Innovative Approaches to Literacy

Closing Date: **August 10, 2012**
At 4:30:00pm Eastern Daylight Time

Note: Please mute your telephones.

Today's Agenda

- Purpose & Legislation
- Eligibility
- The Selection Criteria
- The Absolute & Competitive Priorities
- The Application Format & Waivers
- Grants.gov
- Overview of the Competitive Process
- Your Q&As

Legislative Authority

- The IAL program is carried out under the legislative authority of the Fund for Improvement of Education (FIE), Title V, Part D, Subpart 1, Sections 5411 through 5413 of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 7243–7243b). FIE supports nationally significant programs to improve the quality of elementary and secondary education at the State and local levels and to help all children meet challenging State, college- and career-ready academic content standards.

- The Department will award no less than 50 percent of FY 2012 funds to applications from LEAs (on behalf of school libraries) for high-quality school library projects that increase access to a wide range of literacy resources (either print or electronic) and provide learning opportunities to all students.

IAL's Purpose

- The Innovative Approaches to Literacy (IAL) program supports high-quality programs designed to develop and improve literacy skills for children and students from birth through 12th grade within the attendance boundaries of high-need local educational agencies (LEAs) and schools.

- The U.S. Department of Education (Department) intends to support innovative programs that promote early literacy for young children, motivate older children to read, and increase student achievement by using school libraries, distributing free books to children and their families, and offering high-quality literacy activities.

IAL's Purpose Continued

The IAL program supports the implementation of research-based high-quality plans for childhood literacy activities and book distribution efforts that are based scientifically valid research as described in the notice inviting applications. Proposed projects under the IAL program, based on those plans, may include, among other things, activities that--

(a) Increase access to a wide range of literacy resources (either print or electronic) that prepare young children to read, and provide learning opportunities to all participating students;

(b) Provide high-quality childhood literacy activities with meaningful opportunities for parental engagement, including encouraging parents to read books often with their children in their early years of school and of life, and teaching parents how to use literacy resources effectively;

IAL's Purpose Continued

(c) Strengthen literacy development across academic content areas by providing a wide range of literacy resources spanning a range of both complexity and content (including both literature and informational text) to effectively support reading and writing;

(d) Offer appropriate educational interventions for all readers with support from school libraries or not-for-profit organizations;

(e) Foster collaboration and joint professional development opportunities for teachers, school leaders, and school library personnel with a focus on using literacy resources effectively to support reading and writing and academic achievement.

(f) Provide resources to support literacy-rich academic and enrichment activities and services aligned with State college- and career-ready academic content standards and the comprehensive statewide literacy plan (SLP).

Eligibility

Who May Apply

(1) a high-need Local Education Agency (LEA);

(2) a national not-for-profit organization (NNP) that serves children and students within the attendance boundaries of a high-need LEA;

(3) a consortium of one or more NNPs that serve children and students within the attendance boundaries of one or more high-need LEAs; or

(4) a consortium of high-need LEAs.

LEA Eligibility

- **High-need local educational agency** means an LEA, including a charter school or State-administered school that is considered an LEA under State law, in which at least 25 percent of the students aged 0-17 in the geographic area served by the LEA.

- A list of LEAs by State with family poverty rates (based on these Census Bureau data) is posted on our Web site at http://www.ed.gov/programs/innovapproaches-literacy/eligibility.html.

- To be eligible an LEA in which at least 25 percent of the students aged 0-17 in the geographic area served by the LEA (or, in the case of a charter school that is an LEA, at least 25 percent of the students enrolled in the school) are from families with incomes below the poverty line based on the most recent satisfactory data available from the U.S. Census Bureau.

NNP Eligibility

National not-for-profit organization means an agency, organization, or institution owned and operated by one or more corporations or associations whose net earnings do not benefit, and cannot lawfully benefit, any private shareholder or entity. In addition, it means, for the purposes of this program, an organization of national scope that is supported by staff or affiliates at the State and local levels, who may include volunteers, and that has a demonstrated history of effectively developing and implementing literacy activities.

SECTION II

Instructions--Part A: Enter the name and address of the applicant or, in the case of a consortium application, the lead entity in the first block. If the applicant or lead entity is an LEA, provide the Census Bureau's Small Area Income and Poverty Estimate information. An NNP applying outside of a consortium must provide poverty rates for the LEAs it is serving. If this is a consortium application, complete the rest of **Part A** for all additional LEAs and NNPs in the consortium, providing the Census Bureau's Small Area Income and Poverty Estimates for LEAs and for LEAs with children and students served by the NNPs. Attach additional pages as needed. If the applicant, or lead entity for a consortium application, is an LEA and is not included with the Census Bureau's Small Area Income and Poverty Estimates for school districts, check here: ☐ , and include appropriate documentation as described in **Part B**.

Section II – Part A		
Name and Address of Applicant or Lead Entity for Consortium Application	Entity Type (check all that apply)	Small Area Income and Poverty Estimates for school districts
_____ _____ _____ _____	☐ LEA ☐ Charter School ☐ State-Administered School ☐ Regional Service Agency ☐ NNP ☐ Separately established entity	_____ If LEA, enter code _____ If LEA, enter Percent Poverty
Other LEAs or NNPs included in proposal (NNPs must provide eligibility information for all LEAs with students to be served by this grant.)		
_____ _____ _____ _____	☐ LEA ☐ Charter School ☐ State-Administered Schools ☐ Regional Service Agency ☐ NNP	_____ LEA code _____ Percent Poverty

Instructions—Part B: Complete **Part B** for charter schools, State-Administered Schools, and Regional Service Agencies (with students to be served by this grant) that are identified as LEAs under State law, but are not listed with the Census Bureau's Small Area Income and Poverty Estimates for school districts. Applicants that list entities in Part B must submit verifiable written communication from a State certifying official that includes the name of the entity and confirms that the named entity: a) is considered an LEA by the State under State law, and b) has a student enrollment at least 25 percent of whom are from families with incomes below the poverty line. Attach additional pages as needed.

Section II – Part B		
Name and Address of Entity	Entity Type (check all that apply)	State Certifying Official and Confirmation of Poverty
_____ _____ _____ _____	☐ LEA ☐ Charter School ☐ State-Administered School ☐ Regional Service Agency	_____ Name of State Official _____ Percent Poverty ☐ Confirmation Attached?
_____ _____ _____ _____	☐ LEA ☐ Charter School ☐ State-Administered School ☐ Regional Service Agency	_____ Name of State Official _____ Percent Poverty ☐ Confirmation Attached?

Eligibility Form

Section III must be completed by applicants that include one or more NNPs. To demonstrate that an applicant or consortium member meets the definition of NNP, submit the following:

(a) documentation of nonprofit 501(c)(3) status verification (**select one**);

- legal evidence of a current 501(c) (3) (not-for-profit) designation by the Internal Revenue Service;
- a statement from a State taxing body or the State Attorney General certifying that: (1) the organization is a not-for-profit organization operating within the State and (2) no part of its net earnings may lawfully benefit any private shareholder or individual; or
- a certified copy of the applicant's certificate of incorporation or similar document if it clearly establishes the not-for-profit status of the applicant.

(b) verifiable evidence that the organization is national in scope (**select one**); and

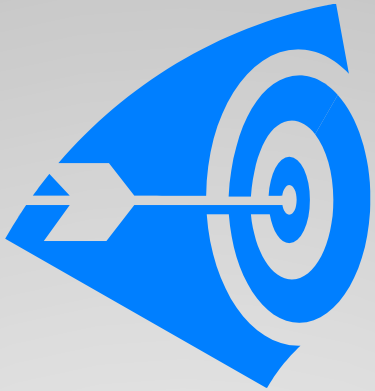
- the organization's charter, articles of incorporation, or other documents establishing the organization and describing its mission as being national in scope;
- proof that the organization has a national presence as evidenced by the geographic scope of its activities; or
- other documentation that the organization is of national scope. Provide the title of this document in the space below.

(c) a citation or evidence that the organization has a demonstrated history of effectively developing and implementing literacy activities, or provide documentation to demonstrate that the organization meets this requirement

Eligibility Form

Section IV must be completed by applicants that are applying as consortia. Applicants identify the consortium type, and provide the title of the Memorandum of Understanding or other agreement that details the activities each member plans to perform and that binds each member to every statement and assurance made by the applicant in the application.

Note: This agreement and all required documentation described in the eligibility form must be attached to the application in PDF format when uploading to Grants.gov. We will return to the discussion of attachments to the application during the Grants.gov portion of this webinar.



Selection Criteria

- The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:
- (i) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population. (5 points)
- (ii) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies. (5 points)

Significance (10 points).

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

(i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (5 points)

(ii) The extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, State, and Federal resources. (5 points)

(iii) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. (5 points)

(iv) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project. (5 points)

Quality of the Project Design (20 points).

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

(i) 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. (10 points)

(ii) The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services. (10 points)

(iii) 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)

Quality of the Project Services (25 points).

The Secretary considers the adequacy of the resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(i)The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (5 points)

(ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits. (5 points)

Adequacy of Resources (10 points)

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

(i) 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)

(ii) 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. (5 points)

(iii) The adequacy of mechanisms for ensuring high-quality products and services from the proposed project. (5 points)

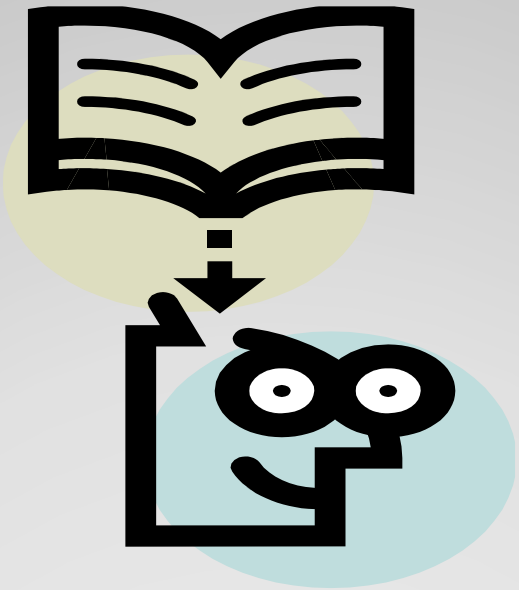
Quality of the management plan (20 points).

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

(i) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (10 points)

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

Quality of the project evaluation (15 points)



Absolute Priority

For FY 2012 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, this priority is an absolute priority. Under 34 CFR 75.105(c)(3) we consider only applications that meet this priority.

This priority is:

- High-quality plan for innovative approaches to literacy that include book distribution, childhood literacy activities, or both, and that is supported by at least one study that meets the definition of scientifically valid research (as defined in this notice).

- To meet this priority an applicant must submit a plan that includes the information listed below, and the Department's reviewers must be able to determine from that information that the plan is supported by at least one study that meets the definition of scientifically valid research (as defined in the notice inviting applications).

Absolute Priority

(a) a description of the proposed book distribution, childhood literacy activities, or both, that are designed to improve the literacy skills of children and students by one or more of the following—

(i) promoting early literacy and preparing young children to read;

(ii) developing and improving students' reading ability; and

(iii) motivating older children to read.

(b) the age or grade spans from birth through 12th grade of children and students to be served within the attendance boundaries of high-need LEAs (as defined in the notice);

(c) a detailed description of the key goals, the activities to be undertaken and rationale for those activities, the timeline, the parties responsible for implementing the activities, and the credibility of the plan (as judged, in part, by the information submitted as supporting evidence); and,

(d) a description of how the proposed project is supported by the cited study; and (ii) the name of and citation for the supporting study that is relevant to the applicant's proposed project.

Absolute Priority Defined

More on the Absolute Priority

- Applications will be reviewed and scored on the selection criteria, and then will be reviewed to determine eligibility under the absolute priority.
- The Department's Institute of Educational Sciences will conduct this second tier review.

The Competitive Priorities

- For FY 2012 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, these priorities are competitive preference priorities. Under 34 CFR 75.105(c)(2)(i), we will award an additional 5 points to an application that meets either Priority 1 or 4. We award up to an additional 5 points to an applicant that meets Priority 2 and up to an additional 5 points to an applicant that meets Priority 3. A total of up to 15 additional points may be awarded.

There Are Four Competitive Priorities

- Under this priority, we give competitive preference to projects that are designed to address one or more of the following priority areas:
  - (a) Improving student achievement in persistently lowest-achieving schools;
  - (b) Increasing graduation rates and college enrollment rates for students in persistently lowest-achieving school;
  - (c) Providing services to students enrolled in persistently lowest-achieving schools;

- Note: For the purposes of this priority, the Department considers schools that are identified as Tier I or Tier II schools under the School Improvement Grants program (see 75 FR 66363) as part of a State's approved FY 2009 or FY 2010 applications to be persistently lowest-achieving schools. A list of these Tier I and Tier II schools can be found on the Department's Web site at http://www2.ed.gov/programs/sif/index.html

Competitive Preference Priority 1: Turning Around Persistently Lowest-Achieving Schools (5 points).

- Under this priority, we give competitive preference to projects that are designed to improve reading readiness in children, student achievement, or teacher effectiveness or the effectiveness of school library personnel through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.

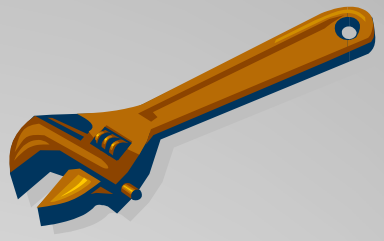
Competitive Preference Priority 2: Technology (5 points).

- Under this priority, we give competitive preference to projects that are designed to improve school readiness and success for high-need children from birth through 3rd grade (or for any age group of high-need children within this range) through a focus on language and literacy development, including the encouraging parents to read books often with their children in their early years of life.

Competitive Preference Priority 3: Improving Early Learning Outcomes (5 points)

- Under this priority, we give competitive preference to projects that are designed to provide high-quality literacy programming, or distribute books, or both, to students served by a rural local educational agency.

Competitive Preference Priority 4 – Serving Rural LEAs (5 points)



The Application Process

Content and Form of Application Submission

- The application narrative is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. You must limit the application narrative to no more than 25 pages, using the following standards;
- A “page” is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides;
- Double space (no more than three lines per vertical inch) all text in the application narrative, 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.
- List an employee of the school district as Project Director on the SF 424 form.

- The page limit does not apply to the cover sheet; the budget section, including the recommended five-page budget narrative; the one-page abstract; the assurances and certifications; and the other attachments, including the resumes, endnotes, indirect cost rate agreements, if applicable, and the program eligibility form.

- **Please note the page limit <u>does apply</u> to all of the application narrative section. The narrative page limit is 25 pages.**

- Our reviewers will not read any pages of your application that exceed the page limit. None of the material sent as appendices to the narrative, with the exception of resumes and endnotes, will be sent to the reviewers.

More on Application Submission

Grant.gov

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

Grants.gov

Applications for grants under this competition must be submitted electronically using the Grants.gov Apply site (Grants.gov) at www.Grants.gov.

What is Grants.gov?

- **A Federal portal that allows users to electronically find, apply for and manage Federal Grant Opportunities**
- **Grants.gov is THE single access point for over 1000 grant programs offered by 26 Federal Granting Agencies.**
- **It is part of the President's Management Agenda and E-Government Initiatives.**

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The move from CCR to SAM is delayed until end of July. Read more here.

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SITE MAP

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Grants.gov is your source to FIND and APPLY for federal grants. The U.S. Department of Health and Human Services is proud to be the managing partner for Grants.gov, an initiative that is having an unparalleled impact on the grant community. Learn more about Grants.gov and determine if you are eligible for grant opportunities offered on this site.

Grants.gov does not provide personal financial assistance. To learn where you may find personal help, check Government Benefits, Student Loans and Small Business Start-up Loans.

What's New at Grants.gov

Conversion from the Central Contractor Registration (CCR) to the System for Award Management (SAM) has been moved to end of July.

Grants.gov to actively reject submissions from organizations with expired CCR/SAM registration.

New Opportunities This Week

Verify if your Adobe Reader Version is Compatible with Grants.gov

Quick Links

Latest News!

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http://www.grants.gov/applicants/get_registered.jsp

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GET REGISTERED

In order to apply for a grant, you and/or your organization must complete the Grants.gov registrat Organization or an Individual can take between three to five business days or as long as four week please register early!

Please choose one of the options below:

Organization Registration

An individual who is responsible for submitting a grant on behalf a company, state, local, or tribal governme other institution.

Organization Registration Overview Tutorial

Organization Registration User Guide

Organization Registration Checklist

***Please Note:** If you register as an Organization, you will not be allowed to use the Grants.gov username and password iss for grants as an Individual you must register as an Individual and use that specific username and password issued during th

Registration Process

Registration in Brief:

- Step 1: Obtain a DUNS Number
- Step 2: Register with Central Contractor Registry (CCR)
- Step 3: Username & Password
- Step 4: AOR Authorization
- Step 5: Track AOR Status

Registration takes approximately 3-5 business days, **but allow 4 weeks for completion of all steps**.

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

Register with Grants.gov - Step 1

STEP 1: Obtain DUNS Number

- Same day. If requested by phone (1-866-705-5711) DUNS is provided immediately.
- If your organization does not have one, you will need to go to the Dun & Bradstreet website at http://fedgov.dnb.com/webform [EXIT Disclaimer] to obtain the number. ***Information for Foreign Registrants*.**

***Webform requests take 1-2 business days.**

Register with Grants.gov - Step 2

STEP 2: Register with CCR

- Three to five business days or up to two weeks. If you already have a TIN, your CCR registration will take 3-5 business days to process. If you are applying for an EIN please allow up to 2 weeks.

- Ensure that your organization is registered with the Central Contractor Registration (CCR) at http://www.ccr.gov [EXIT Disclaimer]. If your organization is not, an authorizing official of your organization must register.

Register with Grants.gov - Step 3

STEP 3: Username & Password

- Same day. Complete your AOR (Authorized Organization Representative) profile on Grants.gov and create your username and password.
- You will need to use your organization's DUNS Number to complete this step. https://apply07.grants.gov/apply/OrcRegister.

STEP 4: AOR Authorization

- Same day. The E-Business Point of Contact (E-Biz POC) at your organization must login to Grants.gov to confirm you as an Authorized Organization Representative (AOR).
- Please note that there can be more than one AOR for your organization. In some cases the E-Biz POC is also the AOR for an organization.

Time depends on responsiveness of your E-Biz POC.

Register with Grants.gov - Step 4

STEP 5: TRACK AOR STATUS

At any time, you can track your AOR status by logging in with your username and password. Login as an Applicant (enter your username & password you obtained in Step 3) using the following link: applicant_profile.jsp

Register with Grants.gov - Step 5

Grants.gov Helpful Hints

- If you are a corporate entity, agency, institution, or organization, you can obtain a TIN from the Internal Revenue Service. If you are an individual, you can obtain a TIN from the Internal Revenue Service or the Social Security Administration. If you need a new TIN, please allow 2-5 weeks for your TIN to become active.

- The CCR registration process may take five or more business days to complete. If you are currently registered with the CCR, you may not need to make any changes. However, please make certain that the TIN associated with your DUNS number is correct. Also note that you will need to update your CCR registration on an annual basis. This may take three or more business days to complete.

For additional information on the registration process please view the overview tutorial located on the Grants.gov website.

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

Grants.gov Helpful Hints (cont.)

The 2012 Competition

The 2012 Competition

- We anticipate approximately 500 applications;
- Applications will be screened for completeness and eligibility;
- In conjunction with our contractor (Synergy Enterprises Inc.) we will distribute applications to the panels;
- We anticipate the panels will read 12-15 applications

- Each application will be read by a panel of three;
- Panels will be made up of individuals drawn from librarians, educators, research and evaluation specialists, academia and community members;
- We have found that a diverse group of panelists give the best results in terms of review quality.
- Awards by September 30th

2011 Competition Continued

Questions and Answers

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