

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 OESE.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

Agenda

- 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 OESE.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.

CPP 3: Promoting Equity in Student Access to Educational Resources and Opportunities. (up to 5 points)

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.

CPP 3: Promoting Equity in Student Access to Educational Resources and Opportunities. (up to 5 points) CON'T

(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.



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

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)

Need for Project (up to 5 points)

The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

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

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Break
10 minutes

Finding Tier 1, Tier 2, and Tier 3 Evidence from the *What Works Clearinghouse*TM

- 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

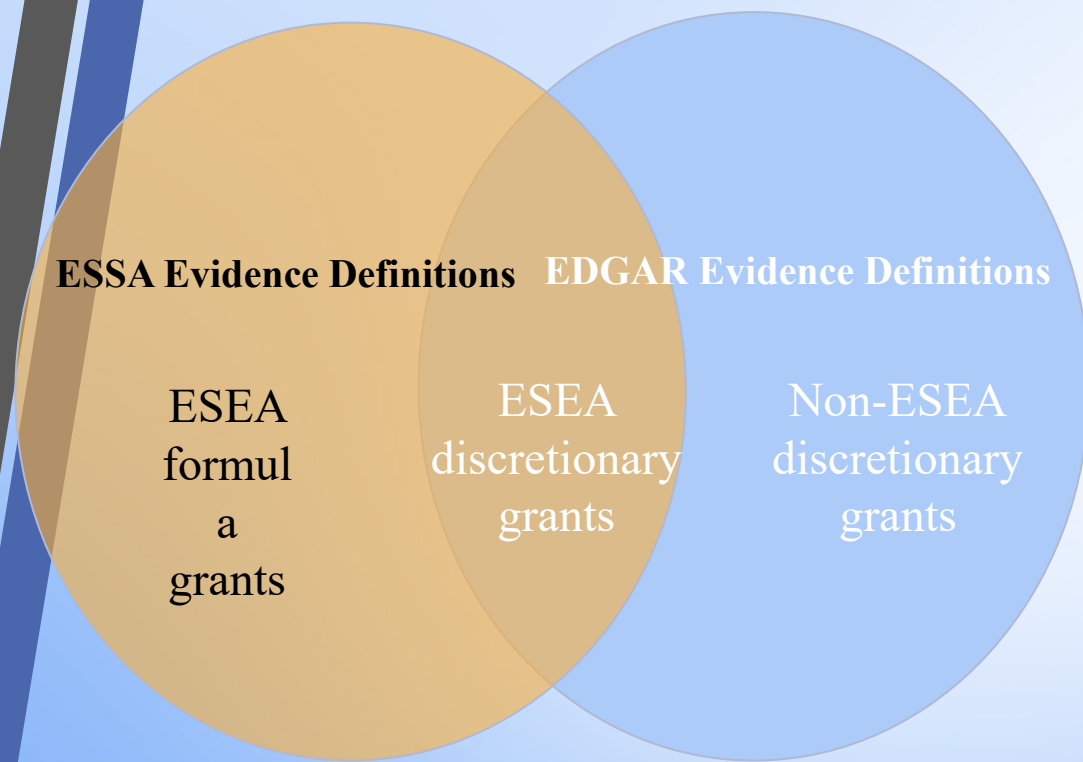
- Understand how the U. S. Department of Education (ED) *defines* and *distinguishes* Tier 1 (strong), Tier 2 (moderate), and Tier 3 (promising)evidence for its discretionary grant programs.
- Learn how to access the *What Works Clearinghouse*TM (WWC) website, <https://whatworks.ed.gov>, to find reviews 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

ESSA = *Every Student Succeeds Act of 2015*, 20 USC 7801
(21), <https://www.ed.gov/ESSA>

EDGAR = *Education Department General Administrative
Regulations*, CFR 34 CFR 77.1,
<https://www.ecfr.gov/current/title-34/part-77>

WWC = *What Works Clearinghouse*TM,
<https://whatworks.ed.gov>, an initiative of ED's Institute of
Education Sciences (IES), <https://ies.ed.gov/>



Sources of Evidence Definitions

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

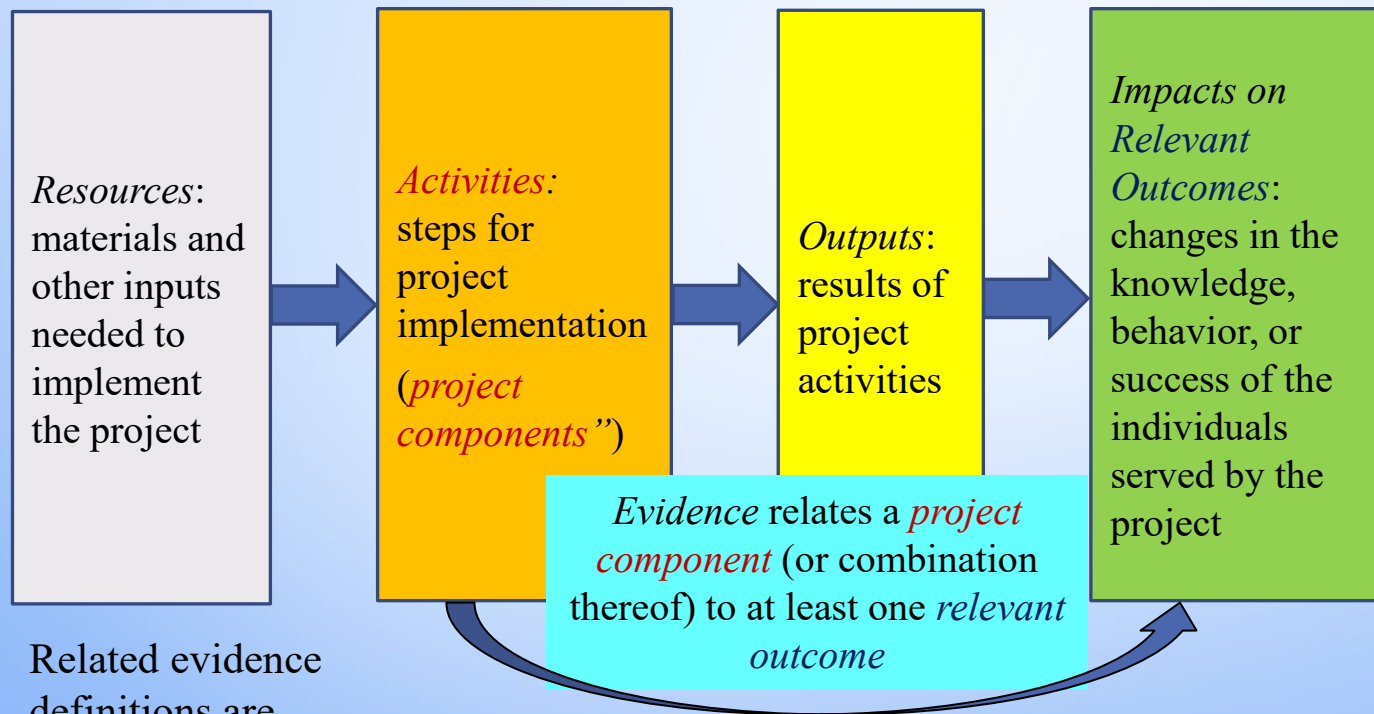
EDGAR definitions are aligned with *ESSA* but specify additional details. *EDGAR* definitions apply to *both* ESEA *and* non-ESEA discretionary grant programs, *if* those definitions are cited in the relevant Notice Inviting Applications.

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*

Logic model [theory of action] framework from “Logic Models: A Tool for Effective Program Planning, Collaboration, and Monitoring,”

<https://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2014025>



Related evidence definitions are included in 34 CFR 77.1

ESSA Definitions of Individual Studies Providing Tier 1, Tier 2, or Tier 3 Evidence

Tier 1, Tier 2, and Tier 3	Tier 1 Strong Evidence	Tier 2 Moderate Evidence	Tier 3 Promising Evidence
Evidence includes a <i>statistically significant</i> and <i>positive</i> [favorable] finding from at least one...	“well-designed and well-implemented experimental study”	“well-designed and well-implemented quasi-experimental design study”	“well-designed and well-implemented correlational study with statistical controls for selection bias”

What Works ClearinghouseTM 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*

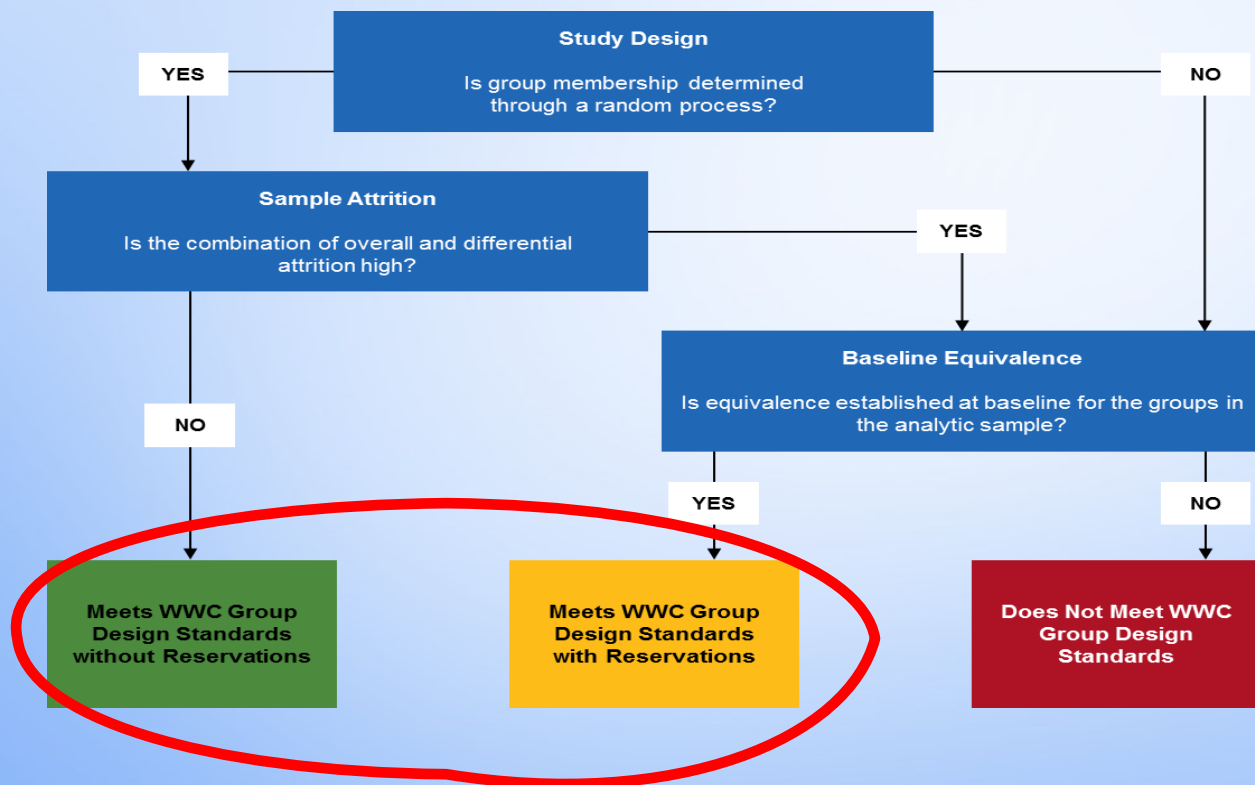
Focus on *internal validity* of impact estimates (whether the estimate is likely to be unbiased)

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)



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

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

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

WWC | Find What Works!

ies.ed.gov/ncee/wwc/FWW

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IES WWC What Works Clearinghouse MENU Search Go

Select topics to **Find What Works** based on the evidence

- Literacy
- Mathematics
- Science
- Behavior
- Children and Youth with Disabilities
- English Learners
- Teacher Excellence
- Charter Schools
- Early Childhood (Pre-K)
- K-12 Kindergarten to 12th Grade
- Path to Graduation
- Postsecondary

Practice Guides: evidence-based recommendations for educators to improve student outcomes.

Intervention Reports: summaries of findings of the highest-quality research on a given intervention or practice in education.

Reviews of Individual Studies: summaries of individual studies that have been reviewed by the WWC.

Data From Study Reviews: downloadable data from WWC study reviews.

Find the quick link to the Reviews of Individual Studies page on the WWC website

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

Intervention Report Criterion	Tier 1 Strong Evidence	Tier 2 Moderate Evidence	Tier 3 Promising Evidence
WWC <i>Procedures and Standards Handbook</i> version	Version 2.1 or higher	Version 2.1 or higher	Any version
Effectiveness rating for relevant outcome domain	Positive effects, with no rating of negative effects or potentially negative effects	Positive effects or potentially positive effects, with no rating of negative effects or potentially negative effects	Positive effects or potentially positive effects, with no rating of negative effects or potentially negative effects
Extent of evidence	Medium to large, from 2+ studies including 350+ individuals	Medium to large, from 2+ studies including 350+ individuals	Not specified
Overlap with proposed project's	Populations <u>and</u> settings	Populations <u>or</u> settings	Not specified

Use the Find What Works tool to search for WWC intervention reports

WWC | Find What Works!

ies.ed.gov/ncee/wwc/FWW

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Search Go

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Literacy Mathematics Science Behavior

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Early Childhood (Pre-K) K-12 Kindergarten to 12th Grade Path to Graduation Postsecondary

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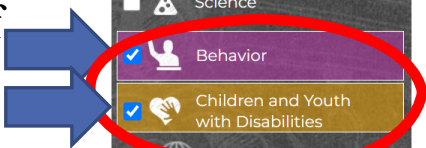
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downloadable data from WWC study reviews.

Type here to search

11:34 AM 2/14/2022

Filter by
one or
more
topics of
interest



IES WWC What Works Clearinghouse

Find What Works based on the evidence

Filter by topic

- Literacy
- Mathematics
- Science
- ☒ Behavior
- ☒ Children and Youth with Disabilities
- English Language Learners
- Teacher Excellence
- Charter Schools
- Early Childhood

14 Results filtered by:

Behavior x Children and Youth with Disabilities x

Evidence of effectiveness ⓘ	Intervention ⓘ	Grades examined ⓘ	Compare ⓘ
	First Step to Success	K-3	<input type="checkbox"/>
	Coping Power	4-5	<input type="checkbox"/>
	Social Skills Training	PK	<input type="checkbox"/>
	Fast Track: Elementary School	K	<input type="checkbox"/>
	Early Risers	K-2	<input type="checkbox"/>
	Functional Behavioral Assessment-based Interventions	K-12	<input type="checkbox"/>
	The Incredible Years	PK-2	<input type="checkbox"/>

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.

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Practice Guides: evidence-based recommendations for educators to improve student outcomes.

Intervention Reports: summaries of findings of the highest-quality research on a given intervention or practice in education.

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Data From Study Reviews: downloadable data from WWC study reviews.

Type here to search

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Two infographics describe evidence levels in 8 practice guides in elementary and secondary education

A practice guide is a publication that presents recommendations for educators to address challenges in their classrooms and schools. They are based on reviews of research, the experiences of practitioners, and the expert opinions of a panel of nationally recognized experts.

To search by Topic or Keyword, use the [Practice Guide Search](#).

Check out our infographic on how teachers can use WWC Practice Guides to inform classroom practices.

Check out our infographics on levels of evidence in **Elementary** and **Secondary** Practice Guides.

All of the WWC Practice Guides are listed below in chronological order, by date of release.



Effective Advising for Postsecondary Students

Released: October 2021



Designing and Delivering Career Pathways at Community Colleges

Released: March 2021



Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades

Released: March 2021



Using Technology to Support Postsecondary Student Learning

Released: May 2019



Preventing Dropout in Secondary Schools

Released: September 2017



Strategies for Postsecondary Students in Developmental Education: A Practice Guide for College and University Administrators, Advisors, and Faculty

Released: November 2016



Additional Evidence Resources from the WWC

Find the quick link to the Resources for Educators page on the WWC website

WWC | Find What Works!

ies.ed.gov/ncee/wwc/FWW

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IES WWC What Works Clearinghouse MENU Search Go


What's New at the WWC

JAN 20 [WWC Reviews the Research on Social Belonging](#)
Social Belonging interventions for college students aim to reduce the impact of negative stereotypes that may burden students in underrepresented groups and affect their persistence in college. Social Belonging had mixed effects on academic achievement and progressing in college and no discernible effects on college >> [More info](#)

JAN 20 [WWC Reviews the Research on Growth Mindset](#)
Growth Mindset interventions encourage students to view intelligence as a malleable characteristic that grows with effort. The WWC found that Growth Mindset interventions have potentially positive effects on academic achievement and no discernible effects on progressing in college or college enrollment >> [More info](#)


JAN 04 [Now Available: Online Regression Discontinuity Design Training](#)
The What Works Clearinghouse Regression Discontinuity Design training is now available online. This free training allows researchers and potential reviewers to become certified reviewers by viewing video modules and taking a certification exam at their

How the WWC Reviews Studies



[Handbooks and Reviewer Resources](#)
[Online Training](#)
[WWC Help Desk](#)

Resources for Educators



Visit our [resources for educators](#) page to access videos, webinars, and other helpful materials with guidance on evidence-based practices.

back to top

Type here to search

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Note resources on evidence tiers and WWC ratings, and resources for study authors

The screenshot shows the IES WWC website's 'Evidence Tiers and WWC Ratings' page. On the left, a sidebar menu contains several items: 'About the WWC and Our Website', 'Evidence Tiers and WWC Ratings' (circled in red), 'Resources for Educators', 'Resources for Study Authors', 'Resources for WWC Reviewers' (circled in red), and 'Archived Resources'. Two blue arrows point from the text 'Note resources on evidence tiers and WWC ratings, and resources for study authors' to these two circled items. The main content area is titled 'Evidence Tiers and WWC Ratings' and 'Resources'. It features three featured items: 1) 'WWC Study Ratings' (February 22, 2021), a video explaining the ratings that studies reviewed by the What Works Clearinghouse (WWC) can receive. 2) 'How States Can Use the WWC to Inform Evidence Use under ESSA' (May 8, 2020), a video describing how the Oklahoma State Department of Education and the Mississippi Department of Education use the WWC to inform supports for evidence use. 3) 'Using WWC Resources to Identify Interventions that Meet the ESSA Tiers of Evidence' (March 6, 2020), a webinar hosted by the WWC on the alignment between ESSA tiers of evidence and WWC standards. Each item has a thumbnail image and a play button icon. The bottom of the page shows a Windows taskbar with various application icons and a system clock indicating 10:06 AM on 2/22/2022.

Evidence Tiers and WWC Ratings

Resources

WWC Study Ratings
February 22, 2021
This video explains the ratings that studies reviewed by the What Works Clearinghouse (WWC) can receive.

How States Can Use the WWC to Inform Evidence Use under ESSA
May 8, 2020
This What Works Clearinghouse (WWC) video describes how the Oklahoma State Department of Education and the Mississippi Department of Education use the WWC to inform supports for evidence use.

Using WWC Resources to Identify Interventions that Meet the ESSA Tiers of Evidence
March 6, 2020
The What Works Clearinghouse (WWC) hosted a webinar on March 6, 2020 on the alignment between Every Student Succeeds Act (ESSA) tiers of evidence and the WWC evidence standards.
[Webinar Slides](#)
[Webinar Q&A](#)

Find the quick link to the Data from Study Reviews on the WWC website

The screenshot shows the WWC (What Works Clearinghouse) website. The header includes the IES and WWC logos, a search bar, and a navigation menu. Below the header, a green banner reads "Select topics to Find What Works based on the evidence". Underneath this banner is a grid of 12 topic icons: Literacy, Mathematics, Science, Behavior, Children and Youth with Disabilities, English Learners, Teacher Excellence, Charter Schools, Early Childhood (Pre-K), K-12 Kindergarten to 12th Grade, Path to Graduation, and Postsecondary. At the bottom of the page, there are four colored boxes with icons and text: "Practice Guides" (purple), "Intervention Reports" (maroon), "Reviews of Individual Studies" (green), and "Data From Study Reviews" (dark blue). The "Data From Study Reviews" box is circled in red, and a grey arrow points from it to the Windows taskbar at the bottom of the screen. The taskbar shows various application icons and the system clock indicating 11:34 AM on 2/14/2022.

WWC | Find What Works!

ies.ed.gov/ncee/wwc/FWW

Apps Department of Education Links CED connectedED Home webTA Login IPP - Single Sign-On FedTalent ED Dashb... USA Performance® Other bookmarks Reading list

IES WWC What Works Clearinghouse MENU Search Go

Select topics to **Find What Works** based on the evidence

Literacy Mathematics Science Behavior

Children and Youth with Disabilities English Learners Teacher Excellence Charter Schools

Early Childhood (Pre-K) K-12 Kindergarten to 12th Grade Path to Graduation Postsecondary

Practice Guides: evidence-based recommendations for educators to improve student outcomes.

Intervention Reports: summaries of findings of the highest-quality research on a given intervention or practice in education.

Reviews of Individual Studies: summaries of individual studies that have been reviewed by the WWC.

Data From Study Reviews: downloadable data from WWC study reviews.

Type here to search

11:34 AM 2/14/2022

Evidence-based Strategies



U.S. Department of Education Evidence Form

OMB No. 1894-0001

Exp. 05/31/2022

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

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 OESE.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								
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs								
*Enter Rate Applied:								
11. Training Stipends								
12. Total Costs (lines 9-11)								

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No.

(2) If yes, please provide the following information and provide a copy of your Indirect Cost Rate Agreement:
 Period Covered by the Indirect Cost Rate Agreement: From: / / To: / / (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): The Indirect Cost Rate is %

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No. If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? ☐ Yes ☐ No. If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that: ☐ Is included in your approved Indirect Cost Rate Agreement?
 Or ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %

(6) For Training Rate Programs (check one) -- Are you using a rate that: ☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or ☐ Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4)).

Budget Narrative

- 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](https://www.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 oeese.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

A large blue downward-pointing arrow connecting the first step to the second.

Register with Grants.gov

A large blue downward-pointing arrow connecting the second step to the third.

Application Revised Deadline: April 11, 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.

Application Package

Electronic Application Submission Checklist

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

Application Package: Electronic Application Submission Checklist

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

Grants.gov

- 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.

Grants.gov

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.

Grants.gov

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>

Grants.gov

Grants.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 Grants.gov system.
- To review your application, it must be fully uploaded and submitted and be date and time stamped by the Grants.gov system no later than 11:59:59 p.m., Eastern Time, on the application deadline date.
- **VERIFY SUBMISSION IS OK** – to verify that Grants.gov received your application submission on time and that it was validated successfully login to Grants.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

Grants.gov Resources

Grants.gov Applicant FAQs:

<http://www.grants.gov/web/grants/applicants/applicant-faqs.html>

Grants.gov Errors:

<http://www.grants.gov/web/grants/applicants/encountering-error-messages.html>

Adobe Software Tip Sheet:

<http://www.grants.gov/web/grants/applicants/adobe-software-compatibility.html>

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 updated.
- **The closing date for the submission of applications for the FY22 Javits Competition has been extended until April 11, 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



Official U.S. Government Website
100% Free

- Sam.gov makes it easy to register, renew or check your UEI status
- See [How can I view my unique entity identifier \(UEI\)?](#)

NEW [Learn More](#)

Register Your Entity or Get a Unique Entity ID

Register your entity or get a Unique Entity ID to get started doing business with the federal government.

[Get Started](#)

[Renew Entity](#)



[Check Registration Status](#)

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](https://www.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!