OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
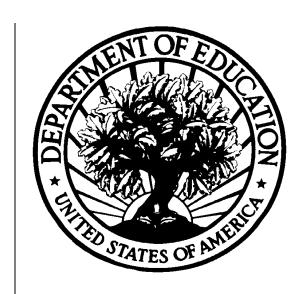
WASHINGTON, D.C. 20202-5960

APPLICATION INSTRUCTIONS FOR GRANTS UNDER THE

FY 2022 SUPPORTING EFFECTIVE EDUCATOR DEVELOPMENT GRANT PROGRAM

CFDA Number: 84.423(A)

FORM APPROVED

OMB no. 1894-0006, Expiration Date: 02/29/2024

DATED MATERIAL – OPEN IMMEDIATELY

CLOSING DATE: June 3, 2022

Table of Contents

Program Office: Office of Elementary and Secondary Education (OESE)
Grant Name: Supporting Effective Educator Development Program (SEED)
CFDA Number: 84.423A
Grant Type: Discretionary/Competitive Grants

Purpose of Program: The SEED grant program provides funding to increase the number of highly effective educators by supporting the implementation of Evidence-Based practices that prepare, develop, or enhance the skills of educators. These grants will allow eligible entities to develop, expand, and evaluate practices that can serve as models that can be sustained and disseminated.

Eligible Applicants:

(a) An Institution of Higher Education that provides course materials or resources that are Evidence-Based in increasing academic achievement, graduation rates, or rates of postsecondary education matriculation.

(b)   A national nonprofit organization with a demonstrated record of raising student academic achievement, graduation rates, and rates of higher education attendance, matriculation, or completion, or of effectiveness in providing preparation and Professional Development activities and programs for teachers, principals, or other School Leaders;

(1) Meets the definition of "nonprofit" under 34 CFR 77.1(c); and

(2) Is of national scope, which requires that the entity--

(i) Provides services in three or more States; and

(ii) Demonstrates a proven record of serving or benefitting teachers, principals, or other School Leaders across these States.

(c) The Bureau of Indian Education; or

(d) A partnership consisting of--

(i) One or more entities described in paragraph (a) or (b); and

(ii) A for-profit entity.

NEW National Nonprofit Definition:

The Department establishes the following definition for use in any SEED competition in which the term "national nonprofit entity" is used in connection with the eligibility requirement in section 2242 of the ESEA:

National nonprofit entity means an entity that--
(a) Meets the definition of "nonprofit" under 34 CFR 77.1(c); and
(b) Is of national scope, which requires that the entity--
(1) Provides services in three or more States; and
(2) Demonstrates a proven record of serving or benefitting teachers, principals, or other school leaders (as defined in section 8101 of the ESEA) across these States.

Program Website: https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/effective-educator-development-programs/supporting-effective-educator-development-grant-program/applicant-info-and-eligibility/

Program Legislation: Section 2242 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA) (20 U.S.C. 6672).

Program Contact: SEED@ed.gov

Supporting Effective Educator Development (84.423A)
Application available: April 4, 2022
Pre-Application Information Webinars:
Pre-recorded informational webinars can be found on the SEED program Website at
https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/effective-educator-development-programs/supporting-effective-educator-development-grant-program/applicant-info/

Deadline for submitting Intent to Apply: May 4, 2022
Deadline for transmitting applications: June 3, 2022
Estimated Award Announcement: Summer 2022

The full text of the Notice Inviting Applications (NIA) for the FY 2022 SEED competition including all relevant deadlines can be found on the SEED website at the following:

https://www.federalregister.gov/documents/2022/04/04/2022-06963/applications-for-new-awards-supporting-effective-educator-development-program

All SEED applications must be fully uploaded and submitted and must be date and time stamped by the Grants.gov system by **11:59:59 pm Washington, DC time on June 3, 2022.** Late applications will not be accepted. The Department is required to enforce the established deadline to ensure fairness to all applicants. No changes or additions to an application will be accepted after the deadline date and time.

After successfully submitting a Workspace application, a Grants.gov Tracking Number (ED-GRANTS-040422-001.) is automatically assigned to the application. The number will be listed on the Confirmation page that is generated after submission. Using the tracking number, access the Track My Application page under the Applicants tab or the Details tab in the submitted workspace.

FY 2022 SEED Application Instruction Package
Please note that the SEED Application Instructions Package is for applicants to download and use as a guide only. Unless the applicant qualifies for an exception to the electronic submission requirement, all SEED grant applications must be submitted online using Workspace in Grants.gov.

Intent to Apply

The Department encourages each potential applicant to notify us of the applicant's intent to apply by emailing us at SEED@ed.gov. Please title the email Intent to *Apply FY 2022* and include the following information in the body of the email: 1) the applicant organization's name and address and (2) the absolute priority the applicant intends to address. Please email us this information by May 4, 2022. Applicants that do not submit an email ahead of time may still apply.

How to Apply!

A Grants.gov applicant must apply online using Workspace. Instructions on getting started on your Workspace Application can be found on the Grants.gov website here: https://www.grants.gov/web/grants/applicants/workspace-overview.html.

For access to complete instructions on how to apply, refer to: www.grants.gov/web/grants/applicants/apply-for-grants.html.

Funding Opportunity Number: ED-GRANTS-040422-001.

Each application will be reviewed under the competition it was submitted under in the Grants.gov system, and only applications that are successfully submitted by the established deadline will be peer reviewed.

IMPORTANT – PLEASE READ FIRST

U.S. Department of Education
Grants.gov Submission Procedures and Tips for Applicants

To facilitate your use of Grants.gov, this document includes important submission procedures you need to be aware of to ensure your application is received in a timely manner and accepted by the Department.

Browser Support:
The latest versions of Microsoft Internet Explorer (IE), Mozilla Firefox, Google Chrome, and Apple Safari are supported for use with Grants.gov. However, these web browsers undergo frequent changes and updates, so we recommend you have the latest version when using Grants.gov. Legacy versions of these web browsers may be functional, but you may experience issues.
For additional information or updates, please see the Grants.gov Browser information in the Applicant FAQs: http://www.grants.gov/web/grants/applicants/applicant-faqs.html#browser.

ATTENTION – Workspace, Adobe Forms and PDF Files:
Grants.gov applicants can apply online using Workspace. Workspace is a shared, online environment where members of a grant team may simultaneously access and edit different web forms within an application. For each funding opportunity announcement (FOA), you can create individual instances of a workspace.

Below is an overview of applying on Grants.gov. For access to complete instructions on how to apply for opportunities, refer to: https://www.grants.gov/web/grants/applicants/workspace-overview.html.

1) **Create a Workspace:** Creating a workspace allows you to complete the application online and route it through your organization for review before submitting.

2) **Complete a Workspace:** Add participants to the workspace to work on the application together, complete all the required forms online or by downloading PDF versions, and check for errors before submission. The Workspace progress bar will display the state of your application process as you apply. As you apply using Workspace, you may click the blue question mark icon near the upper-right corner of each page to access context-sensitive help.

> a. **Adobe Reader:** If you decide not to apply by filling out web forms you can download individual PDF forms in Workspace. The individual PDF forms can be downloaded and saved to your local device storage, network drive(s), or external drives, then accessed through Adobe Reader.

NOTE: Visit the Adobe Software Compatibility page on Grants.gov to download the appropriate version of the software at:
https://www.grants.gov/web/grants/applicants/adobe-software- compatibility.html

b. **Mandatory Fields in Forms:** In the forms, you will note fields marked with an asterisk and a different background color. These fields are mandatory fields that must be completed to successfully submit your application.

c. **Complete SF-424 Fields First**: The forms are designed to fill in common required fields across other forms, such as the applicant name, address, and DUNS Number. Once it is completed, the information will transfer to the other forms.

3) **Submit a Workspace:** An application may be submitted through workspace by clicking the Sign and Submit button on the Manage Workspace page, under the Forms tab. Grants.gov recommends submitting your application package at least 24-48 hours prior to the close date to provide you with time to correct any potential technical issues that may disrupt the application submission.

4) **Track a Workspace Submission:** After successfully submitting a workspace application, a Grants.gov Tracking Number (GRANTXXXXXXX) is automatically assigned to the application. The number will be listed on the Confirmation page that is generated after submission. Using the tracking number, access the Track My Application page under the Applicants tab or the Details tab in the submitted workspace.

For additional training resources, including video tutorials, refer to
https://www.grants.gov/web/grants/applicants/applicant-training.html.

Helpful Reminders:
1) <u>REGISTER EARLY</u> – 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

Information about SAM is available at www.SAM.gov. To further assist you with registering in SAM or updating your existing SAM registration, see the Quick Start Guide for Grant Registrations and the Entity Registration Video at https://sam.gov/content/entity-registration

2) **UEI TRANSITION AND SAM MAINTENANCE**: SAM.gov will be down for maintenance to complete the transition to UEI from DUNS beginning on April 1, 2022, at 8:00 PM (ET) until no later than 9:00 AM (ET) April 4, 2022. March 29, 2022, is the last day to obtain a new DUNS Number from Dun and Bradstreet for registering an entity or getting a UEI. After April 4, 2022, entities will go to SAM.gov, not Dun and Bradstreet, to obtain their UEI. April 1, 2022, at 8:00 p.m. ET is the last day and time you can use a DUNS Number to get a UEI or register an entity in SAM.gov.

To register in SAM.gov, click on the "Get Started" link under the "Register Your Entity…" heading in SAM.gov. Grantees, and other entities wanting to do business with the U.S. Department of Education (e.g., entities applying for a grant), that are not already registered in SAM.gov must complete the "Register Entity" registration option and NOT the "Get a Unique Entity ID" option. The "Get a Unique Entity ID" option, which is not a full registration, is only available to entities for reporting purposes. Failing to complete the "Register Entity" option may result in loss of funding, loss of applicant eligibility, and/or delays in receiving a grant award.

3) **SUBMIT EARLY** – We strongly recommend that you do not wait until the application deadline to submit your application. Grants.gov will put a date/time stamp on your application and then process it only 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 on or before 11:59:59 p.m. Washington, DC Time on the deadline date.

Note: If you registered in SAM prior to April 4, 2022, and submit your application before April 4, 2022, 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 in SAM. If you do not include the same DUNS number assigned by SAM on your application as the DUNS you registered with, Grants.gov will reject your application.

To submit successfully beginning on April 4, 2022, you must provide the UEI on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov. This UEI is assigned to your organization in SAM at the time your organization registers in SAM, when that registration occurs after April 4, 2022. If you do not enter the UEI assigned by SAM on your application, Grants.gov will reject your application.

4) **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 on or before 11:59:59 p.m. Washington, DC time,

on the deadline date, AND the application status should be: Validated, Received by Agency, or Agency Tracking Number Assigned. Once the Department 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 the Grants.gov Track My Application link.

If the date/time received is later than 11:59:59 p.m. Washington, DC 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 Reader 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.

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

We discourage paper applications, but if electronic submission is not possible (e.g., you do not have access to the internet), (1) you must provide a prior written notification that you intend to submit a paper application and (2) your paper application must be postmarked by the application deadline date. If you submit your prior written notification by email, it must be received by the Department no later than 14 calendar days before the application deadline date. If you mail your notification to the Department, it must be postmarked no later than 14 calendar days before the application deadline date (See the 2021 Common Instructions for detailed instructions regarding this procedure).

Helpful Hints When Working with 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
 as well as additional information on Workspace at
https://www.grants.gov/web/grants/applicants/applicant-faqs.html#workspace.

Slow Internet Connections

When using a slow internet connection, such as 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. Failure to fully upload an application by the deadline date and time will result in your application being marked late in the G5 system. If you do not have access to a high-speed internet connection, 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 14 calendar days before the application deadline date. (See the Federal Register notice for detailed instructions and the 2021 Common Instructions.)

Common Instructions for Applicants link below:
https://www.federalregister.gov/documents/2021/12/27/2021-27979/common-instructions-for-applicants-to-department-of-education-discretionary-grant-programs

Attaching Files – Additional Tips

Please note the following tips related to attaching files to your application:

• When you submit your application electronically, you must upload any narrative sections and   all other attachments to your application as files in either Portable Document Format (PDF) or 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.

• 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.

• When attaching files, applicants should follow the guidelines established by Grants.gov on the size and content of file names. Uploaded file names must be fewer than 50 characters, and, in general, applicants should not use any special characters. However, Grants.gov does allow for the following UTF-8 characters when naming your attachments: A-Z, a-z, 0-9, underscore, hyphen, space, period, parenthesis, curly braces, square brackets, ampersand, tilde, exclamation point, comma, semi colon, apostrophe, at sign, number sign, dollar sign, percent sign, plus sign, and equal sign. Applications submitted that do not comply with the Grants.gov guidelines will be rejected at Grants.gov and not forwarded to the Department.

• Applicants should limit the size of their file attachments. Documents submitted that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files. For reference, the average discretionary grant application package with all attachments is less than 5 MB. Therefore, you may want to check the total size of your package before submission.

Grants.gov System Maintenance

Please be reminded that the Grants.gov system will not be available for use during the times listed below.

Date	Scope	Details
April 16-18, 2022	Server Maintenance	**Scheduled Maintenance Outage:** Production System will go **Offline** Saturday April 16, 2022 at 12:01 AM ET. Production System will go **Online** Monday April 18, 2022 at 6:00 AM ET.
May 21-23, 2022	Server Maintenance	Scheduled Maintenance Outage: Production System will go **Offline** Saturday May 21, 2022 at 12:01 AM ET. Production System will go **Online** Monday May 23, 2022 at 6:00 AM ET.

Carefully read the entire application instructions package, the Federal Register notice, and the authorizing legislation.

APPLICATION INSTRUCTIONS

Applicants applying for the SEED program will use the following Grants.gov and ED narrative forms:

ED Abstract Narrative Attachment Form

Project Narrative Attachment Form

Budget Narrative Attachment Form

Other Attachments Form

The ED Abstract Narrative Attachment Form is where you will attach your one-page program abstract.

The Project Narrative Attachment Form is where the applicant will attach the narrative sections addressing the Selection Criteria, one of the Absolute Priorities, and, if relevant, the Competitive Preference Priority or Invitational Priority.

The Budget Narrative Attachment Form is where the applicant will attach a detailed line-item budget and any supplemental budget information. Remember to include a cost share or matching budget of 25% of the total project cost which the federal funds request.

The Other Attachments Form is where the applicant will attach proposal appendices. This is where you will include information such as resumes/curriculum vitae of key personnel, documentation of status as a national non-profit organization, letters or support, etc. The Grants.gov system will allow applicants to attach as many as ten separate appendices in this section.

Please complete the SF 424 first. Grants.gov will automatically insert the correct CFDA (84.423A) and program name wherever needed thereafter.

NOTE: Please do not attach any narratives, supporting files, or application components to the Standard Form (SF 424).

INSTRUCTIONS FOR ED ABSTRACT NARRATIVE

The abstract narrative should not exceed one page and should use language that will be understood by a range of audiences. The abstract should include the following items: priorities addressed, project goals and expected outcomes, brief project description, target number of

project participants to be served each year, and members of the eligible partnership and any other key partner organizations. It is a summary of your project.

INSTRUCTIONS FOR PROJECT NARRATIVE

The Project Narrative should describe the project that an applicant would carry out if funded and include the eligible applicant's response to the selection criteria since the application will be evaluated and scored against these criteria.

The NIA provides applicants with instructions for preparing and submitting the application, information describing the absolute priorities and competitive preference priorities that have been established for this competition, the selection criteria that will be used to evaluate the application, and other pertinent information concerning the competition for awards.

Should an applicant choose to apply and meet the requirements for the competitive priorities, the application can earn up to 110 points. In order to be considered for competitive preference priority points, the applicant must be sure to identify that the priority is addressed in the application and include the section as part of the project narrative.

It is expected that applicants will use the selection criteria to frame their project narratives.

Formatting
We suggest you limit the project narrative to the equivalent of no more than 40 pages, using 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, except 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. An application submitted in any other font (including Times Roman or Arial Narrow) will not be accepted.

Priorities
Applicants are required to designate the priority or priorities under which they are submitting their proposal. All applicants must apply for either Absolute Priority 1 or Absolute Priority 2, but not both.

Clear headings should be provided to indicate an applicant's response to the absolute priority under which they are submitting their proposal and to the competitive preference priority or invitational priority under which they are submitting their proposal, as applicable.

Absolute Priorities

For the purpose of this application, the Department has established two absolute priorities under the Supporting Effective Educator Development Grant Program for the FY 2022 grant competition. Under 34 CFR 75.105(c)(3), we consider only applications that meet one of either Absolute Priority 1 or Absolute Priority 2, but not both.

Absolute Priority 1: Supporting Effective Teachers.

This priority is for projects that will implement activities that are supported by Moderate Evidence. Applicants under this priority may propose one or more of the following activities:

(1) Providing teachers from nontraditional preparation and certification routes or pathways to serve in traditionally underserved Local Educational Agencies (LEAs).

(2) Providing teachers with Evidence-Based professional enhancement activities, which may include activities that lead to an advanced credential.

OR

Absolute Priority 2: Supporting Effective Principals or Other School Leaders.

This priority is for projects that will implement activities that are supported by Promising Evidence. Applicants under this priority may propose one or more of the following activities:

(1) Providing principals or other School Leaders from nontraditional preparation and certification routes or pathways to serve in traditionally underserved LEAs.

(2) Providing principals or other School Leaders with Evidence-Based Professional Development activities that address literacy, numeracy, remedial, or other needs of LEAs and the students the agencies serve; or

(3) Providing principals or other School Leaders with Evidence-Based professional enhancement activities, which may include activities that lead to an advanced credential.

Competitive Preference Priorities

For the purpose of this application, the Department has established three competitive preference priorities (CPP) under the Supporting Effective Educator Development Grant Program for the FY 2022 grant competition. Applicants that address the priority may earn up to 10 additional points by doing so.

If an applicant chooses to address one or more competitive preference priorities, the project narrative section of its application must identify its response to the competitive preference priorities it chooses to address.

CPP 1--Increasing Educator Diversity (up to 5 points).

Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding high-quality, comprehensive teacher preparation programs that have a track record of attracting, supporting, graduating, and placing underrepresented teacher candidates, and that include one year of high-quality clinical experiences (prior to becoming the teacher of record) in high-need schools.

CPP 2--Promoting Equity in Student Access to Educational Resources and Opportunities (up to 3 points).

Under this priority, an applicant must demonstrate that the applicant proposes a project 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) Early learning programs.
(ii) Elementary school.
(iii) Middle school.
(iv) High school.
(v) Career and technical education programs.
(vi) Out-of-school-time settings.
(vii) Alternative schools and programs.
(viii) Juvenile justice system or correctional facilities;
(2) That examines the sources of inequity and inadequacy and implements responses that include pedagogical practices in Educator preparation programs and professional development programs that are inclusive with regard to race, ethnicity, culture, language, and disability status so that educators are better prepared to create inclusive, supportive, equitable, unbiased, and identity-safe learning environments for their students.

CPP 3-- Meeting Student Social, Emotional, and Academic Needs (up to 2 points).

Projects that are designed to improve students' social, emotional, academic, and career development, with a focus on Underserved Students, through developing and supporting Educator and school capacity to support social and emotional learning and development that-

(1) Fosters skills and behaviors that enable academic progress;
(2) Identifies and addresses conditions in the learning environment, that may negatively impact social and emotional well-being for Underserved Students, including conditions that affect physical safety; and
(3) Is trauma-informed, such as addressing exposure to community-based violence and trauma specific to Military- or Veteran-Connected Students.

Selection Criteria

The selection criteria outlined below will be used to evaluate the quality of applications submitted for funding. The full description of the selection criteria is contained in the Notice Inviting Applications. Within each criterion, there are specific factors that will be used in evaluating that criterion. In addition, the applicant should note the earlier discussion regarding addressing the required program components and authorized activities when responding to the selection criteria.

The maximum score that an applicant can earn for the selection criteria is 100 points. The maximum score for each criterion is indicated in parentheses following that criterion.

Quality of the Project Design   (35)

Significance   (25)

Quality of the Management Plan   (20)

Quality of the Project Evaluation   (20)

We refer you to the NIA for a full description of each selection criterion and its subfactors. Applicants are strongly encouraged to carefully read each criterion and its subfactors when preparing their applications. These are the criteria that will be used to review and score applications.

INSTRUCTIONS FOR BUDGET NARRATIVE

Before preparing the budget narrative, applicants should review the Federal Register notice and the authorizing legislation for specific guidance and requirements. Note that applications will be evaluated according to the specific selection criteria specified in the Federal Register notice.

The budget should include only costs that are allowable, reasonable, and necessary for carrying out the objectives of the SEED project. Rules about allowable costs are set out in 2 CFR Part 200[1], as adopted by the Department at 2 CFR Part 3474.[2]

Provide an itemized budget breakdown narrative, by project year, for each budget category listed in Section A of the ED 524 form. The project period is three years. While there is the possibility of renewal of the grant for two additional years, per Section 2242(b)(2) of ESSA, decisions regarding the extension of the grant will be considered as the first three-year

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[1] http://www.ecfr.gov/cgi-bin/text-idx?SID=a00c8ef91d397f640d8c236871fe5eef&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

[2] http://www.ecfr.gov/cgi-bin/text-idx?SID=a00c8ef91d397f640d8c236871fe5eef&node=pt2.1.3474&rgn=div5

performance period ends. Applicants under this grant competition should only include budget information and the required cost-share (match) for three years.

Provide the rate and base on which fringe benefits are calculated. Please check all figures and combined totals in the budget narrative and compare the amounts with those reflected on the ED 524. Provide other budget explanations or comments deemed necessary. Include travel for key grant staff to attend an annual project director convening in Washington DC.

Restricted Indirect Cost Rate Program

The SEED program requires a negotiated restricted indirect cost rate. If an applicant does not have a negotiated restricted rate, they may use a place holder rate unless their approved restricted rate is likely to be lower than 8%. See 34 CFR §§ 75.563 and 76.564 – 76.569 for additional guidance on how to calculate a restricted indirect cost rate. (https://www.ecfr.gov/cgi-bin/text-idx?node=34:1.1.1.1.22&rgn=div5)

NOTE: If you have questions about how to obtain an approved restricted indirect cost rate or how to apply that rate, you may contact a cost negotiator using the information provided at: http://www2.ed.gov/about/offices/list/ocfo/fipao/icgreps.html. If you have further questions about restricted indirect cost rates, please refer to the SEED FAQs. Applicants may also contact the Department's Indirect Cost Rate Group at IndirectCostGroup@ed.gov.

Non-Federal Cost Share or Match Requirement

Under section 2242 of the ESEA, each grant recipient must provide, from non-Federal sources, at least 25 percent of the total cost for each year of the project activities. These funds may be provided in cash or through in-kind contributions. Grantees must include a budget showing their matching and cost share funds on an annual basis relative to the annual budget amount of SEED grant funds and must provide evidence of their matching and cost share contributions for the first year of the grant at the time of application.

Section 2242 of the ESEA also authorizes the Secretary to waive this matching or cost share requirement for a fiscal year if the Secretary determines that applying the matching requirement to the eligible partnership would result in serious hardship or an inability to carry out authorized SEED program activities. If a waiver to the match is requested, this request must be accompanied by a justification that supports a serious hardship or an inability to carry out the proposed SEED project activities.

Supplement-not-Supplant Requirement

Under section 2301 of the ESEA , the SEED grant program has a Supplement-not-Supplant requirement. This means that costs may not be charged to SEED funds or to matching or cost share funds if, in the absence of SEED funds, these costs would be borne by the applicant anyway. Both Federal and matching and cost share funds must supplement, not supplant, existing non-Federal funds used to carry out activities supporting the grant.

ED 524 LINE ITEM DESCRIPTIONS

Provide an itemized budget breakdown, using the SEED budget narrative template, to justify costs for each project year, for each budget category. Applicants must complete Sections A (federal funds) and B (non-Federal funds) of the ED 524.

Personnel (Line 1): Provide each project personnel's base salary or wages, as well as the percentage full time equivalency (FTE) each individual is projected to work on the SEED project.

Fringe Benefits (Line 2): The institution's or agency's normal contributions for fringe benefits may be charged to SEED funds or contributed as cost share. If you are including fringe benefits, please explain how the fringe rate was calculated and identify the staff members who would receive the benefits. Leave this line blank if fringe benefits applicable to direct salaries and wages are included in indirect costs.

Travel (Line 3): Indicate the proposed travel costs of employees and participants only. Provide a breakdown of the costs associated with each proposed trip and justification for the costs. In addition, applicants should include costs for up to three project staff persons to attend an annual project director meeting in Washington, D.C.

Equipment (Line 4): Describe all equipment to be purchased for the SEED project, i.e., all tangible, non-expendable personal property that would be purchased to support the SEED project. In this regard, equipment has usefulness greater than one year and acquisition costs that are the lesser of the capitalization level established by the applicant entity for financial statement purposes or $5,000 per article. An applicant may establish a lower limit to maintain consistency with its general policies. Also provide, for each piece of equipment to be purchased, the amount to be purchased, the cost per unit and how this cost was determined, and the justification for these purchases.

Supplies (Line 5): Describe all supplies to be purchased for the SEED project, i.e., all tangible, expendable personal property to be purchased to support the SEED project. Supplies (which include materials) differ from equipment in that they are consumable, expendable, and have a unit cost below that of equipment. For each kind of supply, provide the amount to be purchased, the projected cost and how this cost was determined, and a justification for these purchases.

Contractual (Line 6): The contractual category should include all costs specifically incurred with actions that the applicant takes in conjunction with an established procurement system. Include consultant fees, expenses, and travel costs in this category if the consultant's services are obtained through a written binding agreement or contract. Identify the contractor, the amount of the contract (this should include a breakdown of the major service components of the contract and the costs of each portion) and an explanation of what the services are being provided by the contractor.   In addition, if an applicant proposes to select a contractor before

receiving a SEED award, please see 34 CFR 75.135(a) - (c) (section 75.135(a) - (c) of EDGAR) on how the requirements for competitive procurements that normally apply may be avoided by naming the contractors in the application.

Construction (Line 7): Not applicable.

Other (Line 8): Describe all direct costs not covered on lines 1-6. For example, describe costs such as space rental, required fees, honoraria and travel (where a contract is not in place for services), training, and communication and printing costs. *Do not include any costs that are included in calculations of indirect costs.*

Total Direct Costs (Line 9): The sum of lines 1-8.

Indirect Costs (Line 10): (Refer to restricted cost rate information on page 19.)

Training Stipends (Line 11): If applicable.

Total Cost (Line 12): This should equal to sum of lines 9-11 (total direct costs + indirect + training stipends).

INSTRUCTIONS FOR OTHER ATTACHMENTS (APPENDICES)

Applicants will attach any appendices they may have to the Grants.gov Other Attachments Form. Please provide a special Table of Contents for the appendices. The Grants.gov system will allow applicants to attach as many as ten separate appendices in this section; however, applicants are encouraged to limit the number and length of appendix entries to a reasonable number for a reviewer to read.

Appendix A: Documentation of Status as an Eligible Applicant AND Documentation of Services Provided

Provide a statement that demonstrates that the applicant organization meets one of the following eligible entity types:

(1) an institution of higher education that provides course materials or resources that are Evidence-Based in increasing academic achievement, graduation rates, or rates of postsecondary education matriculation. OR

(2) a national nonprofit organization with a demonstrated record of raising student academic achievement, graduation rates, and rates of higher education attendance, matriculation, or completion, or of effectiveness in providing preparation and professional development activities and programs for teachers, principals, or other school leaders.

*National Nonprofit organizations must also include documentation to support meeting the newly established definition of National Nonprofit as found on page 4 of this package.

Appendix B: Resumes/Curriculum Vitae

Appendix C: Certification of No Service Fees

Applicants must include a certification that the services provided by an eligible entity under the grant to a LEA or to a school served by the LEA will not result in direct fees for participating students or parents. The certification should be included on applicant letterhead and sign by the Authorizing Representative.

Appendix D: Letters of Support

Appendix E: Proprietary Information

Eligible Applicants should identify any specific proprietary information and page numbers in the application where it can be found.

Appendix F: Cost Share or Match Requirement Waiver, if applicable

ED REQUIRED FORMS

Applicants must submit along with their project narrative the required standard forms, assurances, and certifications. Below is a list of the standard forms, assurances, and certifications that are required.

- SF 424 Application Form for Federal Assistance
- ED Supplemental Form for SF 424
- ED 524 Budget Form
- Evidence of Effectiveness Form

Applicants are required to complete the Evidence of Effectiveness Form for the proposed project. You must include this form to your application when submitting in Grants.gov. To complete the form, select the level of evidence (Promising Evidence or Moderate Evidence) for which you are applying. Note that your project must meet the evidence requirements outlined in the NIA. Further instructions on how to complete this form are on page 24 of this document.

- Grant Application Form for Project Objectives and Performance Measures
- SF-LLL Disclosure of Lobbying Activities (optional)
- General Education Provisions Act (GEPA) Requirements - Section 427
- Grants.gov Certification Regarding Lobbying (formerly ED 80-0013)
- SF 424B Form - Assurances, Non-Construction Programs

Electronic copies of the required forms and their instructions can be found at the following addresses:
http://www2.ed.gov/fund/grant/apply/appforms/appforms.html , or on the Grants.gov website: https://www.grants.gov/web/grants/forms/sf-424-family.html#sortby=0 and the Grants.gov submission package.

U.S. DEPARTMENT OF EDUCATION EVIDENCE OF EFFECTIVENESS 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.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings

INSTRUCTIONS FOR EVIDENCE FORM

1. **Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.

2. **Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
   a. **Research/Citation.** For Demonstrates a Rationale, provide the citation or link for the research or evaluation findings. For Promising, Moderate, and Strong Evidence, provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.
   b. **Relevant Outcome(s)/Relevant Finding(s).** For Demonstrates a Rationale, describe how the research or evaluation findings suggest that the project component

included in the logic model is likely to improve relevant outcomes. For Promising, Moderate and Strong Evidence, describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.

   c. **Project Component(s)/Overlap of Population and/or Settings.** For Demonstrates a Rationale, explain how the project component(s) is informed by the research or evaluation findings. For Promising, Moderate, and Strong Evidence, explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of
Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C.B., & Smither Wulsin, C. (2016). Teaching secondary students to write effectively (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: https://ies.ed.gov/ncee/wwc/PracticeGuide/22. This report was prepared under Version 3.0 of the WWC Handbook (p. 72).	*(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."* *(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.*	*(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.*

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of
U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). Transition to College intervention report: Dual Enrollment Programs. Retrieved from https://ies.ed.gov/ncee/wwc/Intervention/1043. This report was prepared under Version 3.0 of the WWC Handbook (p. 1).	*(Table 1, p. 2) Dual enrollment programs were found to have positive effects on students' high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college, and these findings were characterized by a "medium to large" extent of evidence.*	*(pp. 1, 19, 22) Studies contributing to the effectiveness rating of dual enrollment programs in the high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college domains were conducted in high schools with minority students representing between 32 and 54 percent of the student population and first generation college students representing between 31 and 41 percent of the student population. These study samples overlap with both the populations and settings proposed for the project.*
Bettinger, E.P., & Baker, R. (2011). The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring. Stanford, CA: Stanford University School of Education. Available at https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf *Meets WWC Group Design Standards without Reservations under review standards 2.1 (http://ies.ed.gov/ncee/wwc/Study/72030).*	*The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure.* *The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.*	*The full study sample consisted of "13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges." (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.*

Use This Checklist While Preparing Your Application Package.
All items listed on this checklist are required, except as noted.

❑ SF 424 Application Form for Federal Assistance

❑ ED Supplemental Form for SF 424

❑ EED Applicant/Grantee Budget Worksheet (Required)

❑ Narrative addressing GEPA Section 427

❑ Evidence of Effectiveness Form

❑ Grant Application Form for Project Objectives and Performance Measures Information

❑ Assurances and Certifications

  o SF 424B Form - Assurances for Non-Construction Programs
  o Lobbying Disclosure Form (SF LLL) (if applicable; refer to instructions)(optional)
  o Grants.gov Certification Regarding Lobbying (formerly ED 80-0013)

❑ Abstract Narrative

❑ Project Narrative

❑ Budget Narrative

❑ Other Attachments (Upload Appendices Here)

  Appendix A: Documentation of Status as an Eligible Applicant AND Documentation of
                   Sources
  Appendix B: Resumes/Curriculum Vitae
  Appendix C: Certification of No Service Fees
  Appendix D: Letters of Support
  Appendix E: Proprietary Information
  Appendix F: Cost Share or Match Requirement Waiver, if applicable

Closing Date: June 3, 2022

EXECUTIVE ORDER 12372

Intergovernmental Review of Federal Programs

(This program falls under the rubric of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR Part 79. One of the objectives of the Executive order is to strengthen federalism--or the distribution of responsibility between localities, States, and the Federal government--by fostering intergovernmental partnerships. This idea includes supporting processes that State or local governments have devised for coordinating and reviewing proposed Federal financial grant applications.

The process for doing this requires grant applicants to contact State Single Points of Contact for information on how this works. Multi-state applicants should follow procedures specific to each state.

Further information about the State Single Point of Contact process and a list of names by State can be found at:

http://www.whitehouse.gov/omb/grants_spoc

Absent specific State review programs, applicants may submit comments directly to the Department. All recommendations and comments must be mailed or hand-delivered by the date indicated in the actual application notice to the following address: The Secretary, EO 12372--CFDA# [commenter must insert number--including suffix letter, if any], U.S. Department of Education, room 7E200. 400 Maryland Avenue, SW., Washington, DC 20222.

Proof of mailing will be determined on the same basis as applications (see 34 CFR §75.102). Recommendations or comments may be hand-delivered until 4:30 p.m. (Washington, DC Time) on the closing date indicated in this notice.

Important note: The above address is not the same address as the one to which the applicant submits its completed applications. ***Do not send applications to the above address.***

PAPERWORK BURDEN STATEMENT

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 40 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is voluntary.

Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0006 Note: Please do not return the completed Qualitative Feedback Survey to this address.

If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Supporting Effective Educator Development Grant Program, Office of Elementary and Secondary Education, Effective Educator Development Programs, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington D.C. 20222-5960.