Comprehensive Centers Program
Fiscal Year (FY) 2024
Grant Competition

Pre-Application Webinar for Prospective Applicants

May 23, 2024

Welcome

Danielle Smith

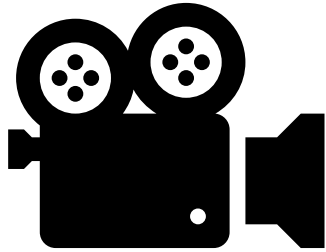Director, Program and Grantee Support Services

Dr. Michelle Daley

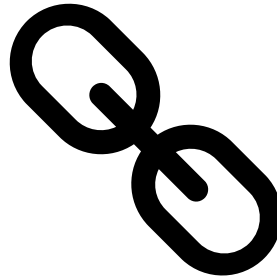Group Leader, Program and Grantee Support Services

Dr. Esley Newton

Competition Manager, Program and Grantee Support Services
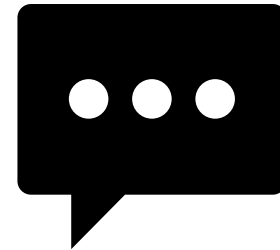
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Webinar Logistics

Today's webinar is recorded and will be available on the [Applicant Information](#) page.

Access competition resources through provided links.

Please submit questions via the chat.

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Agenda

1) Program Overview and Competition Information
2) Notice Inviting Applications
   A. Priorities
   B. Program Requirements
   C. Application and Eligibility Requirements
   D. Definitions
3) Submission Procedures
4) Application Review Process
5) Resources

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Objectives

As a result of this webinar, participants will be able to:

- Identify the application requirements and expectations outlined in the Notice Inviting Applications (NIA) (e.g., priorities, application requirements, due dates, and review process) for the fiscal year (FY) 2024 Comprehensive Centers Program grant competition.

- Understand the process for submitting the grant application, including online submission platforms, submission methods, and required forms.

IMPORTANT – Webinar Disclaimer

- **The [Notice of Inviting Applications](#) (NIA) serves as the official announcement for the FY 2024 Comprehensive Centers Program grant competition published in the Federal Register on May 13, 2024.**

  - This presentation does not contain the full-text of the NIA for this competition.

- Before applying for this grant, interested applicants should thoroughly review the:

  - [NIA](#)

  - [Application Package Instructions](#)

  - [Applicant Information](#)

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Comprehensive Centers Program FY 2024 Grant Competition

Program Overview and Competition Information

Program Authority

The Comprehensive Center Program is authorized in Section 203 of the Educational Technical Assistance Act of 2002 (ETAA) ([20 U.S.C. 9601 et seq](.).

Comprehensive Center Program

The [Comprehensive Centers Program](#) supports the establishment of **Comprehensive Centers** to provide capacity-building services to State educational agencies (SEAs), regional educational agencies (REAs), local educational agencies (LEAs), and schools that:

- **improve educational opportunities and outcomes**,

- **close achievement gaps**, and

- **improve the quality of instruction** for all students, and **particularly for groups of students with the greatest need**, including

  - students from low-income families and

  - students attending schools implementing comprehensive support and improvement or targeted or additional targeted support and improvement activities under section 1111(d) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).

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What are capacity-building services?

Capacity-building services means assistance that strengthens an individual's or organization's ability to engage in continuous improvement and achieve expected outcomes.

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The Comprehensive Center Network

The Comprehensive Center Network (CCNetwork) is comprised of three types of Comprehensive Centers:

1. National Comprehensive Center (National Center)
2. Regional Comprehensive Centers (Regional Centers),
3. Content Centers

These Centers work together to support SEAs, REAs, Tribal education agencies (TEAs), LEAs, and schools to address areas of national need and advance several key focus areas related to academic achievement and excellence.
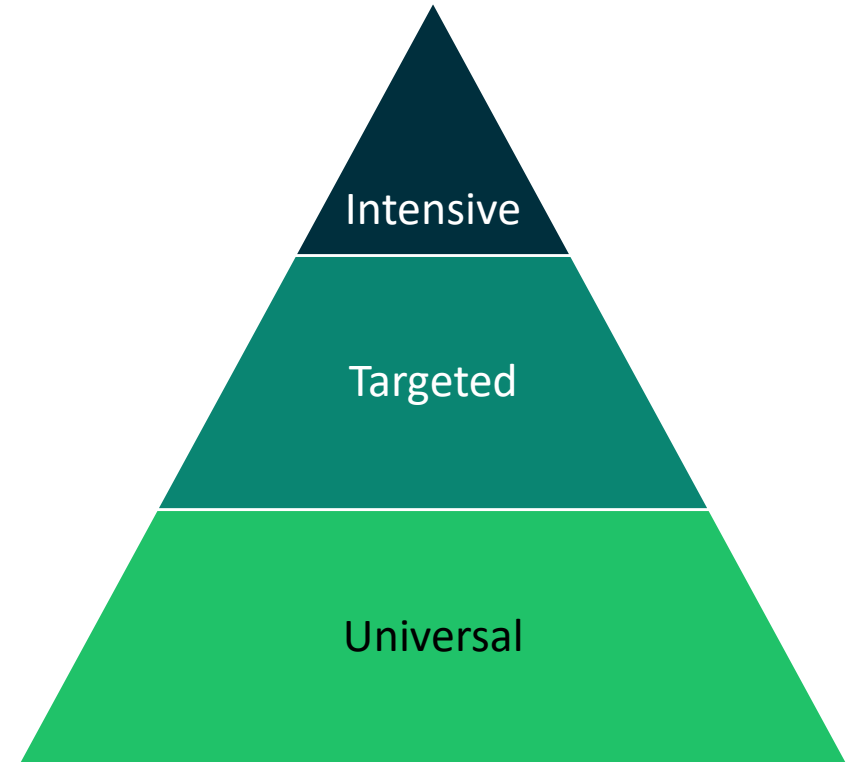
Three Tiers of Capacity Building (1 of 3)

Intensive capacity-building services means assistance often provided on-site and requiring a stable, ongoing relationship between the Comprehensive Center and its clients and recipients, as well as periodic reflection, continuous feedback, and use of evidence-based improvement strategies.
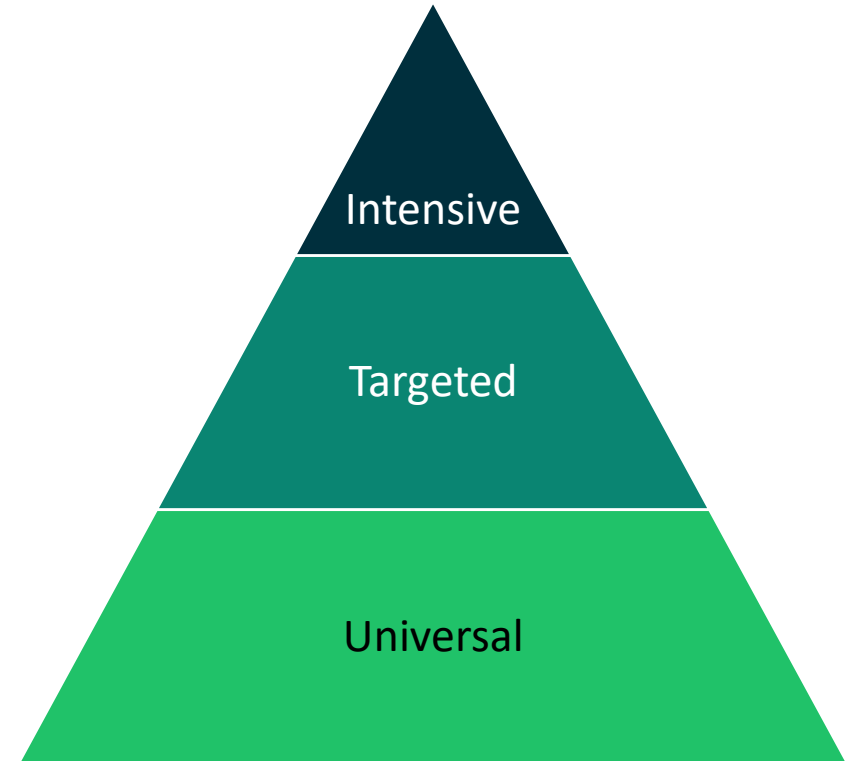
Intensive

Targeted

Universal

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Targeted capacity-building services means assistance based on needs common to multiple clients and recipients and not extensively individualized. A relationship is established between the recipient(s), the National Center or Content Center, and Regional Center(s), as appropriate.

Intensive

Targeted

Universal

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Three Tiers of Capacity Building (3 of 3)

Universal capacity-building services means assistance and information provided to independent users through their own initiative, involving minimal interaction with National or Content Center staff.

Examples of universal services includes:

- Information or products, such as newsletters, guidebooks, policy briefs, or research syntheses
- One-time webinar or conference presentations

Intensive

Targeted

Universal

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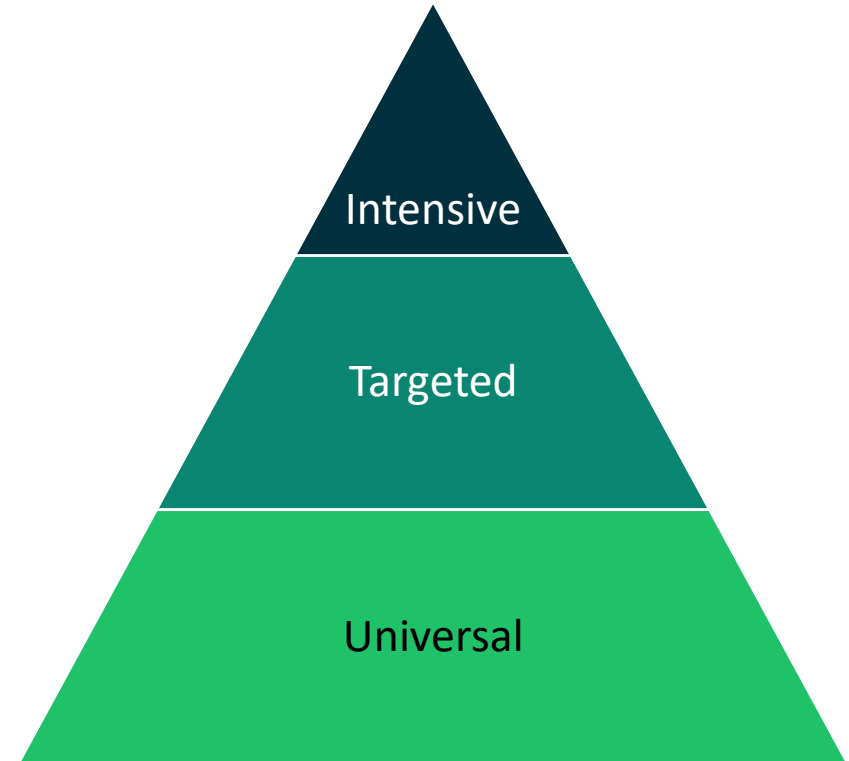
Four Dimensions of Capacity-Building

- **Human capacity** means development or improvement of individual knowledge, skills, technical expertise, and ability to adapt and be resilient to policy and leadership changes.

- **Organizational capacity** means structures that support clear communication and a shared understanding of an organization's visions and goals, and delineated individual roles and responsibilities in functional areas.

- **Policy capacity** means structures that support alignment, differentiation, or enactment of local, State, and Federal policy and initiatives.

- **Resource capacity** means tangible materials and assets that support alignment and use of Federal, State, private, and local funds.

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Performance Measures

- Measure 1: The extent to which Comprehensive Center clients are satisfied with the quality, usefulness, and relevance of services provided.

- Measure 2: The extent to which Comprehensive Centers provide services and products to a wide range of recipients.

- Measure 3: The extent to which Comprehensive Centers demonstrate that capacity-building services were implemented as intended.

- Measure 4: The extent to which Comprehensive Centers demonstrate recipient outcomes were met.

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FY 2024 Competition At-a-Glance (1 of 2)

- Assistance Listing Number (ALN): 84.283B

- Type of Award: Cooperative agreement

- Number of Awards: 19

- Project Period: Up to 60 months (five years)

- Funding Opportunity Number: ED-GRANTS-051324-001

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FY 2024 Competition At-a-Glance (2 of 2)

- Estimated Available Funds: approximately $46 Million

- Estimated Range of Awards:

    - National Center: $6,000,000 –$6,500,000

    - Regional Centers: $1,000,000 –$5,500,000

    - Content Centers: $1,150,000 –$1,550,000

- Subsequent Budget Period: Funding for the subsequent budget periods of years two through five (FY 2025 through FY 2028) is contingent on appropriation levels.

Note: *The Department is not bound by any estimates in the NIA.*

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Eligible Applicants

- **Who May Apply**: Research organizations, institutions, agencies, institutes of higher education, or partnerships among such entities, or individuals, with the demonstrated ability or capacity to carry out the activities described in this notice, including regional entities that carried out activities under the Educational Research, Development, Dissemination, and Improvement Act of 1994 (as such Act existed on the day before November 5, 2002) and title XIII of the Elementary and Secondary Education Act of 1965 (as such title existed on the day before January 8, 2002). A group of eligible entities may apply as a consortium, in accordance with the requirements in 34 CFR 75.127-129.

FY 2024 Competition Timeline

NIA published

May 13, 2024

Deadline to Submit
Applications

June 24, 2024

Awards announced

September 2024

Submit Notice of
Intent to Apply

June 7, 2024

Application Review

July-August 2024

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Notice Inviting Applications

Overview

Notice Inviting Applications

On **May 13, 2024**, the U.S. Department of Education (Department) published a [Notice Inviting Applications (NIA)](#) for New Awards (89 FR 41409) for the Comprehensive Center Program in the *Federal Register*.

Disclaimer Reminder: This presentation does not contain the full text of the NIA for the FY 2024 Comprehensive Center grant competition. Before applying for a grant, interested applicants should thoroughly review the NIA (89 FR 41409) published in the Federal Register on May 13, 2024. Links to the NIA and other competition resources can be found on the [Applicant Information](#) webpage.

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NIA Overview

- The NIA includes all official information needed to apply for a FY 2024 Comprehensive Center grant.

- Sections include:

  I. Funding Opportunity Description

  II. Award Information

  III. Eligibility Information

  IV. Application and Submission Information

  V. Application Review Information

  VI. Award Administration Information

  VII. Other Information

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Priorities

Priorities

Absolute Priorities

- Three Absolute Priorities
  1) **National Center**
  2) **Regional Centers**
  3) **Content Centers**

Absolute Priority 1: National Center	Absolute Priority 2: Regional Centers	Absolute Priority 3: Content Centers

- Under 34 CFR 75.105(c)(3), we consider only applications that **meet one** of these priorities.

- If an applicant wishes to apply to operate more than one Center, the applicant must submit a separate application for each Center it wishes to serve.

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Absolute Priority 1: National Comprehensive Center (1 of 5)

Must provide **universal** and **targeted** capacity-building services that demonstrably assist SEAs, REAs, TEAs, LEAs, and Regional Center clients and recipients to—

1) Implement approved ESEA Consolidated State Plans, with preference given to implementing and scaling evidence-based programs, practices, and interventions that directly benefit entities that have high percentages or numbers of students from low-income families.

2) Implement and scale up evidence-based programs, practices, and interventions that lead to the increased capacity of SEAs and LEAs to address the unique educational challenges and improve outcomes of schools implementing CSI activities or TSI or ATSI activities for students.

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Absolute Priority 1: National Comprehensive Center (2 of 5)

Must provide **universal** and **targeted** capacity-building services that demonstrably assist SEAs, REAs, TEAs, LEAs, and Regional Center clients and recipients to—

3) Implement State accountability and assessment systems

4) Implement and scale up evidence-based programs, practices, and interventions that improve instruction and outcomes in core academic subjects, including math and literacy instruction

5) Address the unique educational obstacles faced by rural and Tribal students; and

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Absolute Priority 1: National Comprehensive Center (3 of 5)

Must provide **universal** and **targeted** capacity-building services that demonstrably assist SEAs, REAs, TEAs, LEAs, and Regional Center clients and recipients to—

6) Implement and scale up evidence-based programs, practices, and interventions that address other emerging education topics of national importance that are not being met by another federally funded technical assistance provider.

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Absolute Priority 1: National Comprehensive Center (4 of 5)

An applicant under this priority must demonstrate how it will cultivate a network of national subject matter experts from a diverse set of perspectives or organizations to provide capacity-building support to Regional Centers and clients regarding the ESEA topical areas listed above and other emerging education issues of national importance.

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Absolute Priority 1: National Comprehensive Center (5 of 5)

Coordinate the work of the Comprehensive Center Network (CCNetwork)

- Effectively use program resources to support evidence use and the implementation of evidence-based (as defined in 34 CFR 77.1) practices.

- Coordinating and collaborating with the Regional Centers and Content Centers to:

  - Assess educational needs;

  - Coordinate common areas of support, including with other federal providers;

  - Communicate about the work of the CCNetwork; and

  - Help clients navigate available support.

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Absolute Priority 2: Regional Centers (1 of 4)

- Projects that propose to establish Regional Centers to provide high-quality, useful, and relevant **intensive** capacity-building services to State and local clients and recipients to assist them in selecting, implementing, and sustaining evidence-based programs, practices, and interventions.

- Each Regional Center acts as the primary line of support to build capacity of the recipients being served by the Comprehensive Center.

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Absolute Priority 2: Regional Centers (2 of 4)

Each Regional Center must provide high-quality, useful, and relevant **intensive** capacity-building services that demonstrably assist clients and recipients in—

1) Carrying out Consolidated State Plans approved under the ESEA.

2) Implementing, scaling up, and sustaining evidence-based programs, practices, or interventions that focus on key initiatives that lead to LEAs and schools improving student outcomes.

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Absolute Priority 2: Regional Centers (3 of 4)

Each Regional Center must provide high-quality, useful, and relevant **intensive** capacity-building services that demonstrably assist clients and recipients in—

3) Addressing the unique educational obstacles faced by underserved populations, including students from low-income families, students of color, students living in rural areas, Tribal students, English learners, students in foster care, migratory children, immigrant children and youth, and other student populations with specific needs defined in the ESEA.

4) Improving implementation of ESEA programs including collecting and reporting program data and addressing corrective actions or results from audit findings and ESEA program monitoring.

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Absolute Priority 2: Regional Centers (4 of 4)

Regional Centers **must** effectively work with the National Center and Content Centers, as needed, to assist clients in selecting, implementing, and sustaining evidence-based programs, policies, practices, and interventions; and must develop cost-effective strategies to make their services available to as many SEAs, REAs, TEAs, LEAs, and schools within the region in need of support as possible.

Regions (1 of 2)

Applicants must propose to operate a Regional Center in one of the following Regions:

- Region 1 (Northeast): Connecticut, Massachusetts, Maine, New Hampshire, New York, Rhode Island, Vermont

- Region 2 (Islands): Puerto Rico, Virgin Islands

- Region 3 (Mid-Atlantic): Delaware, District of Columbia, Maryland, New Jersey, Pennsylvania

- Region 4 (Appalachia): Kentucky, Tennessee, Virginia, West Virginia

- Region 5 (Southeast): Georgia, North Carolina, South Carolina

- Region 6 (Gulf): Alabama, Florida, Mississippi

- Region 7 (Midwest): Indiana, Michigan, Ohio, Illinois, Iowa, Minnesota, Wisconsin

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Regions (2 of 2)

Applicants must propose to operate a Regional Center in one of the following Regions:

- **Region 8 (Central):** Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota

- **Region 9 (Southwest):** Arkansas, Louisiana, New Mexico, Oklahoma, Texas

- **Region 10 (West):** Arizona, California, Nevada, Utah

- **Region 11 (Northwest):** Alaska, Oregon, Washington, Idaho, Montana

- **Region 12 (Pacific 1):** American Samoa, Hawaii, Republic of the Marshall Islands

- **Region 13 (Pacific 2):** Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Palau

- **Region 14:** Bureau of Indian Education

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Absolute Priority 3: Content Centers (1 of 2)

Projects that propose to establish Content Centers to provide high-quality, useful, and relevant **targeted** and **universal** capacity-building services in a designated content area of expertise to SEA, REA, TEA, and LEA clients designed to improve educational opportunities, educator practice, and student outcomes.

Content Centers must be designed to build the capacity of practitioners, education system leaders, public schools serving preschool through 12th grades (P-12) (which may include Head Start and community-based preschool), LEAs, and SEAs to use evidence in the designated content area.

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Absolute Priority 3: Content Centers (2 of 2)

- Support Regional Centers with subject matter expertise.

- Effectively coordinate and align targeted and universal capacity-building services with the National Center, Regional Centers, and other federally funded providers, as appropriate, to address high-leverage problems and provide access to urgently needed services to build Centers' capacity to support SEAs and local clients.

- Effectively coordinate with the National Center, Regional Centers, and other federally funded providers to assess potential client needs, avoid duplication of services, and widely disseminate products or tools to ensure the use of services by as many SEA, REA, TEA, and LEA recipients as possible.

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Content Centers

Applicants must propose to operate a Content Center in one of the following areas:

1) English Learners and Multilingualism

2) Early School Success

3) Fiscal Equity

4) Center on Strengthening and Supporting the Educator Workforce

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Center on English Learners and Multilingualism

Provides capacity-building services designed to support SEAs and LEAs to:

- Meet the needs of English learners beginning with early language acquisition and development
- Meet the needs of English learners with disabilities
- Increase access to high-quality language programs to promote multilingualism

Supports the selection, implementation, and scale-up of evidence-based practices related to meeting the needs of English learners.

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Center for Early School Success

Provides capacity-building services designed to support SEAs and LEAs to implement comprehensive and aligned preschool to third-grade (PK-3) early learning systems to increase the number of children who experience success in early learning and achievement, including by:

- Increasing the number of children who meet challenging State academic standards;

- Supporting effective transitions to kindergarten;

- Partnerships with parents and families on everyday school attendance;

- Developmentally informed and evidence-based instructional practices in social and emotional development, early literacy, and math.

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Center on Fiscal Equity

Provides capacity-building services designed to support SEAs and LEAs in strengthening equitable and adequate resource allocation strategies, including:

- Allocation of State and local resources

- Improving the quality and transparency of fiscal data at the school level

- Prioritizing supports for students and communities with the greatest need, including schools implementing comprehensive support and improvement or targeted or additional targeted support and improvement activities

Support the selection, implementation, and scale-up of evidence-based programs, policies, and practices that promote responsible fiscal planning and management, and effective and permissible uses of ESEA formula funds.

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Center on Strengthening and Supporting the Educator Workforce (1 of 2)

Provides capacity-building services designed to support SEAs to support their LEAs, schools, and their partners in designing and scaling practices that establish and enhance high-quality, comprehensive, evidence-based, and affordable educator pathways, including:

- Educator residency and Grow Your Own programs
- Emerging pathways into the profession such as registered apprenticeship programs for teachers
- Improving educator diversity, recruitment, and retention.

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Center on Strengthening and Supporting the Educator Workforce (2 of 2)

Support the selection, implementation, and scale-up of evidence-based programs, policies, and practices that will support States, LEAs, and their partners in addressing educator shortages and providing all students with highly qualified educators across the P-12 continuum, including through:

- Increased compensation and improved working conditions
- High-quality, comprehensive, evidence-based, and affordable educator preparation
- Opportunities for teacher leadership and career advancement
- Supporting and diversifying the educator workforce

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Competitive Preference Priority

Applications from New Potential Grantees

- Applications From New Potential Grantees (0 or 3 points). Under this priority, an applicant must demonstrate that 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.

- Under 34 CFR 75.105(c)(2)(i), we award an additional 3 points to an application that meets this priority.

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Program Requirements

FY 2024 Comprehensive Centers Program

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Program Requirements for All Centers

National, Regional, and Content Center grantees under this program must:

1) Develop service plans annually.

2) Develop and implement capacity-building services in partnership with State and local clients.

3) Develop and implement an effective performance management and evaluation system.

4) Develop and implement a stakeholder engagement system.

5) Develop and implement a high-quality personnel management system.

6) Develop and implement a comprehensive communication and dissemination plan.

7) Identify and enter into partnership agreements.

8) Demonstrate commitments have been secured to carry out proposed annual service plans.

9) Participate in a national evaluation.

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Note: Review the NIA for full Program Requirements.

Program Requirements for the National Center (1-4)

In addition to the requirements for all Centers, National Center grantees under this program must:

1) Design and implement robust needs-sensing activities and processes.

2) Collaborate with Regional and Content Centers to implement universal and targeted services for recipients to address high-leverage problems.

3) Develop and implement a strategy to recruit and retain a comprehensive cadre of national subject matter experts.

4) Reserve not less than one half of the annual budget to provide universal, targeted, and, as needed, intensive services to address topics 1-5 enumerated in the priority for this Center and as approved by the Department in the annual service plan.

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Program Requirements for the National Center (5-8, 10)

5) Implement processes for outreach activities, regular engagement and coordination.

6) Design and implement communications and dissemination vehicles for the CCNetwork, including maintaining the CCNetwork website.

7) Develop peer learning opportunities for Regional and Content Center staff (and other partners, as appropriate) to address implementation challenges and scale effective practices to improve service delivery across the CCNetwork.

8) Collect and share information about services provided through the CCNetwork for the purpose of coordination, collaboration, and communication across Centers and other providers.

10) Reserve not less than one third of the budget to address the program requirements for CCNetwork coordination (requirements 5 through 8).

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Program Requirements for the National Center (9 - FTE)

9) Ensure the Project Director is capable of managing all aspects of the Center and is either staffed at **1 FTE** or there are **two Co-Project Directors each at a minimum of 0.75 FTE**.

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Program Requirements for Regional Centers (1-4)

Regional Center grantees under this program must

1) Actively coordinate and collaborate with the REL serving their region, including annual joint need sensing designed to inform service delivery and reduce burden on State agencies.

2) Consult with a broad range of stakeholders and integrate their feedback in developing the annual service plan to reflect the needs of all States (and to the extent practicable, of LEAs) within the region to be served.

3) Ensure services are provided to support students and communities with the highest needs.

4) Explore and provide opportunities to connect peers within and across regions.

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Program Requirements for Regional Centers (5-7)

Regional Center grantees under this program must:

5) Collaborate with the National Center and Content Centers to support client and recipient participation in targeted capacity-building services and obtain and retain the services of nationally recognized content experts.

6) Support the participation of Regional Center staff in CCNetwork peer learning opportunities.

7) Within 90 days of receiving funding for an award, provide to the Department copies of partnership agreements with the REL(s) in the region that the Center serves and, as appropriate, other Department-funded technical assistance providers.

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Program Requirements for Regional Centers (8)

Regional Center grantees under this program must:

8a) Be located in the region the Center serves.

8b) The Project Director must be capable of managing all aspects of the Center and be either at a minimum of 0.75 FTE or there must be two Co-Project Directors each at a minimum of 0.5 FTE.

Program Requirements for Content Centers

Content Center grantees under this program must:

1) Consult and integrate feedback from the Department and National and Regional Centers in developing the annual service plan.

2) Collaborate with Regional Centers.

3) Produce high-quality, universal capacity-building services.

4) Collaborate with the National Center and Regional Centers to convene States and LEAs, researchers, and other experts.

5) Support the participation of Content Center staff in CCNetwork peer learning opportunities.

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Program Requirements for Content Centers

Content Center grantees under this program must:

6) Within 90 days of receiving funding for an award, provide copies to the Department of partnership agreements with certain Department-funded TA providers.

7) The Project Director must be capable of managing all aspects of the Center and be either at a minimum of 0.75 FTE or there must be two Co-Project Directors each at a minimum of 0.5 FTE.

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Application Requirements

FY 2024 Comprehensive Centers Program

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Application Requirements for All Centers (1-4)

Applicants must:

1) Present an approach to the proposed project for operating the Comprehensive Center.

2) Present applicable regional, State, and local educational needs, including relevant data and the perspectives of underrepresented groups, that could be addressed.

3) Demonstrate how key personnel possess subject matter expert knowledge for supporting the implementation and scaling up of evidence-based programs, practices, and interventions.

4) Demonstrate expertise in providing highly relevant and highly effective technical assistance.

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Note: Review the NIA for full Application Requirements.

Application Requirements for All Centers (5-7)

Applicants must:

5) Present a logic model informed by research or evaluation findings that demonstrates a rationale explaining how the project is likely to improve or achieve relevant and expected outcomes.

6) Present a management plan that describes the applicant's proposed approach to managing the project to meet all program requirements related to needs assessment, stakeholder engagement, communications and dissemination, personnel management, and partnerships.

7) Present a performance management and evaluation plan that describes the applicant's proposed approach to meeting the program requirements related to performance management.

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Application Requirements for All Centers (8)

Applicants must:

8) Include in the budget a line item for an annual set-aside of five percent of the grant amount to support emerging needs that are consistent with the proposed project's intended outcomes, as those needs are identified in consultation with, and approved by, the OESE program officer.

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Application Requirements for the National Center

Applicants for the National Center must:

1) Describe the proposed approach to leading coordination and collaboration of the CCNetwork, and demonstrate expertise and experience in leading communication and digital engagement strategies.

2) Describe the proposed approach to providing targeted capacity-building services.

3) Describe the proposed approach to universal capacity-building services, including how many and which recipients it plans to reach.

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Application Requirements for Regional Centers

A Regional Center applicant must:

1) Describe the proposed approach to intensive capacity-building services.

2) Demonstrate that proposed key personnel have the appropriate subject matter and technical assistance expertise to deliver high-quality, intensive services that meet client and recipient needs.

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Application Requirements for Content Centers

A Content Center applicant must:

1) Describe the proposed approach to carry out targeted capacity-building services that increase the use of evidence-based products or tools regarding the designated content area .

2) Describe the proposed approach to providing universal capacity-building services.

3) Demonstrate that key personnel have appropriate subject matter and technical assistance expertise to translate evidence into high-quality technical assistance services and products for State and local clients.

Definitions

FY 2024 Comprehensive Center Program

U.S. Department of Education

Definitions

- Capacity-building
- Client
- Collaboration
- Coordination
- Demonstrates a rationale
- Educator
- English learner
- Four dimensions of capacity-building services
- High-leverage problems

- Immigrant children and youth
- Intensive capacity-building services
- Key personnel
- Logic Model
- Migratory child
- Milestone
- Outcomes
- Outputs
- Recipient

- Regional education agency
- Targeted capacity-building services
- Three tiers of capacity-building services
- Tribal education agency
- Universal capacity-building

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Application Instructions and Submission Procedures

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Application Instructions

- Access instructions on Grants.gov

- Contains
  - Application Submission Procedures
  - Application Instructions
  - Electronic Application Submission Checklist
  - Other important information.

U.S. Department of Education
Office of Elementary and Secondary Education
Comprehensive Centers Program
Washington, D.C. 20202-6200

Fiscal Year 2024

Application for New Grants Under
the Comprehensive Centers Program

Assistance Listing Number 84.283B

Dated Material - Open Immediately
Closing Date: June 24, 2024

Approved OMB Number: 1894-0006
Expiration Date: 1/31/2027
Funding Opportunity Number: ED-GRANTS- 051324-001

Application Package Components

```
Required Forms  →  Application Narrative  →  Other Attachments
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- ED Standard Forms
- Assurances and Certifications

- ED Abstract Form
- Project Narrative Form
- Budget Narrative Form

- Five Appendices

See the **Application Instructions**, available on Grants.gov, for official instructions.

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Project Narrative

- The application narrative responds to the priorities and the selection criteria found in the NIA and should follow the order of the selection criteria.

- Applicants are encouraged to include a one-page Table of Contents to show where and how the important sections of your proposal are organized.

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Budget Narrative

- The Budget Narrative provides an opportunity for the applicant to identify the nature and amount of the proposed expenditures.

- Applicants must provide 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.

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Budget Forms (ED Form 524)

- In line 10, indicate the applicant's approved indirect cost rate, per 34 C.F.R. §§ 75.560 – 75.564 of the Uniform Guidance

- For applicants that do not have an approved indirect cost rate with a cognizant Federal agency, the de minimis rate of up to 15% may be applied (revisions to 2 CFR part 200 changed the allowable de minimis rate from 10% to up to 15%)


Find more information on the Department's website at:
[Office of Finance and Operation's Indirect Cost Division](#)
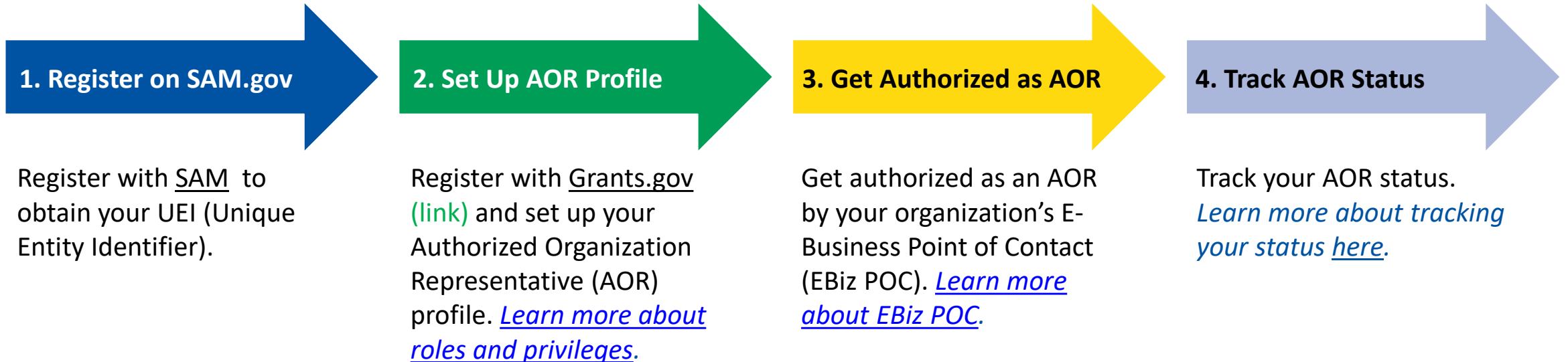
Electronic Submission: Using Workspace

- Applications must be submitted electronically in Workspace via Grants.gov and follow the Common Instructions for Applicants to Department of Education Discretionary Grant Programs

- The Workspace Overview website contains resources, such as:
  - Get Started on Your Workspace Application
  - Resources to Help You Set Up Your Workspace
  - Video: How to Create a Workspace

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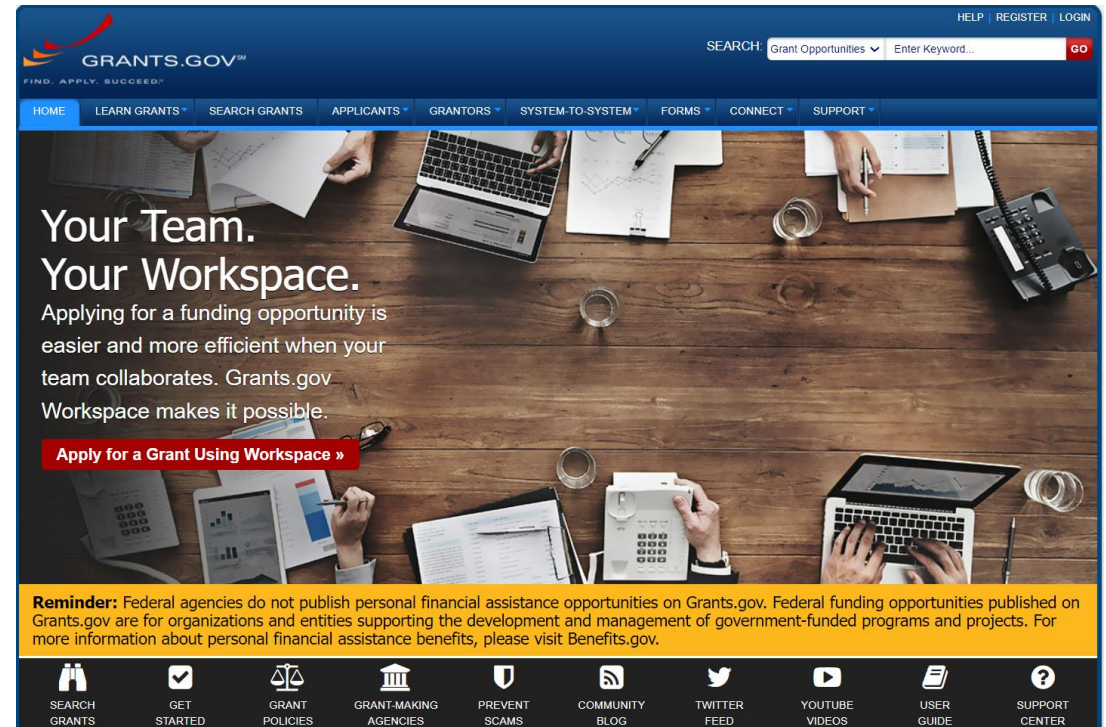
Grants.gov Registration Process

- The complete Grants.gov registration process can take several weeks to complete.

- You MUST register to SUBMIT an application!

1. Register on SAM.gov	2. Set Up AOR Profile	3. Get Authorized as AOR	4. Track AOR Status
Register with SAM to obtain your UEI (Unique Entity Identifier).	Register with Grants.gov (link) and set up your Authorized Organization Representative (AOR) profile. *Learn more about roles and privileges*.	Get authorized as an AOR by your organization's E-Business Point of Contact (EBiz POC). *Learn more about EBiz POC*.	Track your AOR status. *Learn more about tracking your status here*.

U.S. Department of Education

Submission Procedures

- 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 the related instructions in this application package.

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Grants.gov Submission Tips (1 of 2)

- Review the [“Grants.gov Submission Procedures and Tips for Applicants”](#) section in the application package instructions.

- Review the [Grants.gov “Applicant FAQs”](#)

- Applicants must download the correct version of [Adobe](#) in order to read any Grants.gov application packages.

- Save frequently!

U.S. Department of Education

Grants.gov Submission Tips (2 of 2)

- Submit all documents as Portable Document Format (PDF) files.

  - We recommend your file names be less than 50 characters and do not include special characters (e.g. colon, backslash).

- Once the application is complete, the "Save and Submit" button becomes active. Press the button before the final submission of the application.

- Users may resubmit an application at any point until the closing date and time. ED will review the most recent submission.

- Download and save a copy of your application.

U.S. Department of Education

Helpful Application Reminders

- Only include substantive, project-related information you want peer reviewers to consider in the Project Narrative Form and Budget Narrative Form sections.

- Applicants should attach all applicable appendices to the **Other Attachments Form**.

  - The Other Attachments Form can support up to 5 attachments. The list of required attachments can be found in the application package.

  - Label each file with the appendix name (e.g., Appendix B Resumes) and attach it to the Other Attachments Form.

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Verifying and Tracking Your Submission

- Verify the submission is on time and validated successfully.

- To check, log in to <u>Grants.gov</u> and click on the Track My Application in the Applicants dropdown menu.

- The Date/Time received should be earlier than 11:59:59 p.m., Eastern Time, on June 24, 2024.

- The application status should be "Validated."

- Do not rely solely on email to confirm whether your application has been received on time and validated successfully. Check!!

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Application Submission

Successful Submission

Applicants should receive:

- Confirmation email with a time and date stamp and an assigned tracking number from Grants.gov.

- Validation email from Grants.gov. This means the application is ready for Department pick-up.

- Email with their assigned PR Award Number (i.e., S283B24XXXX).

Unsuccessful Submission

- Applicants should receive a confirmation email with a time and date stamp and an assigned tracking number from Grants.gov.

- If the application is received after 11:59:59 p.m. Eastern Time on June 24, 2024, or validation is not successful, the applicant should receive an error email.

- The error email may list the error, or the applicant can use their tracking number to find the submission error.

- Go here to learn more about error messages.

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Grants.gov Technical Problems

- If you are experiencing problems submitting your application through Grants.gov, contact the [Grants.gov Support Center](#) at 1-800-518-4726. You must obtain a Grants.gov Support Desk Case Number and keep a record of it.

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Award Notification

- If your application is funded, you will receive a Grant Award Notification (GAN) via email.

- If your application is deemed ineligible, or not selected for funding, you will be notified via email.

- Awards will be made by September 30, 2024.

U.S. Department of Education

Application Review Process

U.S. Department of Education

Application Review Process

Application Closes on June 24, 2024 → Eligibility Review → Peer Review → Award Notification by September 30, 2024

U.S. Department of Education
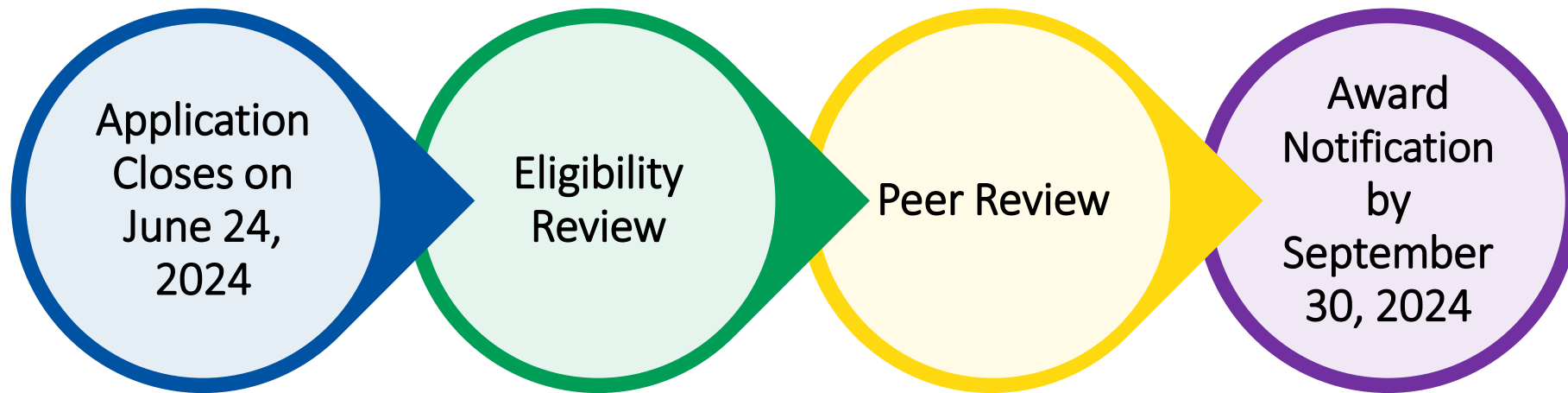
Selection Criteria

1) Approach to Capacity Building

2) Quality of Project Design

3) Subject Matter and Technical Assistance Expertise

U.S. Department of Education

Selection Criteria Scoring

Absolute Priority	Approach to Capacity Building	Quality of Project Design	Subject Matter and Technical Assistance Expertise	Total Points
National Center	Up to 35 points	Up to 50 points	Up to 40 points	**Up to 125**
Regional Centers	Up to 35 points	Up to 35 points	Up to 30 points	**Up to 100**
Content Centers	Up to 35 points	Up to 35 points	Up to 30 points	**Up to 100**

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Approach to Capacity Building (National Center)

In determining the overall quality of the approach to capacity building of the proposed project, the Secretary considers the following factors:

(1) The extent to which the applicant demonstrates an exceptional approach to developing and delivering high-quality, useful, and relevant capacity-building services that are likely to achieve desired recipient outcomes, including **targeted and universal capacity-building services** that would be expected to assist clients and recipients to address the activities described in the priority. (20 points)

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Note: See the NIA for a complete description.

Approach to Capacity Building (National Center)

In determining the overall quality of the approach to capacity building of the proposed project, the Secretary considers the following factors:

(2) The extent to which the proposed approach to capacity building provides strategies that address the technical assistance needs of State and local educational systems in key areas of identified need, as evidenced by in-depth knowledge and understanding of implementation challenges faced by States; evidence-based practices related to teaching, learning, and development; needs of schools designated for improvement; needs to improve core instruction; and emerging education topics of national importance. (15 points)

Note: See the NIA for a complete description.

Approach to Capacity Building (Regional Centers)

In determining the overall quality of the approach to capacity building of the proposed project, the Secretary considers the following factors:

(1) The extent to which the applicant demonstrates an exceptional approach to developing and delivering high-quality, useful, and relevant capacity-building services that are likely to achieve desired recipient outcomes, including **intensive capacity building services** that would be expected to assist clients and recipients to address the activities described in the priority. (20 points)

Approach to Capacity Building (Regional Centers)

In determining the overall quality of the approach to capacity building of the proposed project, the Secretary considers the following factors:

(2) The extent to which the proposed approach to capacity building provides strategies that address the technical assistance needs of State and local educational systems in key areas of identified need, as evidenced by in-depth knowledge and understanding of the specific educational goals and priorities of the States to be served by the applicant...and the applicable State and regional demographics, policy contexts, and other factors and their relevance to improving educational opportunities and outcomes, closing achievement gaps, and improving instruction. (15 points)

U.S. Department of Education

Note: See the NIA for a complete description.

Approach to Capacity Building (Content Centers)

In determining the overall quality of the approach to capacity building of the proposed project, the Secretary considers the following factors:

(1) The extent to which the applicant demonstrates an exceptional approach to developing and delivering high-quality, useful, and relevant capacity-building services that are likely to achieve desired recipient outcomes, including **targeted and universal capacity-building services** that would be expected to assist clients and recipients...to address activities described in the priority related to the designated content area. (20 points)

U.S. Department of Education

Note: See the NIA for a complete description.

Approach to Capacity Building (Content Centers)

In determining the overall quality of the approach to capacity building of the proposed project, the Secretary considers the following factors:

(2) The extent to which the proposed approach to capacity building provides strategies that address the technical assistance needs of State and local educational systems in key areas of identified need, as evidenced by in-depth knowledge and understanding of State technical assistance needs and evidence-based practices related to the Content Center priority for which the applicant is applying. (15 points)

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Quality of Project Design (1 of 4)

In determining the quality of the project design of the proposed center for which the applicant is applying, the Secretary considers the following factors:

(1) The extent to which the proposed performance management and evaluation system and processes demonstrate an exceptional approach to integrating continuous improvement processes and evaluation that will result in regular and ongoing improvement in the quality of the services provided and increase the likelihood that recipient outcomes are achieved. (10 points)

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Quality of Project Design (2 of 4)

In determining the quality of the project design of the proposed center for which the applicant is applying, the Secretary considers the following factors:

(2) The extent to which the proposed stakeholder engagement system is likely to result in a high level of engagement with multiple potential beneficiaries or participants involved in or impacted by the proposed capacity-building activities to ensure that the proposed services reflect their needs, are relevant and useful, and reach the largest number of recipients possible. (10 points)

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Quality of Project Design (3 of 4)

In determining the quality of the project design of the proposed center for which the applicant is applying, the Secretary considers the following factors:

(3) The extent to which the proposed **personnel management system** includes effective processes to enable hiring, developing, supervising, and retaining a team of subject matter and technical assistance experts, consultants and professional staff, and ensure availability of appropriate expertise and staffing at a level sufficient to effectively execute the responsibilities of key personnel to achieve the goals of the project. (10 points)

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Quality of Project Design (4 of 4)

In determining the quality of the project design of the proposed center for which the applicant is applying, the Secretary considers the following factors:

(4) The extent to which the proposed **partnerships** represent an intentional approach to collaboration that is likely to reduce client burden and to ensure that Federal resources are being used most efficiently and effectively to meet a variety of needs across federally funded providers. (5 points)

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Quality of Project Design (National Center only)

In determining the quality of the project design of the proposed center for which the applicant is applying, the Secretary considers the following factors:

> (5) The extent to which the proposed project represents an **exceptional management approach** to coordination, collaboration, and communication of the complex work of the CCNetwork. (15 points)

Subject Matter and Technical Assistance Expertise (1 of 3)

In determining the subject matter and technical assistance expertise of key project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have historically been underrepresented based on race, color, national origin, gender, age, or disability. (5 points)

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Subject Matter and Technical Assistance Expertise (2 of 3)

In addition, the Secretary considers the following factors.

(1) The extent to which key project personnel demonstrate the required **subject matter expertise** and relevant knowledge, understanding, and experience in operating and administering State and local educational systems to effectively support recipients. (10 points)

(2) The extent to which the applicant has demonstrated exceptional **technical assistance expertise** in providing high-quality, timely, relevant, and useful technical assistance and capacity-building services to State and local educational systems. (10 points)

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Subject Matter and Technical Assistance Expertise (3 of 3)

In addition, the Secretary considers the following factors.

> (3) The extent to which the applicant has demonstrated the ability to develop **new and ongoing partnerships** with leading experts and organizations nationwide or regionally, as appropriate, that enhance its ability to provide high-quality technical assistance and subject-matter expertise. (10 points)

Subject Matter and Technical Assistance Expertise (National Center only)

In addition, the Secretary considers the following factors.

(4) The extent to which the applicant has demonstrated **ability in operating a project of such scope**. (5 points)
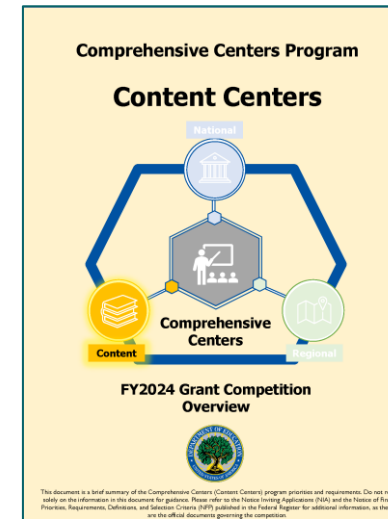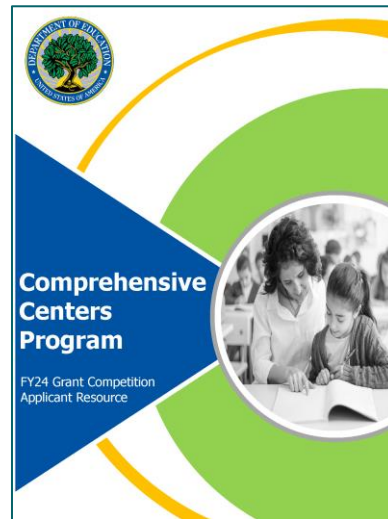
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Resources

Competition Resources At-a-Glance

[Notice Inviting Applications](#)

[Application Package Instructions](#)

[Applicant Information Website](#)

U.S. Department of Education

Accessible Format

- On request, individuals with disabilities can obtain the NIA and a copy of the application package in an accessible format.

- The Department will provide the requestor with an accessible format that may include Rich Text Format (RTF) or text format (txt), a thumb drive, an MP3 file, braille, large print, audiotape, or compact disc, or another accessible format.

- To request, contact:

  - Dr. Michelle Daley, U.S. Department of Education

  - Email: OESE.ComprehensiveCenters@ed.gov.

Important Reminders

- Review the [NIA](#) for a complete description of the competition priorities, selection criteria, requirements, assurances, and definitions.

- Submit Notice of Intent to Apply (optional) by June 7, 2024

- Register on [SAM.gov](#) and [Grants.gov](#)

- Deadline Reminder: The deadline for the transmittal of applications is 11:59:59 p.m. ET on June 24, 2024.

U.S. Department of Education

Contact Information

- For additional questions regarding the FY24 Comprehensive Centers Program grant competition, email: OESE.ComprehensiveCenter@ed.gov

- For more information and resources, visit the [Comprehensive Centers Program Website](#)

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Thank You

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