

Welcome

Striving Readers Comprehensive Literacy (SRCL) Program 2017

Pre-Award Technical Assistance Webinar

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Striving Readers Comprehensive Literacy (SRCL) Program Pre-Award TA Webinar

May 2017
Thank you for joining us.
The presentation will begin shortly.

All phone lines are muted. If you have a question or require technical assistance, please use the Q&A box at the bottom right of your screen.

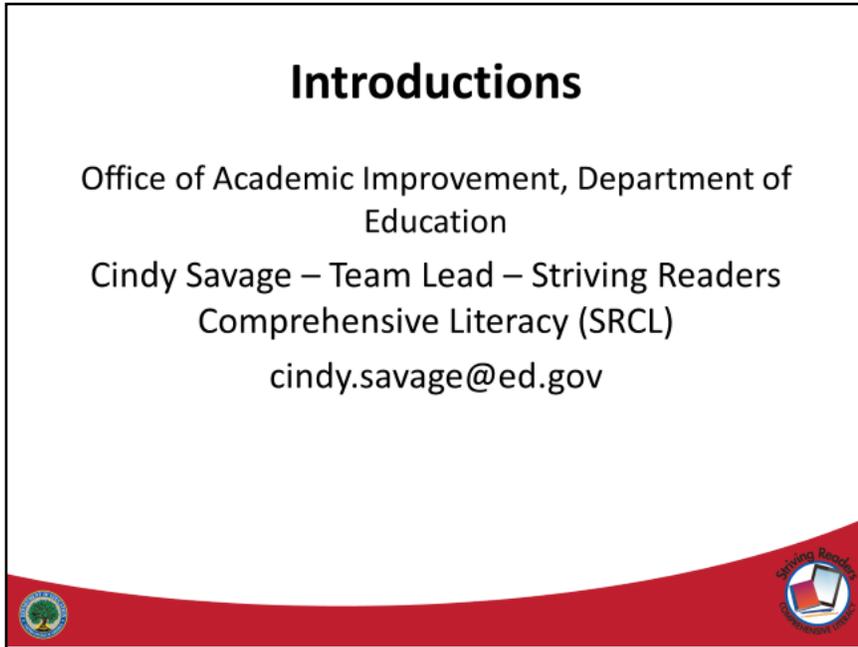


Introductions

Office of Academic Improvement, Department of
Education

Cindy Savage – Team Lead – Striving Readers
Comprehensive Literacy (SRCL)

cindy.savage@ed.gov



Operator: On the webinar today is Cindy Savage, the Team Lead for the SRCL program.

Cindy: Hello and thank you so much for joining us today. We look forward to sharing important information with you in preparation of the upcoming FY 2017 SRCL Peer Review competition.

Purpose of Webinar

This webinar is intended to support State Education Agencies interested in receiving a Striving Readers Comprehensive Literacy program grant award by providing key information to help navigate the application package and create a strong proposal.

Please see the NIA and application for the exact language of the definitions, requirements, priorities, and selection criteria that apply to this competition.



While many of you have experience with writing applications for federal discretionary programs, we expect today's webinar will help you focus on some key components to include in your application. Hopefully, by the end of the webinar you will be more knowledgeable about the requirements of SRCL and will have a better understanding about how to tailor this program to achieve positive literacy outcomes for students in your State.

During this webinar, we'll go over the requirements, definitions, priorities and selection criteria that apply to this competition. We'll discuss each of these and the information will be presented on the slides. However, please refer to the NIA and application package for the exact language. The slides sometimes contain a simplified version of the language, for ease of following along with this webinar.

Presentation Agenda

1. Legislation
2. SRCL Grant Purpose
3. Eligibility
4. Key Terms
5. Application Requirements
6. Competitive Priorities
7. Application Selection Criteria
8. Budget
9. Application Submission



Let's go over the topics that we will be discussing today.

First of all we will review the legislation and purpose of the SRCL program. Then we will discuss eligibility for the program, application requirements, and the SRCL selection criteria and priorities. We will also be discussing what should be considered for developing a sound budget and budget narrative; as well as, some information regarding submitting your application.

SRCL Legislation

Grants through this year's competition will be made under the legislative authority of Section 1502 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (ESEA), and Title III of Division H of the Consolidated Appropriations Act, 2016 (Pub. L. No. 114-113).



This year's SRCL competition is authorized under Title 1 Part E, section 1502 of the Elementary and Secondary Education Act, as well as under the fiscal year 2016 appropriations act.

We do want to note that the Every Student Succeeds Act (ESSA), authorizes the Comprehensive Literacy State Development (CLSD) program, which is a program that is considerably similar to SRCL. To provide for the orderly transition to any potential future programs under the ESSA, the priorities, requirements, definitions, and selection criteria that apply to the FY 2017 SRCL program align, to the extent possible, with certain new statutory requirements that will apply to the CLSD program.

Purpose of SRCL Grant Program

The purpose of the SRCL program is to advance literacy skills, including pre-literacy skills, reading, and writing, for all children from birth through grade 12, with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities.

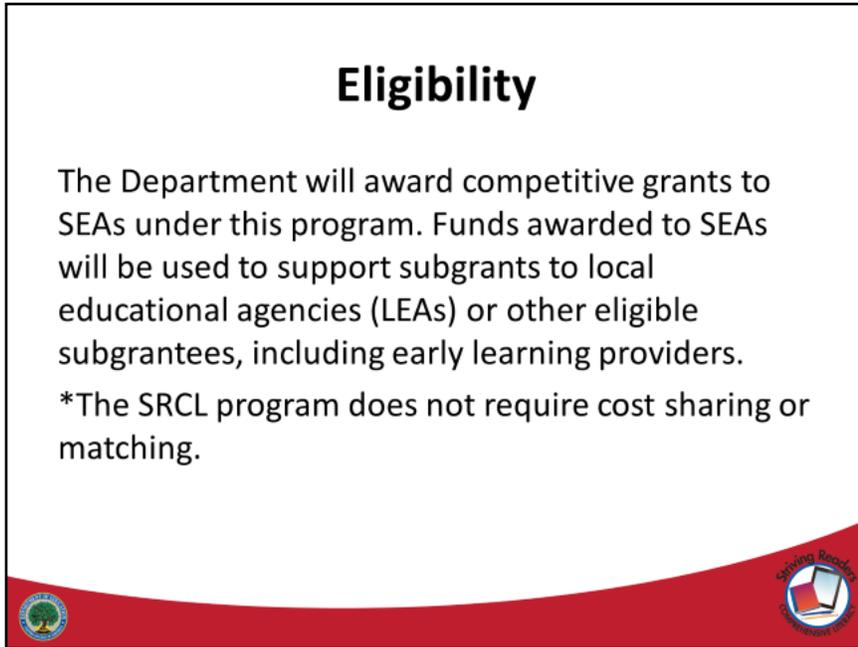


The purpose of the Striving Readers Comprehensive Literacy Program is to promote reading and writing skills in children from birth through grade 12. SRCL programs should focus on disadvantaged children, including children living in poverty, English learners and students with disabilities. This population also includes infants and toddlers with developmental delays.

Eligibility

The Department will award competitive grants to SEAs under this program. Funds awarded to SEAs will be used to support subgrants to local educational agencies (LEAs) or other eligible subgrantees, including early learning providers.

*The SRCL program does not require cost sharing or matching.



SEAs in the 50 states, DC, and Puerto Rico are eligible to apply for a SRCL competitive grant. The Outlying Areas and BIE will receive a set-aside grant, and we will be separately communicating about the process for applying for those funds.

If an SEA receives a competitive grant award, at least 95% of the award must be subgranted to one or more LEAs or, in the case of early literacy, one or more LEAs or nonprofit providers of early childhood education. This is a statutory requirement that applies to SRCL. Please note that LEAs or nonprofit providers of early childhood education must have a demonstrated record of effectiveness in improving language and early literacy development of children from birth through age five and in providing professional development in language and early literacy development.

Key Terms in NIA

- Comprehensive literacy instruction
- Disadvantaged child
- Eligible subgrantee
- High-quality plan
- Independent peer review
- Professional development
- State comprehensive literacy plan
- State literacy team
- Universal design for learning



We suggest that before you begin developing your application you should read through the full application package so that you have a good understanding of all of the requirements, priorities and specific terms. You should also read through the Notice of Final Priorities and the Notice Inviting Applications to obtain a more comprehensive view of the SRCL program.

If you use any of the key terms which are listed in the application package when you are developing your application, you will need to ensure that their intentions align with the definitions in the application package. We have listed some of the key terms on this slide. Please note that some of the definitions for the key terms are very detailed (for example, comprehensive literacy instruction and professional development definitions are extensive). So, be sure that you have a thorough understanding of what each of the terms entail when you use them in your application.

7 Parts to High Quality Plan

1. Key goals clearly stated.
2. Key activities with rationale that connects to goals.
3. Realistic timeframe with implementation milestones.
4. Key personnel associated with activities and milestones.
5. Strong theory including rationale for plan and a corresponding logic model (defined in 34 CFR 77.1).
6. Performance measures at state and local levels.
7. Appropriate financial resources for successful implementation.



Let's take a look at the term "High Quality Plan". The definition of a "High Quality Plan" describes it as a plan developed by the SEA that is feasible and has a high probability of successful implementation and, at a minimum, includes the seven components listed on this slide. So when you are describing your plan in the application narrative, you should take this definition into consideration.

You may want to ensure that the plan has goals that will drive successful program implementation. If the goals are clearly stated, it may be easier to have a shared understanding of the intent and desired impact of the program.

A program is more likely to lead to successful outcomes if the key activities align to support your goals.

Also, it is important to consider the timeframe when developing the program plan. The SRCL grants will be a 3-year award. A high-quality plan should demonstrate what can realistically be implemented in 3 years – from start-up to close out. The timeframe should include key milestones to ensure that program implementation is moving forward as planned.

A "High-Quality Plan" should also include a strong theory.

What is a strong theory? 34 CFR 77.1 defines it as a rationale for the proposed process, product, strategy, or practice that includes a logic model.

Remember that the plan includes clearly stated key goals to help drive program implementation? Well, a high-quality plan should also include performance measures that assist in determining progress toward meeting the goals. The number of performance measures is not as important as how you will use them to measure the progress and impact of the program implementation. The plan should include performance measures for both the SEA and local level implementation.

Finally, the program budget should demonstrate adequate, but efficient, financial resources to support your key activities and performance measures.

Requirements

State Funding Allocations

Grantees must provide **no less than 95%** of funds to eligible subgrantees. SEAs must ensure that of the subgranted funds:

- **15%** serve children from birth through age five;
- **40%** serve students in kindergarten through grade five; and
- **40%** serve students in middle and high school, including an equitable distribution of funds between middle and high schools.



Now, we will review the requirements that apply to this program. SEAs will be expected to meet these requirements if selected for funding. As we discussed earlier, upon receiving an award the SEA must subgrant at least 95% of their award to eligible subgrantees. There are required percentages for different age/grade levels - 15 percent must be used to serve children from birth through age five; 40 percent must be used to serve students in grades K-5; and 40 percent must be used to serve secondary students with an equitable distribution between middle and high schools. This funding breakdown is required by statute.

Requirements

State Comprehensive Literacy Plan

New or revised State comprehensive literacy plan:

- Informed by a recent (conducted in the past five years) and comprehensive needs assessment developed with the assistance of the State literacy team.
- Reviewed by the State literacy team and updated annually if an SEA receives an award under this program.

SEAs will be required to submit these plans upon award.



Of course, the SEA must have a State Comprehensive Literacy Plan that has been informed by a recent comprehensive needs assessment. For the SRCL program, “recent” means that the needs assessment was conducted within the past five years. And, the State literacy team must assist with the development of the plan.

The Department expects that program implementation will be carefully monitored and assessed through multiple means – for example, by examining and analyzing identified data collections, reviewing and monitoring local program implementation and through providing technical assistance to local programs. As we know, the outcome of completing a thorough review will most likely lead to the provision of continuous improvement processes which may involve amending the initial plan based on well-informed, data driven decisions. Therefore, once a grant is awarded, the State literacy team should review the State literacy plan annually, apply informed continuous improvement processes and update the plan, as needed. Any changes to the plan should be discussed with the Department and submitted when the updated plan is final.

Please be aware that an SEA receiving a grant will be required to submit their State Comprehensive Literacy plan upon award.

Requirements

Local Literacy Plan

SEAs must ensure that they will only fund subgrantees that submit a local literacy plan:

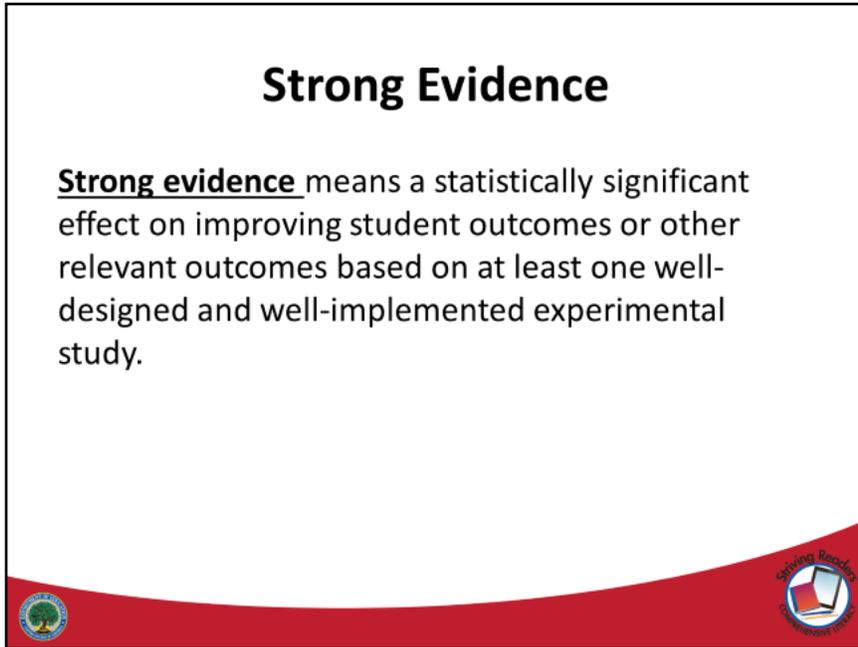
- Informed by a comprehensive needs assessment and aligned with the State comprehensive literacy plan.
- Provides for professional development.
- Includes interventions and practices that are supported by moderate evidence or strong evidence.
- Includes a plan to track children's outcomes consistent with all applicable privacy requirements.



An SEA can only fund subgrantees that submit their own local literacy plan. The local literacy plan should be informed by a needs assessment and it should be aligned to the State Comprehensive Literacy plan. The subgrantees' local literacy plan must provide for professional development (which is a key term defined in the application) for program staff. It would make sense that any professional development activities would be aligned with the required interventions and practices that are supported by moderate and/or strong evidence. Finally, subgrantees' plans must demonstrate how they will track children's outcomes to determine the effectiveness of their program implementation and to determine what continuous improvement strategies may be needed.

Strong Evidence

Strong evidence means a statistically significant effect on improving student outcomes or other relevant outcomes based on at least one well-designed and well-implemented experimental study.



Now as we just talked about, the local literacy plans must include interventions and practices that are supported by moderate or strong evidence, where evidence is applicable and available. Let's look at what we mean by strong and moderate evidence.

Any evidence from studies that found that particular activities or interventions had a statistically significant effect on improving students' literacy outcomes could be considered strong or moderate.

What determines strong evidence is that it is based on at least one well-designed and well-implemented experimental study.

Moderate Evidence

Moderate evidence means a statistically significant effect on improving student outcomes or other relevant outcomes based on at least one well-designed and well-implemented quasi-experimental study.

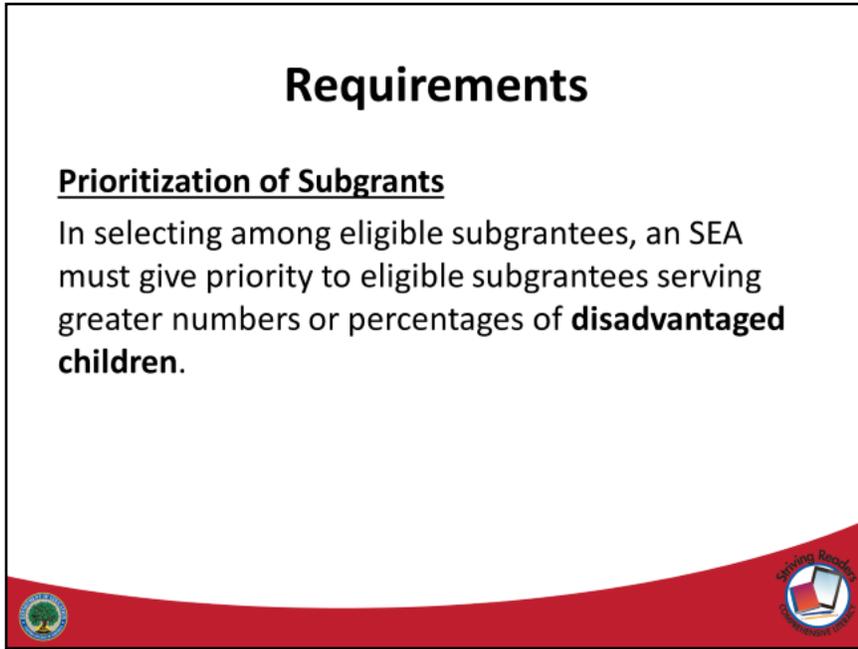


Moderate evidence is still statistically significant but stems from a quasi-experimental study.

Requirements

Prioritization of Subgrants

In selecting among eligible subgrantees, an SEA must give priority to eligible subgrantees serving greater numbers or percentages of **disadvantaged children**.



You should recall that at the beginning of this webinar we specified that the purpose of the SRCL program is to advance literacy skills, including pre-literacy skills, reading, and writing, for all children from birth through grade 12, **with a special emphasis on disadvantaged children**.

So, it makes sense that one of the application requirements is that SEAs must give priority to eligible subgrantees serving the greater numbers or percentages of disadvantaged children.

You should keep in mind that the definition of a disadvantaged child as explained in the NIA is:

...a child from birth to grade 12 who is at risk of educational failure or is otherwise in need of special assistance and support, including a child living in poverty, a child with a disability, or a child who is an English learner. This term also includes infants and toddlers with developmental delays or a child who is far below grade level, who has left school before receiving a regular high school diploma, who is at risk of not graduating with a diploma on time, who is homeless, who is in foster care, or who has been incarcerated.

Requirements

Continuous Program Improvement

Grantees must use data (including results of monitoring and evaluations and other administrative data) to:

- Inform the program's continuous improvement and decision making,
- Improve program participant outcomes,
- Ensure that disadvantaged children are served.

Additionally, SEAs must ensure that subgrantees, educators, families, and other key stakeholders receive the results of the evaluations conducted on the effectiveness of the program in a timely fashion, consistent with all applicable Federal, State, and other privacy requirements.



Earlier, we talked about using continuous improvement processes and updating the comprehensive state plan. Please note that part of the application requirements include the use of a Continuous Program Improvement process. Specifically, SRCL grantees must use data to inform all continuous improvement and decision making activities. Of course, data-driven decisions are necessary to support practices and strategies that will improve student literacy outcomes and will ensure that the state's identified disadvantaged children are served through SRCL grant activities.

Additionally, SRCL grantees must have a communication process that ensures subgrantees, educators, families and any other key stakeholders have timely access to the results of any evaluations conducted to determine the effectiveness of the SRCL program.

Requirements

Supplement not Supplant

Grantees must use funds under this program to supplement, and not supplant, any non-Federal funds that would be used to advance literacy skills for children from birth through grade 12.



The SRCL grant award funds cannot be used to **supplant** any non-Federal funds that would ordinarily be used to support literacy skills. SRCL funds can only be used to supplement current funding sources.

Requirements

Cooperation with National Evaluation

SEAs must assure they will only fund subgrantees that provide a written assurance to cooperate with a national evaluation of the SRCL program. This may include:

- Adhering to the results of a random assignment process (e.g., lottery) to select schools or early learning providers that will receive SRCL funds.
- Agreeing to implement SRCL proposed literacy interventions only in schools or early learning organizations that receive SRCL funds.



SRCL grantees must only fund subgrantees that provide a written assurance to cooperate with a national evaluation of the SRCL program, if a national evaluation should be conducted. Please note that the implementation of a national evaluation is a new requirement under ESSA and the Department is currently making plans on how to best implement the evaluation. We we will provide more information to the field as it becomes available.

Priorities

Absolute Priority: Interventions and Practices Supported by Moderate or Strong Evidence

SEA must ensure that evidence plays a central role in SRCL subgrants. Specifically:

- (1) Independent peer review process to prioritize subgrantees that propose programs supported by moderate or strong evidence, where applicable and available
- (2) Subgrantees' plans align with State's comprehensive literacy plan and local needs

Please see NIA for exact language of the priority.



Now, let's look at the SRCL competition priorities.

There is one absolute priority, Interventions and Practices Supported by Moderate or Strong Evidence and applicants must meet the absolute priority in order to be considered for funding.

As we have discussed earlier, SEA applicants must ensure that any awarded subgrantees will have proposed a high-quality comprehensive local literacy instruction program that includes interventions supported by moderate or strong evidence, where evidence is applicable and available.

Additionally, in order to meet the absolute priority, the SEA's application must ensure that it uses an Independent Peer Review process to prioritize awards to eligible subgrantees. As defined in the application package, an Independent Peer Review means a high-quality and transparent review process informed by outside individuals with expertise in literacy development and education for children from birth through grade 12. SEAs must have a plan for ensuring that the process used to select subgrantees will prioritize subgrantees that propose programs supported by moderate or strong evidence.

Also, SEAs must ensure that the programs and interventions that subgrantees propose are aligned to both the State's comprehensive literacy plan as well as the subgrantee's local needs.

The expert peer reviewers will recommend to the Department whether applications have met this absolute priority. If an application does not meet this priority, it will not be selected for funding.

Competitive Preference Priorities

Priority 1: Serving Disadvantaged Children (up to 5 points)

SEAs' high-quality plan describes how subgrantees will serve the greatest numbers or percentages of disadvantaged children, including:

- Children living in poverty,
- English learners, and
- Children with disabilities.



We have already discussed that the focus of the SRCL program is on serving disadvantaged children and we talked about the definition of a disadvantaged child. An SEA can receive up to 5 competitive priority points by clearly describing how the SEA's high-quality plan includes processes to ensure that the state will serve the greatest numbers or percentages of disadvantaged children through the SRCL program implementation.

Competitive Preference Priorities

Priority 2: Alignment within Birth through Fifth Grade Continuum (up to 5 points)

SEA's describes a high-quality plan to align, through a progression of approaches appropriate for each age group, early language and literacy projects that serve children from birth to age five with programs and systems that serve students in kindergarten through grade five to improve school readiness and transitions for children across this continuum.



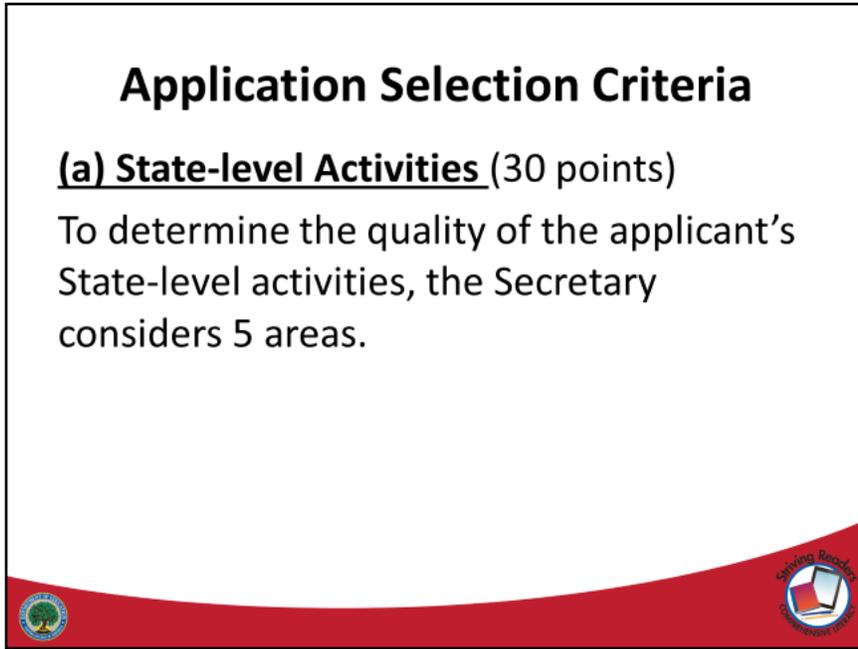
As we all know, research shows that beginning literacy interventions at a very early age typically has a positive impact on children's literacy development and outcomes. So, an SEA can receive up to 5 competitive preference points by clearly describing how the high-quality plan establishes an alignment of the subgrantees' programs through systems that serve children from birth through 5th grade.

The plan should ensure that the alignment of programs include approaches and interventions that are age-appropriate for each age group. And, the plan should describe how the approaches and interventions will be used to improve school readiness; as well as, provide for smooth and seamless transitions for children across the continuum.

Application Selection Criteria

(a) State-level Activities (30 points)

To determine the quality of the applicant's State-level activities, the Secretary considers 5 areas.



Now, let's take some time to talk about each of the application selection criteria. This is the criteria that the Department's peer review panels will use to score each of the applications.

First, let's look at the State-level Activities-

Application Selection Criteria

(a) State-level Activities, cont'd.

(1) The extent to which the SEA will support and provide technical assistance to its SRCL program subgrantees to ensure they implement a high-quality comprehensive literacy instruction program that will improve student achievement, including

- TA on identifying and implementing with fidelity interventions and practices that are supported by strong evidence or moderate evidence and align with local needs.



It is very important that the SEA describe in its application a clear plan to offer technical assistance to its subgrantees. The SEA must ensure their SRCL subgrantees are implementing high-quality programs with fidelity. As we all know, SEAs that partner with their subgrantees through providing appropriate and effective technical assistance are more likely to have local literacy programs that lead to improved student achievement and positive student literacy outcomes.

We have already discussed that the SRCL program places great emphasis on interventions and practices that are supported by strong or moderate evidence. So, the application narrative should explain how the SEA's technical assistance will support subgrantees to identify and effectively implement interventions and practices supported by strong or moderate evidence.

Application Selection Criteria

(a) State-level Activities, cont'd.

(2) The extent to which the SEA will collect data and other information to inform the continuous improvement, and evaluate the effectiveness and impact, of local projects.



Additionally, the SEA's application must describe the SEA's data collection system that will be used to obtain data from multiple sources and describe how the SEA will use the data for continuous improvement activities – as we discussed earlier in this webinar.

Don't forget to include how the SEA will use the data to evaluate the effectiveness and impact of the subgrantees local SRCL programs.

Application Selection Criteria

(b) SEA Plan for Subgrants (20 points)

To determine the quality of the applicant's SEA plan for subgrants, the Secretary considers the extent to which the SEA has a high-quality plan to use an independent peer review process to award subgrants that propose a high-quality comprehensive literacy instruction program.



We have already had some conversation regarding the use of an independent peer review process. The peer review process will be considered as part of the selection criteria for the SEA plan for subgrantees.

Application Selection Criteria

(b) SEA Plan for Subgrants, cont'd.

Independent Review Process should include a

- (1) Plan to prioritize projects that will use interventions and practices supported by **strong evidence or moderate evidence**; and
- (2) Process to determine:
 - Extent to which proposed interventions or practices are supported by moderate evidence or strong evidence;
 - Alignment of local project to the State's comprehensive literacy plan;
 - Extent to which interventions and practices are differentiated and appropriate for children from birth through age five and children in kindergarten through grade 5; and
 - Relevance of cited studies to the proposed project and identified needs.



The Department's peer reviewers will be looking for specific elements of the SEA independent review process. As you can see, these elements include:

- Prioritizing projects that use interventions and practices supported by strong or moderate evidence – as we have talked about throughout this webinar.
- Ensuring that there is a way to determine that proposed projects are supported by strong or moderate evidence.
- Ensuring that local projects align to the State's comprehensive literacy plan.
- Ensuring that there is a way to determine that interventions and practices are age-appropriate for the groups of children that are served and
- Ensuring that there is a way to determine the relevance of the studies cited by subgrantees to support their identified needs and proposed projects.

Application Selection Criteria

(c) SEA Monitoring Plan (30 points)

The extent to which the SEA describes a high-quality plan for monitoring local projects will determine the quality of the monitoring plan, including a plan to ensure:

- Interventions and practices that are part of the comprehensive literacy instruction program are aligned with the SEA's State comprehensive literacy plan;
- Interventions and practices that subgrantees implement are supported by moderate evidence or strong evidence, to the extent appropriate and available;



The Department's peer reviewers will also be looking to see that the SEA's application has a high-quality, thorough monitoring plan. Again - this is a recurring theme and should indicate the importance of these areas – the monitoring plan should include how the SEA will make sure that interventions and practices are part of a comprehensive, local literacy program; how they align with the state comprehensive literacy plan; and that they are supported by moderate or strong evidence.

Application Selection Criteria

(c) SEA Monitoring Plan, cont'd.

- The interventions and practices are differentiated and are appropriate for children from birth through age five and children in kindergarten through grade 5; and
- Interventions and practices are implemented with fidelity and aligned with the SEA's comprehensive literacy plan and local plan.



The SEA monitoring plan should also describe how the SEA will ensure that the interventions and practices are differentiated and are age-appropriate. And, of course the SEA's plan should have processes to determine that the interventions and practices are implemented with fidelity.

Application Selection Criteria

(d) Alignment of Resources (10 points)

The extent to which SEAs describes how they will align resources will determine the points awarded in this section. The SEA should have a plan to:

- Target subgrants supporting projects that will improve instruction for the greatest numbers or percentages of disadvantaged children; and
- Award subgrants of sufficient size to fully and effectively implement the local plan while also ensuring that at least
 - 15% of the funds serve children from birth through age five;
 - 40% of the funds serve students in kindergarten through grade five; and
 - 40% of the funds serve students in middle and high school, through grade 12, including an equitable distribution of funds between middle and high schools.



In order to ensure that SRCL funds will improve instruction for the largest number and percentage of disadvantaged children throughout the State, it is important to have a plan that aligns resources for high efficiency and impact. The points awarded in this section are based on the SEA's description of how it will determine which local entities serve the greatest number of disadvantaged children. The plan must also ensure that the correct amount of overall funds are provided across all age and grade level categories.

Application Selection Criteria

(e) Adequacy of Resources (25 points)

To determine the adequacy of resources for the proposed project, the Secretary considers:

- Extent to which costs are reasonable in relation to the objectives, design, and potential significance of project; and
- Extent to which costs are reasonable in relation to number of persons to be served and to the anticipated results and benefits.



The SRCL grants awarded through the FY17 competition will be 3 year awards. So, the Department's peer reviewers will be looking to see how the SEA's application demonstrates the process used by the SEA to determine that they have adequate resources to implement their proposed SRCL program. The Department's peer reviewers will carefully review to ensure that the SEA's requested award amount is reasonable in relation to the design and potential significance of the program implementation.

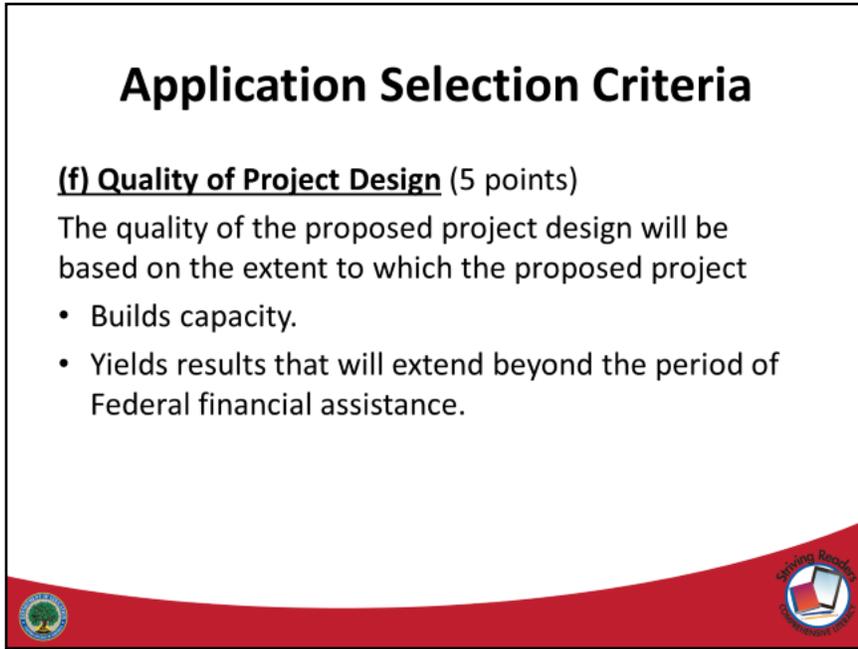
In this section of the proposal, it could be very beneficial to include a detailed account of how costs were determined and how funds will be expended to ensure an effective and advantageous SRCL program be implemented statewide.

Application Selection Criteria

(f) Quality of Project Design (5 points)

The quality of the proposed project design will be based on the extent to which the proposed project

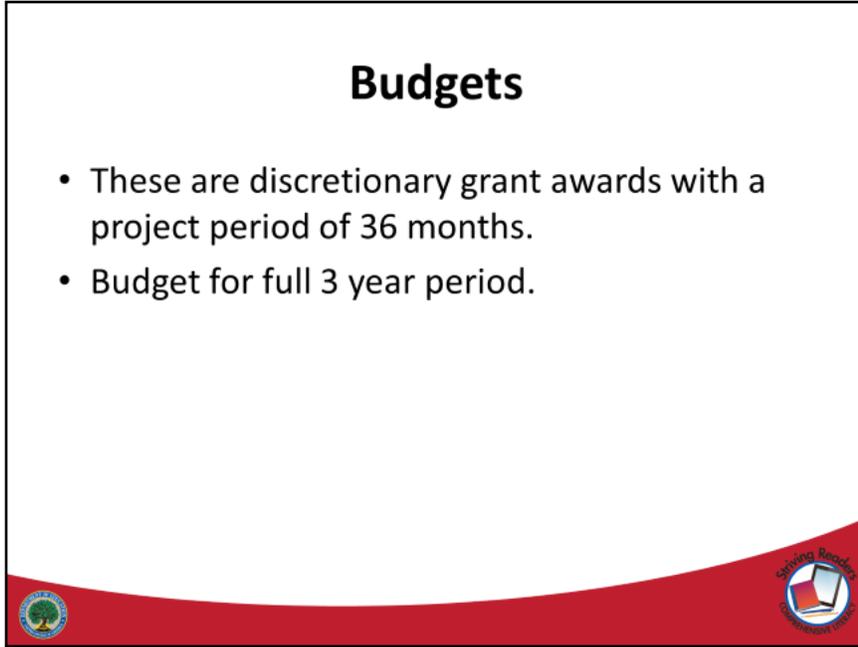
- Builds capacity.
- Yields results that will extend beyond the period of Federal financial assistance.



Lastly, the Department's peer reviewers will be looking to see that the SEA application describes a plan to continue building on SRCL program implementation efforts after the grant award funding cycle has ended.

Budgets

- These are discretionary grant awards with a project period of 36 months.
- Budget for full 3 year period.



As you build your budget and write your budget narrative, there are a few things that are important to consider. First of all, because these are 3-year awards your budget should reflect the full 3-year period.

Budget Information in Application

14. FUNDING PERIOD:

a. Start Date:

b. End Date:

15. ESTIMATED FUNDING:

a. Federal (\$):

b. Match (\$):

Federal Box: Estimated Funding amount for Federal dollars should reflect the full amount for the 3-year award period.



When you are completing the SF-424, please be sure to include the start and end date of the 3-year award period. Also, the Estimated Funding amount for Federal dollars should reflect the full amount for the 3-year award period.

Budget Narrative

- Budget narrative:
 - Personnel (Resumes for Project Directors and Key Personnel)
 - Travel
 - Equipment/Supplies
 - Contractual

The budget narrative in the SEA application should provide sufficient detail to justify the budgeted costs for each of the budget areas. The application package includes detailed guidance for completing a budget narrative. So, be sure and read it carefully!

You should fully justify each of the budget categories, such as; Personnel, Fringe Benefits, Travel, Equipment, and Supplies. In the Contractual narrative, be aware that the SEA should follow the State's procurement laws and processes. Any contractual activities described should be in alignment with those specific procurement laws.

Application Submission

- Application Deadline – July 17, 2017 by 4:30:00pm (EST)
- Electronic Submission Only through Governmentwide Grants.gov at
<http://www.grants.gov/web/grants/view-opportunity.html?oppld=293870>
- Recommend that the Program narrative is no more than 50 pages*

*Does not apply to the cover sheet; the budget section, including the narrative budget justification; the assurances and certifications; or the one-page abstract, the resumes, the bibliography, or the letters of support.



As you see here, the deadline to apply is July 17, 2017. Also note, we will not accept emailed or hardcopy (through general mail) submissions. You must use the Grants.gov site.

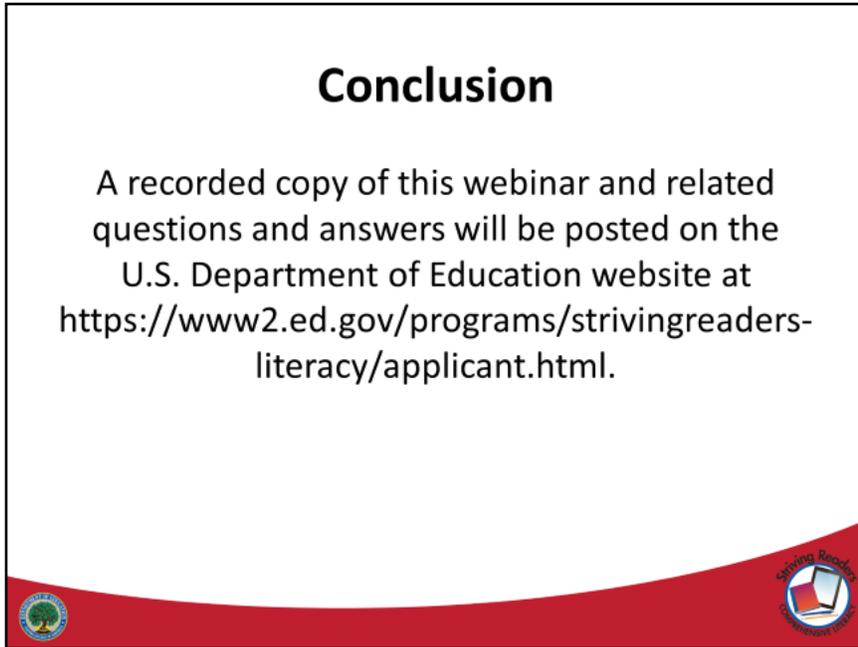
We have discussed throughout this webinar the information that should be included in the program narrative. It will benefit applicants greatly if the program narrative is clearly organized, includes all of the required information and is succinct enough for the Department's peer reviewers to easily comprehend the program design, goals and objectives and culminating student literacy outcomes. Remember that too much information can obscure the intentions that are being conveyed.

Also it is good to keep in mind that if the SRCL program is funded, the SEA and Department staff will be reliant upon all of the information in the application to support a strong partnership between the SEA and the Department to ensure that the funded SRCL program is implemented with fidelity and in alignment with the submitted application. Awarded SEAs will participate in a post-award conference to review the information in the application for the purposes of:

- a. Establishing a mutual understanding of the expected performance outcomes;
- b. Establishing a mutual understanding of the measures for assessing the project's progress and results;
- c. Clarifying the frequency and method for monitoring and ongoing communication between the Department and the grantee;
- d. Discussing other technical assistance that the Department will provide;
- e. Reviewing and clarifying any specific regulatory or statutory requirements affecting the grantee's performance, if applicable; and
- f. Reviewing and clarifying any project activity or budget issues or concerns (such as, issues or concerns related to key personnel, indirect cost, changes in project activities due to changes in requested amounts, and any policies regarding carryover and no-cost extensions).

Conclusion

A recorded copy of this webinar and related questions and answers will be posted on the U.S. Department of Education website at <https://www2.ed.gov/programs/strivingreaders-literacy/applicant.html>.



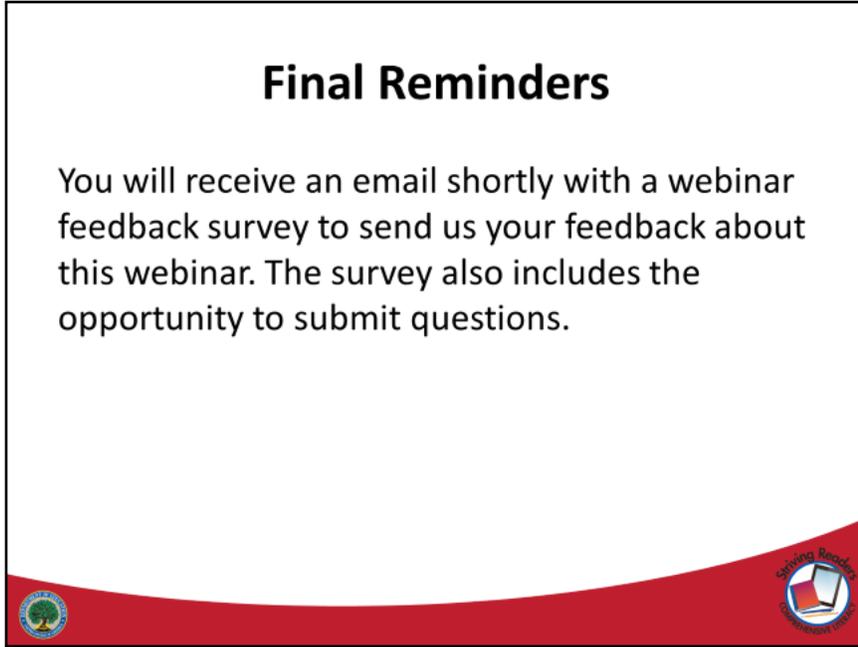
We have been collecting questions from participants and will create a question and answer document that we will post on the Department of Education's website at some point after all of the webinar presentations are completed. The last webinar presentation will occur on May 31, 2017. Please check the Department of Education's website periodically for this document.

Please take the time now to write any of your questions into the Q&A box. You will have up to 20 minutes after the close of the webinar to submit your questions.

Thank you for attending this webinar to support your efforts to create a successful SRCL proposal.

Final Reminders

You will receive an email shortly with a webinar feedback survey to send us your feedback about this webinar. The survey also includes the opportunity to submit questions.



Operator: You will receive an email with a webinar feedback survey. This survey will take less than 5 minutes to complete. Thank you for your time attending this webinar.