U.S. Department of Education
Office of Elementary and Secondary Education
Office of Well-Rounded Education
Washington, D.C. 20202-6200

Fiscal Year 2024

Application for New Grants Under the COMPREHENSIVE LITERACY STATE DEVELOPMENT GRANT PROGRAM

CFDA 84.371C

Dated Material - Open Immediately

Closing Date: June 24, 2024

Paperwork Burden Statement

According to the Paperwork reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is: 1894-0006. Public reporting burden for this collection of information is estimated to average 16 hours per response, including the time for reviewing instructions, searching existing data resources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or maintain benefits. If you have comments or concerns regarding the status of your individual submission of this application, please send a message to the Comprehensive Literacy State Development Program (CLSD) mailbox at CLSD@ed.gov.

If you have comments or concerns regarding the status of your individual submission of this application, please contact:

Michael Berry, Team Lead
Comprehensive Literacy Grant Program
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-6200
[Note: Please do not return the completed application to this address.]

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United States Department of Education
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF WELL-ROUNDED EDUCATION

April 24, 2024

Dear Colleague:

Thank you for your interest in the Comprehensive Literacy State Development Grant Program (CLSD), administered by the Office of Elementary and Secondary Education of the U.S. Department of Education (Department). This document includes information for applicants seeking funding for new grant projects in Fiscal Year 2024 under the CLSD program, authorized under Title II, Part B of the Elementary and Secondary Education Act of 1965, as amended (ESEA). The purpose of the CLSD program is to advance literacy skills through the use of evidence-based practices, activities, and interventions, including pre-literacy skills, reading, and writing, for children from birth through grade 12, with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities. For FY 2024, the Department expects to award approximately $185 million for new grants under this grant competition. We will award discretionary grants on a competitive basis for a project period of up to 60 months. Grants are expected to be awarded in September 2024.

Please take the time to review the applicable priorities, application requirements, selection criteria, and all the application instructions. An application will not be evaluated for funding if the applicant does not comply with all the procedural rules that govern the submission of the application or the application does not contain the information required under the program (34 CFR§75.216 (b) and (c)).

If you are new to or would like a refresher on applying to a grant at the Department, review our Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the *Federal Register* on December 7, 2022 (87. FR 75045). To apply for this competition, use the government-wide website, http://www.grants.gov. We encourage you to familiarize yourself with Grants.gov and register or identify the individual who has access to your entity's registration within your entity. Lastly, we recommend that you submit your application early. To submit successfully, you must provide the **Unique Entity Identifier (UEI)** number on your application that was used when you, or someone in your entity, 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 **System for Award Management** (SAM) (www.sam.gov). If you do not enter the same UEI number on your application as the UEI you registered with, Grants.gov will reject your application. Please see related instructions within this application package.

Please visit our program website at CLSD webpage for further information. The program website includes helpful information, frequently asked questions, dates of future webinars or workshops,

and clarifications. If you have any technical questions about the program after reviewing the application package, please contact Michael Berry via e-mail at michael.berry@ed.gov with the subject line "2024 CLSD Competition."

Sincerely,

Michelle Georgia
Group Leader
Academic Improvement Group
Office of Well-Rounded Education
Office of Elementary and Secondary Education

Jennifer Todd
Program Director
Office of Well-Rounded Education
Office of Elementary and Secondary Education

I. Program Background Information

Program Overview

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

Application Requirements and Priorities

There are application requirements for this FY 2024 grant competition and any subsequent year in which awards are made from the list of unfunded applications from this competition. This grant competition includes four competitive preference priorities (CPPs) and one invitational priority. The Department does not give an application that meets the invitational priority any preference over other applications.

The application requirements and CPPs are described in the application notice, which can be accessed via the **Notice Inviting Applications** (NIA) for this competition in the *Federal Register* published on April 23, 2024 (89 FR 30338).

Frequently Asked Questions

Current information on this program can be found at the CLSD webpage. The CLSD program does not currently have a list of frequently asked questions for this grant competition. However, potential applicants may contact the CLSD Program team by emailing CLSD@ed.gov.

Applicant Guide

This CLSD applicant guide is available for applicants to use as a reference. Additional instructions can be found in Parts II and III of this application.

Applications are entered into the Grants.gov system; applications submitted via email will not be accepted. For more information, please read the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the *Federal Register* on December 7, 2022 (87 FR 75045), and available at 2022-26554.pdf (govinfo.gov).

Notice of Intent to Apply

Deadline for Notice of Intent to Apply: May 13, 2024.

The Department will be able to review grant applications more efficiently if we know the approximate number of applicants that intend to apply. Therefore, we strongly encourage each potential applicant to notify us of their intent to submit an application. To do so, please email the program contact at michael.berry@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.

Abstract and Project Narrative

A completed application will include an abstract and project narrative. The abstract should not exceed one double-spaced page and contains a description of the goals and objectives, and major activities and identifies the CPP(s) that will be addressed in the application (See Part 3 of this application package).

The project narrative is the section of the application that directly responds to the selection criteria. The project narrative should follow the order of the selection criteria. Applicants should describe, in detail, activities planned for each of the funding periods of the grant. The program office suggests that applicants limit the program narrative to 50 pages. Narrative attachments must be submitted as files in a read-only, flattened Portable Document Format (PDF) or as a Microsoft Word document. If applicants upload a different file type or submit a password-protected file, we will not review that material.

A panel of non-federal peer reviewers will evaluate each proposal. Reviewers will be asked to review applicant responses to each criterion and score each of their assigned proposals. Not responding to a specific criterion could negatively impact the score.

CLSD Program Authority
Title II, Part B of the ESEA (20 U.S.C 6642)

The NIA for this grant competition provides the CPPs, selection criteria, application requirements, program requirements, eligibility information and definitions.

Competitive Preference Priorities

The CPPs are optional. Applicants must identify the CPPs in the abstract and describe how the CPPs will be addressed in the narrative sections of the application, respectively, to earn up to the maximum number of points associated with each CPP. Peer reviewers will not award the relative maximum points to an application that fails to clearly identify and address the CPP(s) in the abstract and project narrative sections of the application.

This CLSD grant competition has four CPPs. An application may receive a maximum total of up to 10 additional CPP points. The points assigned to each CPP are indicated in parentheses. Non-Federal peer reviewers will evaluate and score each response to the CPP(s). While the information below is provided for convenience, applicants should be sure to review the full NIA for this competition that was published in the *Federal Register* on April 23, 2024 (89 FR 30338).

Competitive Preference Priority 1-- Coordination with Institutions of Higher Education. (0, 2, or 4 points)
Under this priority, an applicant must demonstrate how it will use the State-level reservation under section 2222(f)(2) of the ESEA to carry out one or more of the following activities:
(a) Coordinate with IHEs in the State to provide recommendations to strengthen and enhance pre-service courses for students preparing to teach children from birth through grade 12 in explicit, systematic, and intensive instruction in evidence-based literacy methods. (2 points)

(b) Review and update, in collaboration with teachers and IHEs, State licensure or certification standards in the area of literacy instruction in early education through grade 12. (2 points)

Competitive Preference Priority 2--Addressing the Impact of COVID–19 on Students, Educators, and Faculty. (0 to 2 points)

Projects that are designed to address the impacts of the COVID–19 pandemic, including impacts that extend beyond the duration of the pandemic itself, on the students most impacted by the pandemic, with a focus on underserved students and the educators who serve them, through using evidence-based instructional approaches and supports, such as professional development, coaching, ongoing support for educators, high-quality tutoring, expanded access to rigorous coursework and content across K–12, and expanded learning time to accelerate learning for students in ways that ensure all students have the opportunity to successfully meet challenging academic content standards without contributing to tracking or remedial courses.

Competitive Preference Priority 3--Promoting Equity in Student Access to Educational Resources and Opportunities. (0 to 2 points)

Projects that are designed to promote educational equity and adequacy in resources and opportunity for underserved students--
(1) In one or more of the following educational settings:
(i) Early learning programs.
(ii) Elementary school.
(iii) Middle school.
(iv) High school.
(v) Out-of-school-time settings.
(vi) Alternative schools and programs.
(vii) Juvenile justice system or correctional facilities.
(viii) Adult learning. [1]
(2) That examines the sources of inequity and inadequacy and implement responses, and that may include one or more of the following:
(i) 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.
(ii) 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.

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[1] CLSD grantees must subgrant 95 percent of their funds to serve the following age/grade bands: 15 percent for birth through kindergarten entry; 40 percent for kindergarten through grade 5; and 40 percent for grades 6 through 12. CLSD funds may be used for adult learning in settings where the adult learners are earning their high school diplomas.

Competitive Preference Priority 4--Supporting a Diverse Educator Workforce and Professional Growth To Strengthen Student Learning. (0 to 2 points)

Projects that are designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through supporting effective instruction and building educator capacity by providing high-quality job-embedded professional development opportunities focused on supporting students and their families at key transitional stages in their education as they enter into one or more of the following:
(a) Early learning programs.
(b) Elementary school.
(c) Middle school.
(d) High school.

Invitational Priority -- Supporting Effective Transition Practices, Continuity of Services and Supports, and Aligned Instruction for Students from Preschool and Other Early Childhood Settings into Kindergarten and from Kindergarten into the Early Grades and from Elementary into Secondary School.

Note: Under 34 CFR 75.105(c)(1) we do not give an application that meets this invitational priority a competitive or absolute preference over other applications.

Projects that--
(a) Include developmentally appropriate practices that support cross-sector collaboration and family engagement across early learning and early elementary grades to support continuity of relationships and services from preschool through grade three, including practices that promote strong foundational literacy skills that undergird early literacy and early math success; and
(b) Increase and improve educational opportunities for students and promote academic recovery through aligning the instruction between preschool and grade three and supporting educators and school leaders; and
(c) Increase and improve educational opportunities and outcomes for secondary school students who are reading significantly below grade level and promote their increased literacy through developmentally appropriate practices, including practices that support accelerated growth in literacy skills.

Application Requirements

Applicants must submit an application that meets the application requirements from section 2222 of the ESEA (20 U.S.C. 6642). The application requirements listed below are fully addressed in the NIA and are also addressed in Part 4 and Part 7 of this application package (See also Appendix A for the Application Assurances):

(a) State Needs Assessment
(b) State Comprehensive Literacy Plan
(c) State Implementation Plan
(d) State Agency Early Childhood Program Collaboration

(e) Assurances
(f) State Funding Allocations
(g) Serving Low-Income and High-Need Students
(h) Geographic Diversity

Program Requirements

The program requirements are from sections 2222–2225 and 2301 of the ESEA and can be found in the NIA. There are a significant number of program requirements, so we recommend that you review the NIA carefully to ensure that your proposed project will address the program requirements. Applicants that receive awards under CLSD must assure that funds will be used in accordance with the program requirements as listed in Part 7 of this application package. (See Appendix A)

Selection Criteria

The selection criteria for this competition are from 34 CFR 75.210. The maximum possible score for addressing all selection criteria is 100 points. The maximum possible score for addressing each selection criterion (indicated in parentheses below) is detailed in the NIA for this grant competition. Each criterion also includes the factors that reviewers will consider in determining the extent to which an applicant meets the criterion. The selection criteria and factors for each criterion can be found in the NIA for this grant competition and Part 4 of this application package. The selection criteria and respective total points are as follows:

(a) Need for Project (0 to 5points)
(b) Quality of Project Design (0 to30 points)
(c) Quality of the Management Plan (0 to 40 points)
(d) Quality of the Project Services (0 to 15 points)
(e) Quality of the Project Evaluation (0 to10 points)

Eligibility Information

1. **Eligible Applicants**
    The eligible entities for the CLSD grant competition are the State educational agencies of the 50 States, the District of Columbia, and Puerto Rico.

2. **Cost Sharing or Matching**
    This competition does not require cost sharing or matching.

3. **Supplement-Not-Supplant**
    This competition involves supplement-not-supplant funding requirements. Section 2301 of the ESEA provides that funds made available under this program must be used to supplement, and not supplant, non-Federal funds that would otherwise be used for CLSD program activities by grantees and subgrantees.

4. **Indirect Cost Rate Information**
    This program uses a restricted indirect cost rate. For more information regarding indirect costs, or to obtain a negotiated indirect cost rate, please go to

https://www2.ed.gov/about/offices/list/ocfo/intro.html and Part 2 and Part 5 of this application package.

5. **Administrative Cost Limitation**

   The CLSD program does not include any program-specific limitation on administrative expenses. All administrative expenses must be reasonable and necessary and conform to the Cost Principles described in Subpart E of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Definitions

Definitions can be found in the NIA for this grant competition in Section I. Funding Opportunity Description. These definitions apply to the FY 2024 grant competition and any subsequent year in which we make awards from the list of unfunded applications from this competition.

Pre-Application Webinar for Prospective Applicants

A pre-application webinar for prospective applicants will be held. The content of the webinar will be recorded and posted on the CLSD webpage so applicants will be able to access the webinar, if interested. When possible, information from and recordings of the session will be posted on the program website. The date and time for the webinar is:

Wednesday, May 8, 2024, at 1:00 p.m. – 3:00 p.m. Eastern

Information about the webinar and how to join will be also be posted on the CLSD program website.

II. Application Submission Procedures

The deadline for submission of CLSD grant program applications through Grants.gov is 11:59:59 PM EST on Monday, June 24, 2024.

Application Transmittal Instructions

You must submit your application through Grants.gov and follow the Common Instructions referenced earlier and which contains requirements and information on how to submit an application. Find additional training resources on navigating Grants.gov, including video tutorials, here.

Browser Support

The latest versions of Microsoft Edge, Mozilla Firefox, Google Chrome, and Apple Safari are supported for use with Grants.gov. However, these web browsers undergo frequent changes and updates, so we recommend you have the latest version when using Grants.gov. Legacy versions of these web browsers may be functional, but you may experience issues. Grants.gov no longer provides support for Microsoft Internet Explorer 9 or below. For additional information or updates, please see the Grants.gov browser information in the Applicant FAQs.

ATTENTION – Workspace, Adobe Forms and PDF Files

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

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

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

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

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

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

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

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

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

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

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

Helpful Reminders

1) **REGISTER EARLY** – Grants.gov registration involves many steps including registration on SAM (www.sam.gov), which usually takes approximately 7 to 10 business days, but can take longer, depending on 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.]

To register in SAM.gov, click on the "Get Started" link under the "Register Your Entity…" heading in SAM.gov. Grantees, and other entities wanting to do business with the U.S. Department of Education (e.g., entities applying for a grant), that are not already registered in

SAM.gov must complete the "Register Entity" registration option and NOT the "Get a Unique Entity ID" option. The "Get a Unique Entity ID" option, which is not a full registration, is only available to entities for reporting purposes. Failing to complete the "Register Entity" option may result in loss of funding, loss of applicant eligibility, and/or delays in receiving a grant award. Information about SAM is available at www.SAM.gov. To further assist you with registering in SAM or updating your existing SAM registration, see the Quick Start Guide for Grant Registrations and the Entity Registration Video at https://sam.gov/content/entity-registration.

2) **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.

You must provide the UEI on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov. This UEI is assigned to your organization in SAM at the time your organization registers in SAM. If you do not enter the UEI assigned by SAM on your application, Grants.gov will reject your application.

3) **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 receives your application from Grants.gov, an Agency Tracking Number (PR/award number) will be assigned to your application and available for viewing on Grants.gov's Track My Application link.

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 considered.

If your application has a status of "Received," then it is still awaiting validation by Grants.gov. Once validation is complete, the status will either change to "Validated" or "Rejected with Errors." If the status is "Rejected with Errors," then your application has not been received successfully. Some of the reasons Grants.gov may reject an application can be found on the Grants.gov site: http://www.grants.gov/web/grants/applicants/encountering-error-messages.html.

For more detailed information on troubleshooting Adobe errors, you can review the

Adobe Reader Software Tip Sheet at:
http://www.grants.gov/web/grants/applicants/adobe-software-   compatibility.html.

If you discover that your application has been rejected, please see the instructions below.

Note: You will receive a series of confirmations both online and via e-mail about the status of your application. Please do not rely solely on e-mail to confirm whether your application has been received timely and validated successfully.

Submission Problems – What should you do?
If you have problems submitting to Grants.gov before the closing date, please contact Grants.gov Customer Support at 1-800-518-4726 or email at: mailto:support@grants.gov or access the Grants.gov Self-Service Knowledge Base web portal at: https://grants-portal.psc.gov/Welcome.aspx?pt=Grants.

Helpful Hints When Working with Grants.gov
Please go to http://www.grants.gov/web/grants/support.html for help with Grants.gov, or access the Grants.gov user guide at:
https://www.grants.gov/help/html/help/index.htm#t=GetStarted%2FGetStarted.htm.

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.

Slow Internet Connections
When using a slow internet connection, such as a dial-up connection, to upload and submit your application, it can take significantly longer than when you are connected to the Internet with a high-speed connection, e.g., cable modem/DSL/T1. While times will vary depending upon the size of your application, it can take a few minutes to a few hours to complete your grant submission using a dial up connection. Failure to fully upload an application by the deadline date and time will result in your application being marked late in the G5 system. **If you do not have access to a high-speed internet connection, you may want to consider following the instructions in the *Federal Register* notice to obtain an exception to the electronic submission requirement no later than 14 calendar days before the application deadline date** (see the *Federal Register* notice for detailed instructions and the 2022 Common Instructions).

Attaching Files – Additional Tips
Please note the following tips related to attaching files to your application, especially the requirement that applicants **only include read-only, flattened .PDF files** or Microsoft Word documents in their application:

- Ensure that you attach *__PDF files only__* or Microsoft Word files for any attachments to your application, and any PDFs must be in a **read-only, flattened format** (meaning any fillable documents must be saved and submitted as non-fillable PDF files). PDF files and Microsoft Word files are the only Department-approved file type accepted as

detailed in the common instructions. Applicants must submit individual .PDF files only when attaching files to their applications. 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 file types other than .PDF files or Microsoft Word 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.
- When attaching files, applicants should follow the guidelines established by Grants.gov on the size and content of file names. Uploaded file names must be fewer than 50 characters, and, in general, applicants should not use any special characters. However, Grants.gov does allow for the following UTF-8 characters when naming your attachments: A-Z, a-z, 0-9, underscore, hyphen, space, period, parenthesis, curly braces, square brackets, ampersand, tilde, exclamation point, comma, semi colon, apostrophe, at sign, number sign, dollar sign, percent sign, plus sign, and equal sign. Applications submitted that do not comply with the Grants.gov guidelines will be rejected at Grants.gov and not forwarded to the Department.
- Applicants should limit the size of their file attachments. Documents submitted that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files. For reference, the average discretionary grant application package with all attachments is less than 5 MB. Therefore, you may want to check the total size of your package before submission.

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.

III. Application Instructions

Electronic Application Submission Checklist
In order to expedite review of your application, it is recommended that your electronic application be organized in the following manner and include the following parts. 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.

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

Required Forms

Part 1: Standard Documents
❑ Application for Federal Assistance (Form SF 424) – ***Note: You must complete SF 424 before completing the Supplemental Information (immediately below)***
❑ 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
❑ Application Narrative

Part 5: Budget Narrative Attachment Form
❑ Budget Narrative

Part 6: Other Attachments Forms
❑ Individual Resumes for Project Directors & Key Personnel
❑ Copy of Indirect Cost Rate Agreement
❑ References/Bibliography/Citations
❑ Project Objectives and Performance Measures Information Form
❑ Evidence Form

Part 7: Assurances and Certifications

❑ Disclosure of Lobbying Activities (Standard Form LLL) (Optional)
❑ Grants.Gov Lobbying Form – "Certification Regarding Lobbying" (ED 80-013 Form)
❑ General Education Provisions Act (GEPA) Requirements – Section 427 (ED GEPA427 form)

Part 8: Intergovernmental Review (Executive Order 12372)
❑ State Single Point of Contact (SPOC) List

Part 1: Standard Documents

❑ **Application for Federal Assistance (Form SF 424)**

❑ **ED Supplemental Information for SF 424**

These forms require basic identifying information about the applicant and the application. Please provide all requested applicant information (including name, address, e-mail address Unique Entity Identifier (UEI) and a Taxpayer Identification Number (TIN).

When applying electronically via Grants.gov, you will need to ensure that the UEI number you enter on your application is the same as the UEI number your organization used when it registered with SAM.gov.

NOTE: Please do not attach any narratives, supporting files, or application components to the Standard Form (SF 424). Although this form accepts attachments, the Department will only review materials/files attached in accordance with the instructions provided within this application.

INSTRUCTIONS FOR THE SF-424
The instructions for the SF-424 can be downloaded as a PDF **at this link.**

The SF-424 form itself can be downloaded as a fillable PDF form **at this link**.

The SF-424 is a standard form required for use as a cover sheet for submission of pre-applications and applications and related information under discretionary programs. Some of the items are required and some are optional at the discretion of the applicant or the federal agency (agency). Required fields on the form are identified with an asterisk (*) and are also specified as "Required" in the instructions below. In addition to these instructions, applicants must consult agency instructions to determine other specific requirements.

U.S. Department of Education Note: the funding opportunity number (FON) discussed in Block 12 of the SF-424 instructions will be pre-populated if applicant is using Grants.gov to complete the form. Otherwise, the FON can be found on the cover page of this application document.

Instructions for U.S. Department of Education Supplemental Information for the SF-424

The instructions for the supplemental SF-424 can be downloaded as a PDF **at this link**.

The supplemental SF-424 form itself can be downloaded as a fillable PDF form **at this link**.

Part 2: Budget Information

❑ **ED Budget Information Non-Construction Programs (ED Form 524)**

This part of your application contains information about the Federal funding you are requesting. Remember that you must provide all requested budget information for each year of the project and the total column in order to be considered for Federal funding.

Information regarding subgrantee use of funds can be found under the Program Requirements section in the NIA: Requirements that Apply to Subgrants to Eligible Entities in Support of Birth through Kindergarten Entry Literacy; and Requirements that Apply to Subgrants to Eligible Entities in Support of Kindergarten through Grade 12 Literacy.

Find ED Budget Information Non-Construction Programs (ED Form 524) and instructions to complete it here (instructions at the end of the document).

- **ED Form 524 - Section A Non-Construction Programs**: On this section of the form, please enter figures showing how much your organization plans to spend on each line item. See below tips for completing each line item in ED Form 524-Section A Non-Construction Programs.

  Name of Institution/Organization: Enter the name of the applicant in the space provided.

  Personnel (line 1): Enter project personnel salaries and wages only. Include fees and expenses for consultants on line 6.

  Fringe Benefits (line 2): The institution's normal fringe benefits contribution may be charged to the program. Leave this line blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost.

  Travel (line 3): Indicate the travel costs of employees and participants only. Include travel of persons such as consultants on line 6.

  Equipment (line 4): Indicate the cost of tangible, non-expendable personal property that has a usefulness greater than one year and acquisition costs that are the lesser of the capitalization level established by the applicant entity for financial statement purposes or $5,000 per article. Lower limits may be established to maintain consistency with the applicant's policy.

  Supplies (line 5): Show all tangible, expendable personal property. Direct supplies and materials differ from equipment in that they are consumable, expendable, and of a relatively low unit cost. *Supplies purchased with grant funds should directly benefit the grant project and be necessary for achieving the goals of the project.*

  Contractual (line 6): The contractual category should include all costs specifically incurred

with actions that the applicant takes in conjunction with an established internal procurement system. Include consultant fees, expenses, and travel costs in this category if the consultant's services are obtained through a written binding agreement or contract. **[Note: Subgrants are listed on "Other" (line 8).]**

Construction (line 7): Construction is not allowed.

Other (line 8): Indicate all direct costs not covered on lines 1-6, ***including subgrant awards***. For example, include costs such as space rental, required fees, honoraria, training, and communication and printing costs. *Do not include costs that are included in the indirect cost rate.*

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

Indirect Costs (line 10): Indicate the applicant's approved indirect cost rate, per 34 C.F.R. §§ 75.560 – 75.564. If an applicant does not have an approved indirect cost rate agreement with a cognizant Federal agency, the applicant may use the 10% de minimis rate or a temporary rate while the applicant pursues a negotiated indirect cost rate. For more information, go to the Department's website at: https://www2.ed.gov/about/offices/list/ocfo/fipao/abouticg.html

Training Stipends (line 11): *This line item is not applicable to this program.* [The training stipend line item only pertains to costs associated with long term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).]

Total Cost (line 12): This should equal to sum of lines 9-11 (total direct costs + indirect + stipends). The sum for column one, labeled *Project Year 1* (a), should also be equal to item 15a on the application cover sheet (SF Form 424).

- **Form ED 524 - Section B Non-Federal Funds**: On this section of the form, your organization should show how much in non-federal funds it has allocated for each line item. **[Note: Section B is not required unless your organization proposes to supplement the Federal award by contributing costs above the amount of Federal funds requested in its application.]**

- **Form ED 524 - Section C Budget Narrative:** The budget narrative fulfils the requirement of Form ED 524 -Section C Budget Narrative. Find information below in Part 5 regarding completion of the budget narrative.

Part 3: ED Abstract Form

This section should be attached as a single document to the ED Abstract Form in accordance with the instructions found on Grants.gov and should be organized in the following manner and include the following parts in order to expedite the review process.

❑ **Project Abstract**
The project abstract should not exceed **one** double spaced page and should include a concise description of the following information:
- The goals and expected outcomes of the project;
- The primary activities to be accomplished by the grant recipient;
- If applicable, identify the competitive preference priority(ies) that will be addressed.

Ensure that you only attach the Education approved file types detailed in the Federal Register application notice. Also, do not upload any password-protected files to your application.

Please note that Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission.

When attaching files, applicants should limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application. We recommend your file names be less than 50 characters.

Part 4: Project Narrative Attachment Form

*This section should be attached as a **single** document to the Project Narrative Attachment Form in accordance with the instructions found on Grants.gov and should be organized in the following manner and include the following parts in order to expedite the review process.*

Ensure that you only attach the Education-approved file types detailed in the common instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register on December 7, 2022 (87 FR 75045) and available at 2022-26554.pdf (govinfo.gov). Also, do not upload any password-protected files to your application.

When attaching files, applicants should limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application. We recommend your file names be less than 50 characters.

❑ **Table of Contents**
   The Table of Contents shows where and how the important sections of your proposal are organized and should not exceed **one** double-spaced page.

❑ **Application Project Narrative**
   The application project narrative responds to the selection criteria found in this application package and should follow the order of the selection criteria. Additionally, the application project narrative should address the application requirements and, if applicable, any competitive preference priorities (see the NIA for more information about the requirements and priorities).

We encourage applicants to limit this section of the application to the equivalent of no more than 50 pages and adhere to the following guidelines:

- A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs.
- Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch).
- Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial.

The recommended page limit does not apply to the cover sheet; the budget section, including the narrative budget justification; the assurances and certifications; or the abstract, the resumes, the bibliography, or the letters of support. However, the recommended page limit does apply to all of the application narrative.

Selection Criteria for Project Narrative (up to 100 points)
The selection criteria for this competition are from 34 CFR 75.210**.** The maximum score for all selection criteria is 100 points. The points or weights assigned to each criterion are indicated in parentheses. Non-Federal peer reviewers will review each application assigned to their review panel. They will be asked to evaluate and score each program narrative against the following selection criteria. The maximum possible score for each selection criterion is indicated in parentheses.

Scoring Rubric

A scoring rubric is provided below 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 minimize the subjectivity of scoring judgments made during the application review process. The CLSD grant competition scoring rubric is provided in this application package to assist applicants and the general public in more fully understanding how applications will be evaluated.

a) **Need for the Project (0 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.

Excellent	Very Good	Good	Fair	Poor	Missing
5	4	3	2	1	0

The maximum possible score is 5. Reviewers may use the above suggested guidelines to assist in scoring this criterion.

b) **Quality of the Project Design (0 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:

(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (10 points)

(2) The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives. (10 points)

(3) The extent to which the proposed project is supported by promising evidence (as defined in 34 CFR 77.1(c)). (10 points)

Excellent	Very Good	Good	Fair	Poor	Missing
25-30	19-24	13-18	7-12	1-6	0

The maximum possible score is 30. Reviewers may use the above suggested guidelines to assist in scoring this criterion.

c) Quality of Management Plan (0 to 40 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. (10 points)

(2) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (10 points)

(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. (10 points)

(4) The adequacy of mechanisms for ensuring high-quality products and services from the proposed project. (10 points)

Note: Applicants may consider subrecipient monitoring as an example of a mechanism in addressing this sub-criterion.

Excellent	Very Good	Good	Fair	Poor	Missing
35-40	28-34	19-27	11-20	1-10	0

The maximum possible score is 40. Reviewers may use the above suggested guidelines to assist in scoring this criterion.

d) Quality of Project Services (0 to 15 points).

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

(1) The likely impact of the services to be provided by the proposed project on the intended recipients of those services; (5 points) and

(2) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services. (5 points)

(3) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice. (5 points)

Excellent	Very Good	Good	Fair	Poor	Missing
14-15	11-13	8-10	4-7	1-3	0

The maximum possible score is 15. Reviewers may use the above suggested guidelines to assist in scoring this criterion.

e) Quality of Project Evaluation (0 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:

(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (5 points)

(2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)

Excellent	Very Good	Good	Fair	Poor	Missing
9-10	7-8	5-6	3-4	1-2	0

The maximum possible score is 10. Reviewers may use the above suggested guidelines to assist in scoring this criterion.

Part 5: Budget Narrative

*This section should be attached as a **single** document to the Budget Narrative Attachment Form in accordance with the instructions found on Grants.gov. It should be organized in the following manner and include the following parts in order to expedite the review process.*

Ensure that you only attach the Education approved file types detailed in the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register on December 7, 2022 (87 FR 75045) and available at 2022-26554.pdf (govinfo.gov). Also, do not upload any password-protected files to your application.

When attaching files, applicants should limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application. We recommend your file names be less than 50 characters.

Each application must also provide a Budget Narrative (which serves to meet the requirements of ED Form 524, Section C) for requested Federal funds. The Budget Narrative for requested Federal funds should provide a justification of how the money requested for each budget item will be spent.

This section requires an **itemized budget breakdown** for each project year and the **basis for estimating the costs** of personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs and any other projected expenditures. Be sure to complete an itemized budget breakdown and narrative for each year of the proposed project.

The Budget Narrative provides an opportunity for the applicant to identify the nature and amount of the proposed expenditures. The applicant should provide sufficient detail to enable reviewers and project staff to understand how requested funds will be used, how much will be expended, and the relationship between the requested funds and project activities and outcomes.

In accordance with 34 CFR 75.232, Department of Education staff will perform a cost analysis of each recommended project to ensure that costs relate to the activities and objectives of the project, are reasonable, allowable and allocable. We may delete or reduce costs from the budget during this review.

Important Notes
Applicants are encouraged to review the Electronic Code of Federal Regulations Uniform Guidance, *Cost Principles* in preparing their budget and budget narrative. The Uniform Guidance may be found at the following link:
https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

Suggested Guidelines for the Budget Narrative
To facilitate the review of your Budget Narrative, we encourage each applicant to include the following information for each year of the project:

1. Personnel
- Provide the title and duties of each position to be compensated under this project.
- Provide the salary for each position under this project.
- Provide the amounts of time, such as hours or percentage of time to be expended by each position under this project.
- Explain the importance of each position to the success of the project.
- Provide the basis for cost estimates or computations.

2. Fringe Benefits
- Give the fringe benefit percentages of all personnel included under Personnel.
- Provide the rate and base on which fringe benefits are calculated.

3. Travel
- Explain the purpose of the travel, how it relates to project success, how it aligns with the project goals and objectives and which program participants or staff will participate.
- Submit an estimate for the number of trips, points of origin and destination, and purpose of travel.
- Submit an itemized estimate of transportation and/or subsistence costs for each trip.
- Provide the basis for cost estimates or computations.

4. Equipment
- Indicate the estimated unit cost for each item to be purchased.
- Identify each type of equipment.
- Provide adequate justification of the need for items of equipment to be purchased.
- Explain the purpose of the equipment, and how it relates to project success.
- Provide the basis for cost estimates or computations.

5. Supplies
- Provide an itemized estimate of materials and supplies by nature of expense or general category (e.g., instructional materials, office supplies, etc.).
- Explain the purpose of the supplies and how they relate to project success.
- Provide the basis for cost estimates or computations.

6. Contractual
- Provide the purpose and relation to project success.
- Describe the products to be acquired, and/or the professional services to be provided.
- Provide a brief justification for the use of the contractors.
- Identify the name(s) of the contracting party, including consultants, if available.
- Provide the estimated cost per contractor.
- Provide the amount of time that the project will be working with the contractor(s).
- For professional services contracts, provide the amounts of time to be devoted to the project, including the costs to be charged to this proposed grant award.

- Provide a brief statement that you have followed the procedures for procurement under: 2 CFR 200.317-200.326.
- Provide the basis for cost estimates or computations.

7. Construction
    Not applicable to this program.

8. Other
- List the amount that will be allocated for subgrants. [Note: A minimum of 95% of your total proposed budget must be subgranted over the life of the grant.]
- List and identify items by major type or category (e.g., communications, printing, postage, equipment rental, etc.).
- Provide the cost per item (e.g., printing = $500, postage = $750).
- Provide the purpose for the expenditures and relation to project success.
- Provide the basis for cost estimates or computations.

9. Total Direct Costs
- The amount that is the sum of expenditures, per budget category, of lines 1-8.

10. Indirect Costs
- Identify indirect cost rate (if the applicant will charge indirect costs to the grant)
- Note: remember to provide a copy of the most recent approved indirect cost agreement in the Other Attachments form section of the application (see https://www2.ed.gov/about/offices/list/ocfo/intro.html).

11. Training Stipends
    Not applicable to this program.

12. Total Costs
- Sum of direct costs, indirect costs, and stipends.
- Please provide total costs for each year of the project as well as grand total cost for the entire project.

Part 6: Other Attachment Forms

Attach one or more documents to the Other Attachments Form in accordance with the instructions found on Grants.gov. You may provide all of the required information in a single document, or in multiple documents.

Ensure that you only attach the Education approved file types detailed in the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register on December 7, 2022 (87 FR 75045) and available at 2022-26554.pdf (govinfo.gov). Also, do not upload any password-protected files to your application.

Please note that Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission.

When attaching files, applicants should limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application. We recommend your file names be less than 50 characters.

❑ **Individual Resumes for Project Directors and Key Personnel**: Provide brief resumes or job descriptions that describe personnel qualifications for the responsibilities they will carry out under the project.

❑ **Copy of Indirect Cost Rate Agreement**

❑ **References/Bibliography/Citations**

❑ **Executive Order 12372 Transmittal Letter**, if applicable

❑ **Project Objectives and Performance Measures Information Form**
See form and instructions here.

❑ **Evidence Form**: Provide citations to support the evidence base for the components of your proposed project. [Note: If submitting citations for different levels of evidence, please use a separate form for each level of evidence. Please do not select "Demonstrates a Rationale" as it is not an acceptable level of evidence under the CLSD program.]
See form and instructions here.

Part 7: Assurances and Certifications

Applicants are required to include several forms and statements in their applications indicating that they will comply with Federal laws and regulations. Be certain to complete all required assurances and certifications in Grants.gov and include all required information in the appropriate place on each form. Certain assurances, including those in Standard Form 424B regarding federal grants are made when registering and submitting information into Sam.gov. The assurances and certifications forms included in Grants.gov and required to be submitted are:

❑ **Disclosure of Lobbying Activities (SF-LLL Form), as applicable (Optional)**
See instructions here and below. Form SF-LLL should be submitted if your organization pays an individual or another organization to lobby for you. Instructions on the form define "lobbying." Note: According to the ED 80-0013 cited below, grant funds cannot be used to pay for lobbying activities.

❑ **Grants.Gov Lobbying Form – "Certification Regarding Lobbying" (ED 80-013 Form)**
This form must be signed, dated, and returned with your organization's application. By doing so your organization is certifying that it will not spend Federal grant money for lobbying, and we expect that you and your organization will not violate the certification. Refer to the instructions here.

❑ **General Education Provisions Act (GEPA) Requirements – Section 427**
See explanation and examples here.

❑ **Other Assurances (See Appendix A)**
The application requirements must be addressed in the application narrative. By signing this application and the assurances in Appendix A, you are certifying compliance with the following application and program requirements:

1. **Application Requirements**
Applicants must submit an application that meets the application requirements from section 2222 of the ESEA (20 U.S.C. 6642) and includes the following application assurances which can be found in the NIA:
(a) State Funding Allocations
(b) Serving Low-Income and High-Need Students
(c) Geographic Diversity

2. **Subgrantees**
Under 34 CFR 75.708(b) and (c), a grantee under this grant competition must award subgrants -- to directly carry out project activities described in its application -- to eligible entities. The grantee must award at least 95% of the funds it receives for subgrants to eligible entities it selects through a competition under procedures established by the grantee and consistent with sections 2222–2224 of the ESEA.

3. **Program Requirements**
The program requirements are from sections 2222–2225 and 2301 of the ESEA and can be found in the NIA

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES (Optional)

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.

2. Identify the status of the covered Federal action.

3. Identify the appropriate classification of this report. If this is a follow up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.

4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.

5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.

6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.

7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.

8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."

9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).

11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

INSTRUCTIONS FOR MEETING THE GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427 REQUIREMENTS

The U.S. Department of Education (Department) has updated its standard form, NOTICE TO ALL APPLICANTS: EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES, used by applicants seeking Federal assistance under the Department's grant programs to address the General Education Provisions Act (GEPA) Section 427 (20 U.S.C. 1228a) requirements effective April 3, 2023.

GEPA Section 427 requires that applicants, based on the design of their proposed grant project, the participants, and community the project proposes to serve, and local circumstances, determine the extent to which identified barriers prevent equitable access to or participation in their federal grant projects.

The updated GEPA Section 427 form is electronically integrated into the Grants.gov system, and applicants are generally no longer required to upload a separate PDF document but will electronically complete and submit the form with the application package in Grants.gov.

- Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
- Applicants are not required to have mission statements or policies that align with equity in order to submit an application.
- Applicants may have already included some or all this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form
- Applicants must respond to each question using the associated text box. Each text box allows approximately 4000 characters; therefore, if copying and pasting into the text box from another document be sure to check that everything copied.
- Applicants should use the "check for errors" button before they save the form. Applicants will receive an error message if any response is missing and will not be able to submit the application due to the missing information.
- Applicants that have already undertaken steps to address barriers must still provide an explanation and/or description of the steps already taken in each text box, as appropriate, to satisfy the GEPA Section 427 requirement.
- Applicants that believe no barriers exist must still provide an explanation and/or description to each question to validate that perception, as appropriate, to satisfy the GEPA Section 427 requirement.

Form Training: Applicants may learn more about GEPA Section 427 and the form updates by participating in a 30-minute computer-based training titled, Ensuring Equitable Opportunities Under the GEPA Section 427, at Grants Training and Management Resources Online Grants Training Courses

Part 8: Intergovernmental Review of Federal Programs (Executive Order 12372)

This program falls under the rubric of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR Part 79. One of the objectives of the Executive order is to strengthen federalism--or the distribution of responsibility between localities, States, and the Federal government--by fostering intergovernmental partnerships. This idea includes supporting processes that State or local governments have devised for coordinating and reviewing proposed Federal financial grant applications. The process for doing this requires grant applicants to contact State Single Points of Contact for information on how this works. Multi-state applicants should follow procedures specific to each state.

Further information about the State Single Point of Contact process and a list of names by State can be found at: [Intergovernmental Review (SPOC List) (whitehouse.gov)](whitehouse.gov).

Absent specific State review programs, applicants may submit comments directly to the Department. All recommendations and comments must be mailed or hand-delivered by the date indicated in the actual application notice to the following address: The Secretary, EO 12372--ALN# [commenter must insert number--including suffix letter, if any], U.S. Department of Education, room 7E200. 400 Maryland Avenue, SW., Washington, DC 20202.

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

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

IV. Reporting and Accountability

Successful applicants with multi-year grants must submit an **Annual Performance Report** (APR) as well as an **Ad Hoc APR** demonstrating their progress in meeting approved project objectives. Grantees must also provide the most current financial and performance measure data for each year of the project.

At the end of the project period, applicants will also be required to submit a **Final Performance Report (FPR)**.

Program Performance Measures

For the purposes of Department reporting under 34 CFR 75.110, the Department has established the following Program Performance Measures (PPMs) for the CLSD program. The PPMs can be found in the [NIA](NIA) for this program.

(1) The percentage of participating four-year-old children who achieve significant gains in oral language skills, as determined by a State-approved measure.
(2) The percentage of participating fifth-grade students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA.
(3) The percentage of participating eighth-grade students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA.
(4) The percentage of participating high school students who meet or exceed proficiency on State reading/language arts assessments under section 1111(b)(2)(B)(v)(I) of the ESEA.

The PPMs will be reported in the Ad Hoc APR, as noted above.

For specific requirements on grantee reporting, information will be provided annually by the program office.

V. Legal and Regulatory Information

Notice Inviting Applications *(NIA)*

See the NIA for this competition.

CLSD Program Statute

Sections 2221 – 2225 of the Elementary and Secondary Education Act, as amended (ESEA) can be found here.

Program Regulations

There are no regulations specific to this program.

Appendix A

CLSD Application and Program Assurances

Pursuant to sections 2222-2224 of the Elementary and Secondary Education Act of 1965, as amended (ESEA), an eligible state educational agency (SEA) receiving a grant under the CLSD program must provide the assurances described below.

As the duly authorized representative of the grantee, I certify to the following:

Application Assurances

An SEA must include in its application the following signed application assurances:

An SEA must include in its application the following assurances:
(1) State Funding Allocations.
(a) An SEA must assure that it will subgrant not less than 95 percent of grant funds to eligible entities (as defined in this notice), based on their needs assessment and a competitive application process, for comprehensive literacy instruction programs according to the funding allocations in Program Requirement (a).
(b) An SEA must assure it will use grant funds described in section 2222(f)(1) for comprehensive literacy instruction programs as follows:
(i) Not less than 15 percent of such grant funds must be used for State and local programs and activities pertaining to children from birth through kindergarten entry.
(ii) Not less than 40 percent of such grant funds must be used for State and local programs and activities, allocated equitably among the grades of kindergarten through grade 5.
(iii) Not less than 40 percent of such grant funds must be used for State and local programs and activities, allocated equitably among grades 6 through 12.
(2) Serving Low-Income and High-Need Students.
An SEA must assure that it will give priority in awarding subgrants to eligible entities that--
(i) Serve children from birth through age 5 who are from families with income levels at or below 200 percent of the Federal poverty line (as defined in this notice); or
(ii) Are LEAs serving a high number or percentage of high-need schools.
(3) Geographic Diversity.
An SEA must assure that it will provide subgrants to eligible entities serving a diversity of geographic areas, giving priority to entities serving greater numbers or percentages of children from low-income families.

Program Assurances

An SEA must include in its application the following signed program assurances:

State Funding Allocations.
(1) Grantees must use not less than 95 percent of grant funds to award subgrants to eligible entities, based on their needs assessment and a competitive application process;

(2) Grantees must subgrant funds as follows:

(i) Not less than 15 percent of the funds awarded to subgrantees must be used for State and local programs and activities pertaining to children from birth through kindergarten entry;

(ii) Not less than 40 percent of the funds awarded to subgrantees must be used for State and local programs and activities, allocated equitably among the grades of kindergarten through grade 5; and

(iii) Not less than 40 percent of the funds awarded to subgrantees must be used for State and local programs and activities, allocated equitably among grades 6 through 12.

(b) State-Level Activities.

(1) A grantee may reserve not more than 5 percent of the CLSD funds it receives for activities identified through the needs assessment and comprehensive literacy plan, including, at a minimum, the following activities:

(i) Providing technical assistance, or engaging qualified providers to provide technical assistance, to eligible entities to enable the eligible entities to design and implement literacy programs.

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

(iii) Reviewing and updating, in collaboration with teachers and IHEs, State licensure or certification standards in the area of literacy instruction in early education through grade 12.

(iv) Making publicly available, including on the SEA's website, information on promising instructional practices to improve child literacy achievement.

(v) Administering and monitoring the implementation of subgrants by eligible entities.

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

(i) Developing literacy coach training programs and training literacy coaches.

(ii) Administration and evaluation of CLSD activities.

(3) Collaboration requirement.

A grantee must collaborate with the State agency responsible for administering early childhood education programs, the State agency responsible for administering child care programs, and, if applicable, the State Advisory Council on Early Childhood Education and Care designated or established pursuant to section 642(b(1)(A)(i) of the Head Start Act, in making and implementing subgrants under the early childhood education portion of the CLSD program, described in section 2222(d)(2)(D)(i).

Note: Section 2222(d)(1) of the ESEA specifically references childcare and early childhood programs within a State. Since the CLSD service population encompasses children from birth and includes pre-literacy services, applicants may collaborate with the State agencies administering the Part C program for infants and toddlers under the Individuals with Disabilities Education Act (IDEA) in their program planning, as some children being served under Part C would likely benefit from CLSD services.

(c) Requirements that Apply to Subgrants to Eligible Entities in Support of Birth through Kindergarten Entry Literacy.

(1) Subgrantee application requirements.

(i) How the CLSD funds will be used to enhance the language and literacy development and school readiness of children, from birth through kindergarten entry, in early childhood education programs, which must include an analysis of data that support the proposed use of CLSD funds;

(ii) How the CLSD funds will be used to prepare and provide ongoing assistance to staff in the programs, including through high-quality professional development;

(iii) How the activities assisted with the CLSD funds will be coordinated with comprehensive literacy instruction at the kindergarten through grade 12 levels; and

(iv) How the CLSD funds will be used to evaluate the success of the activities assisted under the subgrant in enhancing the early language and literacy development of children from birth through kindergarten entry.

(2) Priority.

In awarding subgrants to eligible entities in support of birth through kindergarten entry, sections 2222(d)(2)(E) and 2223(c) of the ESEA require that an SEA must provide an assurance that it will--

(i) Give priority to an eligible entity that will use CLSD funds to implement evidence-based activities;

(ii) Give priority to an eligible entity that will use CLSD funds to serve children from birth through age 5 who are from families with income levels at or below 200 percent of the Federal poverty line or is a local educational agency (LEA) serving a high number or percentage of high-need schools.

(3) Duration.

The term of a subgrant must be determined by the grantee and must not exceed five years.

(4) Sufficient size and scope.

Each subgrant must be of sufficient size and scope to allow the eligible entity to carry out high-quality early literacy initiatives for children from birth through kindergarten entry.

(5) Local uses of funds.

An eligible entity that receives a subgrant from the SEA must use the CLSD funds, consistent with the entity's approved application, to—

(i) Carry out high-quality professional development opportunities for early childhood educators, teachers, principals, other school leaders (as defined in this notice), paraprofessionals, specialized instructional support personnel, and instructional leaders;

(ii) Train providers and personnel to develop and administer evidence-based early childhood education literacy initiatives; and

(iii) Coordinate the involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel (as appropriate), and teachers in literacy development of children served under CLSD.

(d) Requirements that Apply to Subgrants to Eligible Entities in Support of Kindergarten through Grade 12 Literacy.

(1) Subgrantee application requirements.

An eligible entity desiring to receive a subgrant from the SEA under the CLSD program must submit an application to the SEA at such time, in such manner, and containing such information as the SEA may require. Such application must include, for each school that the eligible entity identifies as participating in a CLSD program, the following information:

(i) A description of the eligible entity's needs assessment conducted to identify how CLSD funds will be used to inform and improve comprehensive literacy instruction at the school.

(ii) How the school, the LEA, or a provider of high-quality professional development will provide ongoing high-quality professional development to all teachers, principals, other school leaders, specialized instructional support personnel (as appropriate), and other instructional leaders served by the school.

(iii) How the school will identify children in need of literacy interventions or other support services.

(iv) An explanation of how the school will integrate comprehensive literacy instruction into a well-rounded education (as defined in this notice).

(v) A description of how the school will coordinate comprehensive literacy instruction with early childhood education programs and activities and after-school programs and activities in the area served by the LEA.

(2) Priority.

In awarding subgrants to eligible entities, sections 2222(d)(2)(E) and 2223(c) of the ESEA require that an SEA must provide an assurance that it will--

(i) Give priority to an LEA that will use CLSD funds to implement evidence-based activities; and

(ii) Give priority to an LEA serving a high number or percentage of high-need schools.

(3) Duration.

The term of a subgrant must be determined by the grantee and must not exceed five years.

(4) Sufficient size and scope.

Each subgrant must be of sufficient size and scope to allow the eligible entity to carry out high-quality comprehensive literacy instruction in each grade level for which the CLSD funds are provided.

(5) Local uses of funds for kindergarten through grade 5.

An eligible entity that receives a subgrant from the SEA under the CLSD program must use the CLSD funds to carry out the following activities pertaining to children in kindergarten through grade 5:

(i) Developing and implementing a comprehensive literacy instruction plan across content areas for such children that--

(A) Serves the needs of all children, including children with disabilities and English learners, especially children who are reading or writing below grade level;

(B) Provides intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level; and

(C) Supports activities that are provided primarily during the regular school day but that may be augmented by after-school and out-of-school time instruction.

(ii) Providing high-quality professional development opportunities for teachers, literacy coaches, literacy specialists, English as a second language specialists (as appropriate), principals, other school leaders, specialized instructional support personnel, school librarians, paraprofessionals, and other program staff.

(iii) Training principals, specialized instructional support personnel, and other LEA personnel to support, develop, administer, and evaluate high-quality kindergarten through grade 5 literacy initiatives.

(iv) Coordinating the involvement of early childhood education program staff, principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), special educators, school personnel, and specialized instructional support personnel (as appropriate) in the literacy development of children served.

(v) Engaging families and encouraging family literacy experiences and practices to support literacy development.

(6) Local uses of funds for grades 6 through 12.

An eligible entity that receives a subgrant from the SEA under CLSD must use CLSD funds to carry out the following activities pertaining to children in grades 6 through 12:

(i) Developing and implementing a comprehensive literacy instruction plan across content areas for such children that--

(A) Serves the needs of all children, including children with disabilities and English learners, especially children who are reading or writing below grade level;

(B) Provides intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level; and

(C) Supports activities that are provided primarily during the regular school day but that may be augmented by after-school and out-of-school time instruction.

(ii) Training principals, specialized instructional support personnel, school librarians, and other LEA personnel to support, develop, administer, and evaluate high-quality comprehensive literacy instruction initiatives for grades 6 through 12.

(iii) Assessing the quality of adolescent comprehensive literacy instruction as part of a well-rounded education.

(iv) Providing time for teachers to meet to plan evidence-based adolescent comprehensive literacy instruction to be delivered as part of a well-rounded education.

(v) Coordinating the involvement of principals, other instructional leaders, teachers, teacher literacy teams, English as a second language specialists (as appropriate), paraprofessionals, special educators, specialized instructional support personnel (as appropriate), and school personnel in the literacy development of children served.

(7) Additional local allowable uses of funds for kindergarten through grade 12.

An eligible entity that receives a subgrant from an SEA under CLSD may, in addition to carrying out the activities described in paragraphs 5 and 6 of this requirement, use subgrant funds to carry out the following activities pertaining to children in kindergarten through grade 12:

(i) Recruiting, placing, training, and compensating literacy coaches.

(ii) Connecting out-of-school learning opportunities to in-school learning in order to improve children's literacy achievement.

(iii) Training families and caregivers to support the improvement of adolescent literacy.

(iv) Providing for a multi-tier system of supports (as defined in this notice) for literacy services.

(v) Forming a school literacy leadership team to help implement, assess, and identify necessary changes to the literacy initiatives in 1 or more schools to ensure success.

(vi) Providing time for teachers (and other literacy staff, as appropriate, such as school librarians or specialized instructional support personnel) to meet to plan comprehensive literacy instruction.

(e) Supplement not Supplant.

Grantees must use CLSD funds to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under the CLSD program.

(f) Cooperation with National Evaluation.

Grantees must cooperate with a national evaluation of the CLSD program (34 CFR 75.591). The evaluation will include high-quality research that applies rigorous and systematic procedures to obtain valid knowledge relevant to the implementation and effect of the CLSD program. The

evaluation will directly coordinate with individual State evaluations of the CLSD program implementation.

(g) Subgrantees.

Under 34 CFR 75.708(b) and (c), a grantee under this grant competition must award subgrants -- to directly carry out project activities described in its application -- to eligible entities. The grantee must award at least 95% of the funds it receives for subgrants to eligible entities it selects through a competition under procedures established by the grantee and consistent with sections 2222–2224 of the ESEA.

_____   _____

NAME OF AUTHORIZING OFFICIAL   TITLE

_____   _____

SIGNATURE   DATE

_____

APPLICANT/ENTITY NAME