywalls are eligible, as well as studies available for free download.

The WWC only reports findings from studies that are eligible under the relevant study review protocol, such as the Study Review Protocol, and that are rated either Meets WWC Standards without Reservations or Meets WWC Standards with Reservations.

The study rating assigned by the WWC is separate from whether the findings of the study are favorable and indicate a positive impact of the intervention on a relevant outcome.
## EDGAR Definitions of Individual Studies Providing Tier 1, Tier 2, or Tier 3 Evidence

<table>
<thead>
<tr>
<th>Study Criterion</th>
<th>Tier 1: Strong Evidence</th>
<th>Tier 2: Moderate Evidence</th>
<th>Tier 3: Promising Evidence</th>
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<tbody>
<tr>
<td>Types of qualifying study designs</td>
<td>Experimental studies: randomized controlled trials (RCTs); regression discontinuity designs (RDDs); and single-case designs (SCDs)</td>
<td>Experimental studies (RCTs, RDDs, or SCDs); and quasi-experimental design studies (QEDs)</td>
<td>Experimental studies (RCTs, RDDs, or SCDs); QEDs; and other designs with statistical controls for selection bias</td>
</tr>
<tr>
<td>Minimum WWC study rating</td>
<td><em>Meets WWC Standards [version 2.1 or higher] without Reservations</em></td>
<td><em>Meets WWC Standards [version 2.1 or higher] with Reservations</em></td>
<td>Not specified—<em>only studies meeting WWC standards have findings on the WWC website</em></td>
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<tr>
<td>Relevant finding</td>
<td>Statistically significant and positive</td>
<td>Statistically significant and positive</td>
<td>Statistically significant and positive</td>
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<tr>
<td>Multi-site sample and large sample</td>
<td>More than one school, district, or state and 350+ individuals**</td>
<td>More than one school, district, or state and 350+ individuals**</td>
<td>Not specified</td>
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<tr>
<td>Overlap of Populations and settings</td>
<td>Populations and settings</td>
<td>Populations or settings</td>
<td>Not specified</td>
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</tbody>
</table>

**Multiple studies can be combined to provide a multi-site sample and a large sample, provided the other conditions are met.**
Evidence from WWC Intervention Reports

A WWC intervention report is a publication that presents a systematic review of evidence for a specific education policy, program, product, or practice.

The WWC only reports findings from studies eligible for review under the corresponding topic area protocol and that meet WWC standards.

The WWC assigns an effectiveness rating—such as potentially positive effects—to describe the intervention’s estimated impact on outcomes in each domain.

The intervention report also describes the extent of evidence on which the effectiveness ratings are based.
EDGAR Definitions of WWC Intervention Reports Providing Tier 1, Tier 2, or Tier 3 Evidence

<table>
<thead>
<tr>
<th>Intervention Report Criterion</th>
<th>Tier 1 Strong Evidence</th>
<th>Tier 2 Moderate Evidence</th>
<th>Tier 3 Promising Evidence</th>
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<tbody>
<tr>
<td>WWC Procedures and Standards Handbook version</td>
<td>Version 2.1 or higher</td>
<td>Version 2.1 or higher</td>
<td>Any version</td>
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<tr>
<td>Effectiveness rating for relevant outcome domain</td>
<td>Positive effects, with no rating of negative effects or potentially negative effects</td>
<td>Positive effects or potentially positive effects, with no rating of negative effects or potentially negative effects</td>
<td>Positive effects or potentially positive effects, with no rating of negative effects or potentially negative effects</td>
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<tr>
<td>Extent of evidence</td>
<td>Medium to large, from 2+ studies including 350+ individuals</td>
<td>Medium to large, from 2+ studies including 350+ individuals</td>
<td>Not specified</td>
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<tr>
<td>Overlap with proposed project’s Populations and settings</td>
<td>Populations and settings</td>
<td>Populations or settings</td>
<td>Not specified</td>
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</table>
Use the Find What Works tool to search for WWC intervention reports.
Filter by one or more topics of interest.
Evidence from WWC Practice Guides

A WWC practice guide is a publication that presents recommendations for educators to address challenges in their classrooms or schools.

The recommendations in each guide are developed by a panel of nationally recognized experts including both researchers and practitioners, whose work is informed by a systematic review of relevant impact studies by the WWC.

The practice guide also provides educators with descriptions of action steps and potential roadblocks to implement each of the panel’s recommendation.

The WWC assigns one of three levels—strong, moderate, or minimal—to describe the evidence base for each recommendation. These levels aren’t always identical to the evidence tiers defined under ESSA and EDGAR.
Find the quick link to the Practice Guides page on the WWC website.
Two infographics describe evidence levels in 8 practice guides in elementary and secondary education.
Additional Evidence Resources from the WWC
Find the quick link to the Resources for Educators page on the WWC website.
Note resources on evidence tiers and WWC ratings, and resources for study authors.
Find the quick link to the Data from Study Reviews on the WWC website.
Evidence-based Strategies

U.S. Department of Education
Evidence Form

1. Level of Evidence
Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

- [ ] Demonstrates a Rationale
- [ ] Promising Evidence
- [ ] Moderate Evidence
- [ ] Strong Evidence

2. Citation and Relevance
Fill in the chart below with the appropriate information about the studies that support your application.

<table>
<thead>
<tr>
<th>A. Research/Citation</th>
<th>B. Relevant Outcome(s)/Relevant Finding(s)</th>
<th>C. Project Component(s)/Overlap of Populations and/or Settings</th>
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</table>
Questions, comments, or suggestions?

Email the WWC Help Desk at Contact.WWC@ed.gov
Q&A

Please submit questions via the chat feature

Questions can also be emailed to OSESE.Javits@ed.gov re: FY 22 Javits Pre-Application Webinar
Break
5 minutes
Budgets

• Javits is a discretionary grant award with a project period of 60 months.
• Ensure budgets are for the full 5-year period.
# Budget Information in Application

### U.S. DEPARTMENT OF EDUCATION

### BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS

**OMB Control Number:** 1894-0008  
**Expiration Date:** 09/30/2023

| Name of Applicant 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

<table>
<thead>
<tr>
<th>Budget Categories</th>
<th>Project Year 1 (a)</th>
<th>Project Year 2 (b)</th>
<th>Project Year 3 (c)</th>
<th>Project Year 4 (d)</th>
<th>Project Year 5 (e)</th>
<th>Project Year 6 (f)</th>
<th>Project Year 7 (g)</th>
<th>Total (h)</th>
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<td>1. Personnel</td>
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<td>5. Supplies</td>
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<td>8. Other</td>
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<td>9. Total Direct Costs (lines 1-8)</td>
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<td>10. Indirect Costs</td>
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<td>11. Training Stipends</td>
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<td>12. Total Costs (lines 9-11)</td>
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</table>

*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 and provide a copy of your Indirect Cost Rate Agreement:
   - Period Covered by the Indirect Cost Rate Agreement: From: ___/___/______ To: ___/___/______ (mm/dd/yyyy)
   - 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

- Personnel
- Fringe
- Travel
- Equipment
- Supplies
- Contractual
- Other
- Federally Approved Indirect Cost Rate
  - Grantee without a federally approved indirect cost rate can utilize a temporary rate of 10% of budgeted direct salaries and wages for grant application purposes.
Application Submission Requirements

• Notice of Intent to Apply
• Application Submission Process
• Application Package and Checklist
• Grants.gov
Notice of Intent to Apply

• Purpose of Notice of Intent to apply:
  • Provide an approximate number of applicants

• Deadline for Notice of Intent to Apply – March 8, 2022

• Email notification to oese.javits@ed.gov
  • Subject line “Intent to Apply,” and include the applicant’s name and a contact person’s name and email address.

• Applicants that do not submit a notice of intent to apply may still apply for funding;

• Applicants that do submit a notice of intent to apply are not bound to apply or bound by the information provided.
Application Submission Process

- Review NIA and Application Package
- Register with Grants.gov
- Application Deadline: April 4, 2022
- Confirm submission and track application in Grants.gov
Application Package and Checklist

• Grants.gov is where you will find detailed information and instructions on how to complete your application. Please review the application package thoroughly to ensure you address all components identified.

• The application package includes an Electronic Application Submission Checklist as a reference.
In order to expedite the review process and to organize your application efficiently, it is recommended that your electronic application be addressed in sections according to parts 1 – 8 provided in the application instructions of the application package. Instructions for all parts and forms of the application are found either on the following pages of the application package or individually for each form on Grants.gov.
Application Package – Electronic Application Submission Checklist

Part 1: Preliminary Documents
- Application for Federal Assistance (form SF 424)
- ED Supplemental Information for SF 424

Part 2: Budget Information
- ED Budget Information Non-Construction Programs (ED Form 524)

Part 3: ED Abstract Form
- Project Abstract

Part 4: Project Narrative Attachment Form
- Project Narrative

Part 5: Budget Narrative Attachment Form
- Budget Narrative
Part 6: Other Attachments Form

- Evidence Form
- Grant Application Form for Project Objectives and Performance Measures
- Individual Resumes for Project Directors & Key Personnel

Part 7: Assurances and Certifications

- Grants.gov Lobbying Form
- Disclosure of Lobbying Activities (SF-LLL) (optional)
- General Education Provisions Act (GEPA) Requirements – Section 427 (ED GEPA 427 form)

Part 8: Intergovernmental Review (Executive Order 12372)

- State Single Point of Contact List

Note: This section includes detailed guidance for applicants including further information about the State Single Point of Contact (SPOC) process and where to find a list of names by State.
Grants.gov

• This Federal portal allows users to electronically find, apply for and manage Federal Grant Opportunities.

• This program requires the electronic submission of applications--specific requirements and instructions can be found in the Federal Register notice.

• You must follow the Application Procedures as described in the Federal Register notice announcing the grant competition.
Grants.gov

• Access the electronic grant application package, including instructions and forms, at www.Grants.gov.

• 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).

• Applicants 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. You can find additional information on using Workspace at https://www.grants.gov/web/grants/applicants/workspace-overview.html

• For additional instructions, the link below will take you to Grants.gov’s “How to apply for grants: Getting Started” page. www.grants.gov/web/grants/applicants/apply-for-grants.html
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 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

• REGISTER EARLY—Grants.gov registration involves many steps including registration in System for Awards Management (SAM) (www.sam.gov) which may take approximately one week to complete, but could take upwards of several weeks to complete.

• SAM.gov Tip Sheet: http://www2.ed.gov/fund/grant/apply/sam-faqs.html

• 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

You cannot submit an application until both SAM and Grants.gov registration is complete.
SUBMIT YOUR APPLICATION 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.

NOTE: If the date/time received is later than 11:59:59 p.m. Eastern Time, on the deadline date, your application is late and will not be reviewed.
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: support@grants.gov or access the Grants.gov Self-Service Knowledge Base web portal at: https://grants-portal.psc.gov/Welcome.aspx?pt=Grants
Grant.gov Tips:

- Any narrative sections of your application must be attached as files in either pdf (Portable Document Format) or Microsoft Word.

- Extensions apply only to technical problems with the Grant.gov system.

- To review your application, it must be fully uploaded and submitted and be date and time stamped by the Grant.gov system no later than 11:59:59 p.m., Eastern Time, on the application deadline date.

- **VERIFY SUBMISSION IS OK** – to verify that Grant.gov received your application submission on time and that it was validated successfully login to Grant.gov and click on the Track My Application link.

- **For a successful submission, the application status should be:** Validated, Received by Agency, or Agency Tracking Number Assigned.
Grants.gov

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 Help Center: 1-800-518-4726 or support@grants.gov.
Grants.gov Resources

Grants.gov Applicant FAQs:

Grants.gov Errors:

Adobe Software Tip Sheet:
Timeline

• NIA was published in Federal Register on Feb 16, 2022
• Notice of Intent to Apply deadline is Mar 8, 2022
• Application deadline date for Javits competition is: April 4, 2022, 11:59:59 pm EST (Washington, D.C. time)
• Links to the NIA, Grants.gov application package, and additional information and resources can be found on the Javits website – https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/well-rounded-education-programs/jacob-k-javits-gifted-and-talented-students-education-program/
What happens after I submit my application?

• Reviewers will read applications, prepare a written evaluation, and score the applications assigned to their panel, using the selection criteria.

• OESE will prepare a rank order of applications based on the evaluation of their quality by the peer reviewers according to the selection criteria.

• The Secretary will make final awards after considering the rank ordering and other information.

• Applicants will receive notification of application status (successful, unsuccessful) accompanied by application scores and comments. We expect to make awards sometime in mid- to late- August.
Q&A

Please submit questions via the chat feature.

Questions can also be emailed to OESE.Javits@ed.gov re: FY 22 Javits Pre-Application Webinar
Break
5 minutes
Implementing the Unique Entity Identifier (UEI):
Guidance and resources for ED’s grantee Community

U.S. Department of Education
Grants Policy & Training Division
Topics for discussion

- Outline key dates
- Clarify the actions the grantee community should take to ensure continued ability to apply for Federal funding
- Identify helpful resources, information and contacts to answer questions
Timetable

Beginning April 4, 2022, the UEI will be required in the Integrated Award Environment (IAE) systems including:

- SAM.gov, FPDS.gov, eSRS.gov, FSRS.gov, FAPIIS.gov, CPARS.gov and G5

GSA will issue the UEI through SAM.gov

Current active and inactive registrants in SAM.gov already have been assigned a UEI

Organizations not already registered with SAM.gov seeking access to Federal funds prior to April 4, 2022, must:

- Obtain a DUNS Number from Dun and Bradstreet
- Register that DUNS Number with SAM.gov
Entities Already Registered in SAM.gov

• Entities with a current or expired DUNS number registration in SAM.gov have already received a UEI
  • Applies to both recipients and subrecipients
• DUNS numbers and active registrations should be maintained through April 3, 2022, to ensure continued ability to access Federal funding opportunities
• The UEI transition does not impact the entity's registration expiration date or the timetable to renew
• While the UEI number will never expire, entity registrations do
  • Organizations must update its registration annually in SAM.gov
  • Expiration date is listed on the entity record in SAM.gov
Entities not registered in SAM.gov

- To do business with the Federal government now and through April 3, 2022, entities must obtain a DUNS number from Dun and Bradstreet and register with Sam.gov
- Once an entity is registered with SAM.gov it will be assigned a UEI that will take effect April 4, 2022
- Organizations should plan accordingly to complete all necessary registrations and submission deadlines to access Federal funding opportunities
- Carefully review submission details in Notices Inviting Applications (NIAs), Federal bid solicitations and other applicable award instrument guidance
• Sam.gov makes it easy to register, renew or check your UEI status

• See How can I view my unique entity identifier (UEI)?
Transition Resources

- **The Federal Service Desk** is available to address the UEI transition by providing support to grantee and contracting communities as well as Federal agency staff.
- Helpful resources include the following:
  - **UEI Transition FAQs**
  - **Interactive PDF Tool – UEI Transition**
  - **Government Transition from DUNS to UEI**
  - **Why is SAM.gov changing to SAM (UEI)?**
  - **SAM.gov**
  - **How can I view my unique entity identifier (UEI)?**
UEI Unanswered Questions

• Questions not addressed in the FAQ or other FSD.gov resources should be directed to the FSD Help Desk staff
• FSD Help Desk staff may be contacted by telephone, live chat or by choosing “Create an Incident” ticket
• Questions may also be submitted to the General Services Administration at entityvalidation@gsa.gov

FSD Help Desk Hours of Operation
Monday - Friday 8 a.m. to 8 p.m. ET

U.S. calls: 866-606-8220
International calls: +1 334-206-7828
DSN: 94-866-606-8220
Winning reminders

- Maintain your DUNS Number registration until April 4, 2022, to ensure continued ability to apply for and access Federal funds

- Remember to maintain an active registration for your UEI to continue accessing Federal funding opportunities
Winning Reminders

• Questions concerning the UEI transition should be directed to FSD.gov and its FAQs and other resources

• Questions as an ED grant applicant—contact the ED staff person listed in the Notice Inviting Application (NIA)

• Questions as a current grantee should be referred to the ED staff person identified in Box 3 of the Grant Award Notification (GAN)
Q&A

Please submit questions via the chat feature.

Questions can also be emailed to OESE.Javits@ed.gov re: FY 22 Javits Pre-Application Webinar
Final Questions and Answers
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Thank You!