

Innovative Approaches to Literacy (IAL) FY 2023 Competition

March 2023
Office of Well-Rounded Education
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 slides will be posted on the IAL program website. You can also email InnovativeApproachestoLiteracy@ed.gov with any questions or to request a copy of the slides presented today.

Introductions

Office of Well-Rounded Education (OWRE)

- Jennifer Todd, Director
- Simon Earle, Group Leader

Questions

- Time has been allotted for Q&A and questions can be submitted via the chat function.
- Only submit questions relevant to the topic being addressed by the presenter and due to time constraints, all questions may not be answered.
- For any questions not answered during the webinar, you can also submit questions to:
InnovativeApproachestoLiteracy@ed.gov.

Questions

What Can be Discussed

- Content of the IAL Notice Inviting Applications (NIA)
- Competition timeline
- Application process

What Cannot be Discussed

- Eligibility of a specific entity
- The competitiveness of a specific entity or project design
- Substantive explanations of specific items in the IAL application beyond what is included in the *Federal Register*

Presentation Agenda

- Purpose & Legislation
- Eligibility
- Absolute Priorities
- Competitive Priorities
- Selection Criteria
- Budget
- Application Submission
- Timeline
- Q&A

IAL Legislation

The IAL program is authorized under the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, Title II, Part B, Sub-part 2, SEC. 2226. [20 U.S.C. 6646]

IAL's Purpose

- The IAL program supports high-quality programs designed to develop and improve literacy skills for children and students from birth through 12th grade in high-need local educational agencies (LEAs).
- The Department intends to promote innovative literacy programs that support the development of literacy skills in low-income communities, including programs that
 - (1) develop and enhance effective school library programs, which may include providing professional development for school librarians, books, and up-to-date materials to high-need schools;
 - (2) provide early literacy services, including pediatric literacy programs through which, during well-child visits, medical providers trained in research-based methods of early language and literacy promotion provide developmentally appropriate books and recommendations to parents to encourage them to read aloud to their children starting in infancy; and
 - (3) provide high-quality books on a regular basis to children and adolescents from low-income communities to increase reading motivation, performance, and frequency.

Eligibility

To be considered for an award under this competition, an applicant must be one of the following:

- (1) An LEA in which 20 percent or more of the students served by the LEA are from families with an income below the poverty line (as defined in section 8101(41) of the ESEA).
- (2) A consortium of such LEAs described above.
- (3) The Bureau of Indian Education.
- (4) An eligible national nonprofit organization (as defined in section 2226(b)(2) of the ESEA) that serves children and students within the attendance boundaries of one or more eligible LEAs.

Eligibility

- Under the definition of “poverty line” in section 8101(41) of the ESEA, the determination of the percentage of students served by an LEA from families with an income below the poverty line is based on the U.S. Census Bureau’s Small Area Income and Poverty Estimates (SAIPE) data.
- An entity that meets the definition of an LEA in section 8101(30) of the ESEA and that serves multiple LEAs, such as a county office of education, an education service agency, or regional service education agency, must provide the most recent SAIPE data for each of the individual LEAs it serves. To determine whether the entity meets the poverty threshold, the Department will derive the entity's poverty rate by aggregating the number of students from families below the poverty line (as provided in SAIPE data) in each of the LEAs the entity serves and dividing it by the total number of students (as provided in SAIPE data) in all of the LEAs the entity serves.

Eligibility

- For Consortiums – 34 CFR 75.128
 - (a) If a group of eligible parties applies for a grant, the members of the group shall either:
 - (1) Designate one member of the group to apply for the grant; or
 - (2) Establish a separate, eligible legal entity to apply for the grant.
 - (b) The members of the group shall enter into an agreement that:
 - (1) Details the activities that each member of the group plans to perform; and
 - (2) Binds each member of the group to every statement and assurance made by the applicant in the application.
 - (c) The applicant shall submit the agreement with its application.

(Authority: [20 U.S.C. 1221e-3](#) and [3474](#))

Eligibility

- For Consortiums – 34 CFR 75.129
 - (a) If the Secretary makes a grant to a group of eligible applicants, the applicant for the group is the grantee and is legally responsible for:
 - (1) The use of all grant funds;
 - (2) Ensuring that the project is carried out by the group in accordance with Federal requirements; and
 - (3) Ensuring that indirect cost funds are determined as required under § 75.564(e).
 - (b) Each member of the group is legally responsible to:
 - (1) Carry out the activities it agrees to perform; and
 - (2) Use the funds that it receives under the agreement in accordance with Federal requirements that apply to the grant.

Eligibility

- An LEA for which SAIPE data are not available, such as a non-geographic charter school, must provide a determination by the State educational agency (SEA) that 20 percent or more of the students aged 5-17 in the LEA are from families with incomes below the poverty line based on the same State-derived poverty data the SEA used to determine the LEA's allocation under part A of title I of the ESEA.
- SAIPE data can be located on the Census Bureau's website at:
<https://www.census.gov/data/datasets/2021/demo/saipe/2021-school-districts.html>

Calculating SAIPE Data

| State Postal Code | State FIPS Code | District ID | Name | Estimated Total Population | Estimated Population 5-17 | Estimated number of relevant children 5 to 17 years old in poverty who are related to the householder |
|-------------------------|-----------------------|----------------|---------------------|----------------------------------|---------------------------------|--|
| AL | 01 | 00190 | ABC School District | 24,669 | 2,710 | 649 |

649 (est. number of relevant children ages 5-17 in poverty who are related to householder) **DIVIDED** by **2710** (est. populations ages 5-17)
= **23.94 %** (poverty threshold)

Calculating SAIPE Data

| State Postal Code | State FIPS Code | District ID | Name | Estimated Total Population | Estimated Population 5-17 | Estimated number of relevant children 5 to 17 years old in poverty who are related to the householder |
|-------------------|-----------------|-------------|---------------------|----------------------------|---------------------------|---|
| CA | 00 | | "A" School District | 754 | 111 | 31 |
| CA | 06 | | "B" School District | 959 | 163 | 41 |
| CA | 06 | | "C" School District | 5,894 | 933 | 360 |

Totals

1,207

432

For County Offices, Regional Service Agencies, Intermediate Units, National Nonprofits, etc. – include ALL LEA's served. Total each column and follow the poverty calculations.

432 (est. number of relevant children ages 5-17 in poverty who are related to householder) **DIVIDED** by **1207** (est. populations ages 5-17) = **35.79%** (poverty threshold)

Eligibility

National Nonprofit (NNP)

Eligible national nonprofit organization (NNP) means an organization of national scope that—

- (a) Is supported by staff, which may include volunteers, or affiliates at the State and local levels; **and**
- (b) Demonstrates effectiveness or high-quality plans for addressing childhood literacy activities for the population targeted by the grant.

Eligibility

National Nonprofit (NNP)

- An entity operating in a single state does not meet the definition of a National Nonprofit
- Note: A local affiliate of an NPP organization does not meet the definition of a NNP organization. Only a national agency, organization, or institution is eligible to apply as an NNP organization.

Nonprofit Status

If you are a nonprofit organization, under 34 CFR 75.51, you may demonstrate your nonprofit status by providing one of the following:

- (1) proof that the Internal Revenue Service currently recognizes the applicant as an organization to which contributions are tax deductible under section 501(c)(3) of the Internal Revenue Code;
- (2) a statement from a State taxing body or the State attorney general certifying that the organization is a nonprofit organization operating within the State and that no part of its net earnings may lawfully benefit any private shareholder or individual;
- (3) a certified copy of the applicant's certificate of incorporation or similar document if it clearly establishes the nonprofit status of the applicant

Absolute Priorities

**Note: To be eligible for the IAL competition,
applications must meet either Absolute Priority 1
or Absolute Priority 2 (or both) in the NIA.**

Absolute Priority 1

Projects, Carried Out in Coordination with School Libraries, for Book Distribution, Childhood Literacy Activities, or Both.

- Projects that meet this absolute priority propose to coordinate with school libraries to carry out grant activities, such as book distributions, childhood literacy activities, or both, for the proposed project.

Absolute Priority 2

Projects, Carried Out in Coordination with School Libraries, That Provide a Learning Environment That Is Racially, Ethnically, Culturally, Disability Status and Linguistically Responsive and Inclusive, Supportive, and Identity-Safe.

- Projects that meet this priority coordinate with school libraries and are designed to be responsive to racial, ethnic, cultural, disability, and linguistic differences in a manner that creates inclusive, supportive, and identity-safe learning environments.

To clarify, for an application to be eligible for peer review under the IAL competition, applicants must --

- (a) Describe the types of racially, ethnically, culturally, disability status, and linguistically responsive program design elements that the applicant proposes to include in its project;
- (b) Explain how its program design will create inclusive, supportive, and identity-safe environments; **and**
- (c) Describe how its project will be carried out in coordination with school libraries.

Eligibility and Absolute Priorities

Please note that applicants deemed ineligible will not be notified until the conclusion of the peer review process.

Competitive Preference Priorities

Competitive Preference Priority 1: Rural Applicants; Supporting Students in Urban Areas (0 or 2 points)

Under this priority, an applicant must demonstrate that it meets either paragraph (a) **or** (b).

(a) **Rural applicants.** The applicant proposes to serve a community that is served by one or more LEAs with a locale code of 32, 33, 41, 42, 43.

(b) **Projects that are designed to serve one or more urban LEAs.**

(1) The applicant is an eligible LEA or consortium of eligible LEAs with a locale code of 11, 12, or 13.

(2) The applicant is a national nonprofit that proposes to serve schools within eligible LEAs, all of which have a locale code of 11, 12, or 13.

Applicants are encouraged to retrieve locale codes from the National Center for Education Statistics (NCES) School District search tool (<https://nces.ed.gov/ccd/districtsearch/>), where LEAs can be looked up individually to retrieve locale codes and Public-School search tool (<https://nces.ed.gov/ccd/schoolsearch/>), where individual schools can be looked up to retrieve locale codes.

NCES Locale Codes Example

IES **NCES** **National Center for Education Statistics** ≡ MENU Search Go

 **Search for Public School Districts**

CCD Common Core of Data

District Directory Information
(2021-2022 school year)

[Search Results](#) [Modify Search](#) [Data Notes/Grant IDs](#) [Help](#)

| | | | | | | | | | | | | | | | | |
|---|--|-------------------------------------|----|---|---|---|---|---|---|---|----|----|----|----|----|--|
| District Name: District of Columbia Public Schools schools for this district | NCES District ID: 1100030 | State District ID: DC-001 | | | | | | | | | | | | | | |
| Mailing Address: 1200 First St NE Washington, DC 20002 | Physical Address:  1200 First St NE Washington, DC 20002 | Phone: (202)727-7377 | | | | | | | | | | | | | | |
| Type: Local school district | Status: Open | Total Schools: 116 | | | | | | | | | | | | | | |
| Supervisory Union #: N/A | Grade Span: (grades PK - 12) <table><tr><td>PK</td><td>KG</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr></table> | PK | KG | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| PK | KG | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | |
| Website: http://www.schoolwithinschool.org | District Demographics:  School District Demographic Dashboard | | | | | | | | | | | | | | | |

District Details (2021-2022 school year, Fiscal data from 2018-2019)
[Characteristics](#) [Staff](#) [Fiscal](#) [Show All](#)

| | |
|---|---|
| County: District Of Columbia | County ID: 11001 |
| Locale: City: Large (11)  | Total Students: 48,635 |
| CSA/CBSA: 47900 | Classroom Teachers (FTE): 4,116.93 |
| | Student/Teacher Ratio: 11.81 |

Competitive Preference Priority 2: Applications from New Potential Grantees (0 or 2 points)

Under this priority, an applicant must demonstrate the following:

The applicant has never received a grant, including through membership in a group application submitted in accordance with 34 CFR 75.127–75.129, under the program from which it seeks funds.

Competitive Preference Priority 3: Supporting Students from Low-income Families

(1, 2, or 3 points)

In its application, an applicant must demonstrate, based on SAIPE data, one of the following:

- (a) At least 30 percent of the students enrolled in each of the LEAs to be served by the proposed project are from families with an income below the poverty line. (1 point)
- (b) At least 40 percent of the students enrolled in each of the LEAs to be served by the proposed project are from families with an income below the poverty line. (2 points)
- (c) At least 50 percent of the students enrolled in each of the LEAs to be served by the proposed project are from families with an income below the poverty line. (3 points)

Competitive Preference Priority 4: Promoting Equity in Student Access to Educational Resources and Opportunities (0 to 3 points)

In its application, the applicant must propose a project designed to promote educational equity and adequacy in resources and opportunity for underserved students--

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

- (1) Early learning programs.
- (2) Career and technical education programs.
- (3) Out-of-school-time settings.
- (4) Alternative schools and programs.
- (5) Juvenile justice system or correctional facilities.
- (6) Adult learning.

Competitive Preference Priority 4: Promoting Equity in Student Access to Educational Resources and Opportunities (0 to 3 points) Continued

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

(1) Expanding access to high-quality early learning, including in school-based and community-based settings, by removing barriers through implementation of programs that are inclusive with regard to race, ethnicity, culture, language, and disability status.

(2) Establishing, expanding, or improving learning environments, for multilingual learners, and increasing public awareness about the benefits of fluency in more than one language and how the coordination of language development in the school and the home improves student outcomes for multilingual learners.

(3) Improving the quality of educational programs in juvenile justice facilities (such as detention facilities and secure and non-secure placements) or adult correctional facilities.

Competitive Preference Priority 4: Promoting Equity in Student Access to Educational Resources and Opportunities (0 to 3 points) Continued

For the purpose of this priority, underserved student means a student (which may include children in early learning environments, students in K–12 programs, students in postsecondary education or career and technical education, and adult learners, as appropriate) in one or more of the following subgroups:

- (a) A student who is living in poverty or is served by schools with high concentrations of students living in poverty.
- (b) A student of color.
- (c) A student who is a member of a federally recognized Indian Tribe.
- (d) An English learner.
- (e) A child or student with a disability.
- (f) A disconnected youth.
- (g) A technologically unconnected youth.
- (h) A migrant student.
- (i) A student experiencing homelessness or housing insecurity.
- (j) A lesbian, gay, bisexual, transgender, queer or questioning, or intersex (LGBTQI+) student.
- (k) A student who is in foster care.
- (l) A student without documentation of immigration status.
- (m) A pregnant, parenting, or caregiving student.
- (n) A student impacted by the justice system, including a formerly incarcerated student.
- (o) A student performing significantly below grade level.
- (p) A military- or veteran- connected student.

Q&A

Please submit questions via the chat feature

Selection Criteria

The selection criteria for this program are from 34 CFR 75.210. The maximum score for all selection criteria is **100 points**. Non-Federal peer reviewers will review each application. They will be asked to evaluate and score each program narrative against the following selection criteria:

Significance (up to 10 points)

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

- (1) The significance of the problem or issue to be addressed by the proposed project.
- (2) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.
- (3) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

Quality of Project Design (up to 20 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 represents an exceptional approach for meeting statutory purposes and requirements.
- (4) The extent to which the proposed project demonstrates a rationale.

Logic Models

In the most basic terms, logic models provide a kind of map for a program or initiative, helping clarify a program or policy's destination, the pathways toward the destination, and markers along the way.

Consider:

- Where are you going?
- How will you get there?
- What will tell you that you have arrived?

Logic models provide a simplified picture of the relationships between the program or policy inputs (resources, strategies, activities) and the desired outcomes of the program.

This report is available on the Regional Educational Laboratory website at <http://ies.ed.gov/ncee/edlabs>

Shakman, K., & Rodriguez, S. M. (2015). Logic models for program design, implementation, and evaluation: Workshop toolkit (REL 2015-057). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

Logic Models

Appendix C. Sample logic model for college readiness program

Problem statement: Low-income high school students in selected communities attend college at a lower rate than their middle-class peers, leading to more limited opportunities, higher rates of unemployment, and lower earnings.

| Resources | Strategies and activities | Outputs | Short-term outcomes | Long term outcomes | Impacts |
|--|---|--|---|---|---|
| What resources are or could reasonably be available? | What will the activities, events, and such be? | What are the initial products of these activities? | What changes are expected in the short term? | What changes do you want to occur after the initial outcomes? | What are the anticipated changes over the long haul? |
| <ul style="list-style-type: none"> Partnership with three public high schools. Community mentors. Local university space for parent meetings. Volunteer college admissions directors for application workshop. Student volunteers for childcare at parent meetings. | <ul style="list-style-type: none"> Establish local college mentorship program. Recruit and prepare peer mentors. Develop and deliver student readiness program (workshops). Develop and deliver parent education (workshops). | <ul style="list-style-type: none"> Recruited adequate number of mentors for student cohort. Developed and delivered 12 workshops on college application process, SAT/ACT, FAFSA, and college life. Developed and delivered six workshops for parents. High interest and attendance demonstrated at all workshops for parents and students. | <ul style="list-style-type: none"> Participating students apply to at least one college on time. Parents report increased understanding of the college application process. Students report increased readiness for college. Participating students complete FAFSA forms on time. | <ul style="list-style-type: none"> Participating students are accepted to and attend college, remaining enrolled into the third semester of college. Participating students' GPAs are above 3.0 at college, into the third semester. Increased parental engagement in participating high schools' student education. | <ul style="list-style-type: none"> Low-income students in participating communities attend college at the same rate as middle-class peers. Low-income students in participating communities graduate from college at the same rate as middle-class peers. Participating high schools see increase in parent and student engagement. Participating high schools state test scores increase by x percent. |

Assumptions: College attendance is desired goal for participating communities; high school leaders will remain consistent and support program; parents will show interest and participate in program.

Quality of the Project Services (up to 30 points)

The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers:

- (1) 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) The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services.
- (3) The likely impact of the services to be provided by the proposed project on the intended recipients of those services.
- (4) The extent to which the services to be provided by the proposed project are focused on those with greatest needs.

Quality of the Management Plan (up to 30 points)

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

- (1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
- (2) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.
- (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 Evaluation (up to 10 points)

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

- (1) The extent to which the methods of evaluation are appropriate to the context within which the project operates.
- (2) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.

Selection Criteria Rubric

- A scoring rubric will be provided as a suggested guideline to assist peer reviewers during the application review process. Reviewers are not required to use the scoring rubric; that is, it is an advisory tool that is intended to promote consistency and reliability and to minimize the subjectivity of scoring judgments made during the application review process.
- The IAL competition scoring rubric is provided in the application package to assist applicants and the general public in understanding more fully how applications will be evaluated. See pages 14-16 of the application package

Grant Proposal Alignment

- Just as logic models illustrates alignment between a program's inputs and its desired outcomes, grant proposals should demonstrate alignment across **Selection Criterion – APs – CPPs – Activities – Budget.**
- Clearly articulating alignment across these areas better positions applicants for maximum points during the peer review process

GPRA Performance Measures

The Department has established the following performance measures for the IAL program:

- (1) The percentage of fourth graders participating in the project who demonstrated individual student growth (i.e., an improvement in their achievement) over the past year on State reading or language arts assessments under section 1111(b)(2) of the ESEA;
- (2) The percentage of eighth graders participating in the project who demonstrated individual student growth (i.e., an improvement in their achievement) over the past year on State reading or language arts assessments under section 1111(b)(2) of the ESEA;
- (3) The percentage of schools participating in the project whose book-to-student ratios increase from the previous year; and
- (4) The percentage of participating children who receive at least one free, grade- and language-appropriate book of their own.

Budgets

- IAL is a discretionary grant award with a project period of 60 months.
- Please ensure budgets are for the full 5-year period.

Budgets

- There is a supplement-not-supplant prohibition in Title II of the Elementary and Secondary Education Act (ESEA). This prohibition applies to the IAL program.
- The provision, which is in section 2301 of the ESEA, states that: “Funds made available under this title shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this title.”
- IAL funds cannot be used to support activities that would have otherwise been provided in the absence of the IAL grant award. As a reminder, this provision also affects the type of indirect cost rate that may be applied to a project’s direct costs; it requires that grantees charging indirect costs apply a restricted indirect cost rate.

Budget Information in Application

14. FUNDING PERIOD:

a. Start Date:

b. End Date:


15. ESTIMATED FUNDING:

a. Federal (\$):

b. Match (\$):

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

Budget Information in Application

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

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

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

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

(2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)
 Approving Federal agency: ___ED ___Other (please specify): _____ The Indirect Cost Rate is _____%

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

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

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

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

Budget Narrative

- Personnel
- Fringe
- Travel
- Equipment
- Supplies
- Contractual
- Other
- Restricted Indirect Costs: Because the IAL program is subject to a supplanting prohibition, you must use your organization's restricted indirect cost rate.

Q&A

Please submit questions via the chat feature

Notice of Intent to Apply

- The Department will be able to review grant applications more efficiently if we know the approximate number of applicants that intend to apply.
- We strongly encourage potential applicants to notify us of their intent to submit an application by emailing InnovativeApproachestoLiteracy@ed.gov with the 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, solid blue downward-pointing arrow connects the first step to the second step.

Register with Grants.gov

A large, solid blue downward-pointing arrow connects the second step to the third step.

Application Deadline: May 15, 2023
Confirm submission and track application in Grants.gov

Application Package

- 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

It is recommended that your electronic application be organized in the following manner and include the following parts in order to expedite the review process. Instructions for all parts and forms of the application are found either in the application package or individually for each form on Grants.gov.

Review your electronic application to ensure you have completed the following forms and sections:

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)

Application Package

Electronic Application Submission Checklist

Part 3: ED Abstract Form

☐ Project Abstract

Part 4: Project Narrative Attachment Form

☐ Application Narrative

Part 5: Budget Narrative Attachment Form

☐ Budget Narrative

Application Package

Electronic Application Submission Checklist

Part 6: Other Attachments Form

- ☐ Individual Resumes for Project Directors & Key Personnel
- ☐ Certification of LEA Eligibility
- ☐ Certification of Non-Profit Status (if applicable)

Part 7: Assurances and Certifications

- ☐ Grants.gov Lobbying Form
- ☐ General Education Provisions Act (GEPA) Requirements – Section 427 (ED GEPA 427 form)

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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.

Unique Entity Identifier (UEI)

The Federal Government has transitioned from the use of the DUNS Number to the Unique Entity Identifier (UEI) as the primary means of entity identification for Federal awards government-wide. UEIs are required in accordance with 2 CFR Part 25, and the transition from DUNS to UEI has resulted in the UEI being issued by the Federal Government in SAM.gov.

This means entities no longer rely on a third- party to obtain an identifier (i.e., a DUNS issued by Dun and Bradstreet). This change streamlines the entity identification and validation process, making it easier and less burdensome for entities to do business with the Federal Government. Information addressing the reasons for this transition is available at [The New Unique Entity Identifier is Here](#) and at [Why has SAM.gov changed from the DUNS Number to the Unique Entity ID?](#).

Unique Entity Identifier (UEI)

Here is what you need to know about this recent transition:

- a. If your organization is currently registered in SAM.gov with either an active or inactive registration, you have already been assigned a UEI. Your UEI is viewable on your entity's registration record in SAM.gov. To learn how to view your UEI, see this guide: [How can I view my Unique Entity ID?](#).
- b. On April 4, 2022, the Integrated Award Environment (IAE) systems (i.e., SAM.gov, FPDS, eSRS, FSRS, FAPIIS, and CPARS) complied with the Federal Government's requirement to end use of the DUNS Number for Federal award management.¹ The U.S. Department of Education's Grants Management System (G5) implemented this transition on April 4, 2022.
- c. If you have an inactive registration or need to update your registration, you must ensure that your renewal or updates occur on time and as required, but this does not affect whether you have been assigned a UEI. If you have a registration, you already have a UEI. If your registration has expired, you have been assigned a UEI, but you will need to renew your registration. You can access instructions addressing how to renew your entity registration at: [How to Renew or Update an Entity](#).
- d. If you are not registered in SAM.gov, create a new registration by clicking 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 full "Register Entity" registration option and NOT the abbreviated "Get a Unique Entity ID" option. The "Get a Unique Entity ID" option, which is not a full registration, is only available to entities that are not grantees (i.e., direct recipients of a U.S. Department of Education grant) and to entities that do not wish to apply for a Federal grant. 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.
- e. Once assigned, the UEI number will never expire; however, entity registrations do expire annually and require annual renewal. Please ensure that your organization renews its registration prior to the expiration date. The expiration date is listed in your entity record in SAM.gov.

Unique Entity Identifier (UEI)

Where to get help

The Federal Service Desk, available at FSD.gov, is the help desk that has been established for all IAE systems. FSD.gov includes resources that address the recent UEI transition, and these resources are available at: [Help for the Transition from DUNS to Unique Entity Identifier \(UEI\)](#).

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. Please note that you must follow the Application Procedures as described in the Federal Register notice announcing the grant competition.
- We will reject your application if you submit it in paper format unless, as described in the Federal Register notice for this competition, you qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions.

Grants.gov

- A Grants.gov applicant must apply online using Workspace, a shared environment where members of a grant team may simultaneously access and edit different web forms within an application. An applicant can create an individual Workspace for each application notice and establish for that application a collaborative application package that allows more than one person in the applicant's organization to work concurrently on an application.
- For access to further instructions on how to apply using Grants.gov, refer to: www.grants.gov/web/grants/applicants/apply-for-grants.html.
- You may access the electronic grant applications at www.Grants.gov. You must search for the downloadable application package for this competition by the CFDA number. Do not include the CFDA number's alpha suffix in your search (e.g., search for 84.215 not 84.215G).

Grants.gov

Applications Submitted Electronically

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

Grants.gov

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

Grants.gov

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

Grants.gov

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

[Note: Your organization will need to update its SAM registration annually.]

Grants.gov

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

Grants.gov

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

Grants.gov

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

Helpful Hints When Working with Grants.gov

- Please note, once you download an application from Grants.gov, you will be working offline and saving data on your computer. Please be sure to note where you are saving the Grants.gov file on your computer. You will need to logon to Grants.gov to upload and submit the application. **You must provide the UEI number on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov.**
- Please go to <http://www.grants.gov/web/grants/support.html> for help with Grants.gov. For additional tips related to submitting grant applications, please refer to the Grants.gov Applicant FAQs found at this Grants.gov link:
<http://www.grants.gov/web/grants/applicants/applicant-faqs.html>

Grants.gov

Dial-Up Internet Connections

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

Grants.gov

Attaching Files –Additional Tips

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

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

Notification of Application Status

- After funding determinations have been made, applicants will receive notification of application status (successful, unsuccessful) accompanied by application scores and peer reviewer comments.

Timeline

- Notice Inviting Application (NIA) was published in Federal Register on March 14, 2023.
- Application submission due date is May 15, 2023, at 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 IAL website – <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/well-rounded-education-programs/innovative-approaches-to-literacy/>

Final Questions and Answers



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Thank You!