FY 2023 OPEN TEXTBOOKS PILOT (OTP) PROGRAM
PRE- APPLICATION WEBINAR*

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*Please visit our website or grants.gov to view our pre-application webinar slide deck and FAQ document.

DISCLAIMER

NOTE: THE FEDERAL REGISTER IS THE OFFICIAL APPLICATION SUBMISSION GUIDE. THIS WEBINAR PROVIDES TECHNICAL ASSISTANCE ONLY

AGENDA

- General Information/FY 2022 Competition at a Glance
- Purpose
- Eligibility Information
- Requirements
- Priorities
- Selection Criteria
- Understanding Indirect Costs
- Budget Tips
- Performance Measures
- Planning Your Grant Application
- Application Review and Selection Process
- Submission Information
- Call for Peer Reviewers
- Questions from the Field
- Resources and Program Contacts

GENERAL INFORMATION

- Notice Inviting Applications (NIA) published in the Federal Register on March 17, 2023, with a deadline of May 16, 2023.
- Download application package in Grants.gov by searching for the ALN 84.116T or Funding Opportunity Number ED-GRANTS-031723-001
- Frequently Asked Questions (FAQ) posted on the Open Textbooks Pilot website

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FY 2023 COMPETITION AT A GLANCE

- APPLICATION AVAILABLE: March 17, 2023
- APPLICATION DEADLINE: May 16, 2023, at 11:59pm ET
- ESTIMATED AVAILABLE FUNDS: $10,626,704
- ESTIMATED RANGE OF AWARDS: $1,773,000 to $2,125,000 (FOR 3 YEARS)*
- MAXIMUM AWARD: We will not make an award exceeding $2,125,000 for the entire project period of 36 months.
- PROJECT PERIOD: 36 MONTHS
- ESTIMATED NUMBER OF AWARDS: 5

* ALL AWARDEE FUNDS WILL BE FRONTLOADED.

- PRIORITIES
  - 3 Absolute Priorities
  - 1 Competitive Preference Priority
  - 1 Invitational Priority
- This program uses an unrestricted indirect cost rate. For more information regarding indirect costs, or to obtain a negotiated indirect cost rate, please see https://www2.ed.gov/about/offices/list/ocfo/intro.html
- Budgets may not exceed range cap but may be below the estimated range.

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PROGRAM PURPOSE

The OTP program supports projects at eligible institutions of higher education that create new open textbooks and expand the use of open textbooks in courses that are part of a degree-granting program, particularly those with high enrollments. This pilot program emphasizes the development of projects that demonstrate the greatest potential to achieve the highest level of savings for students through sustainable, expanded use of open textbooks in high-enrollment courses or in programs that prepare individuals for in-demand fields.

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ELIGIBILITY

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Eligible applicants are IHEs as defined in section 101 of the Higher Education Act (HEA) (20 U.S.C. 1001), or State higher education agencies that:

a) Lead the activities of a consortium that is comprised of at least:

   (i) Three IHEs as defined in section 101 of the HEA;

   (ii) An educational technology or electronic curriculum design expert (which may include such experts that are employed by one or more of the consortium institutions); and

   (iii) An advisory group of at least three employers, workforce organizations, or sector partners; and

b) Have demonstrated experience in the development and implementation of open educational resources.

REQUIREMENTS

Accessibility: All digital content developed under this grant program must incorporate the principles of universal design to ensure that they are accessible to individuals with disabilities. The content and courses must be in full compliance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, as amended, and the Web Content Accessibility Guidelines 2.0, Level AA.

Technical Standards for Interoperability: All digital assets developed under this grant program must be produced to maximize interoperability, exchange, and reuse and must conform to industry-recognized open standards and specifications. **Applicants must identify the industry standard they will use.** All digital assets created in whole or in part under this grant program must be licensed for free, attributed public use and distribution as required under 2 CFR 3474.20.

Applicants should identify the industry standard they will use for "Technical Standards for Interoperability" in the narrative section "Quality of the Project Design" within the Project Narrative Attachment Form.

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COMPETITION PRIORITIES

Three (3) Absolute Priorities (Required)

1. Absolute Priority 1 -- Improving Collaboration and Dissemination.
2. Absolute Priority 2 -- Addressing Gaps in the Open Textbook Marketplace and Bringing Solutions to Scale.
3. Absolute Priority 3 -- Promoting Student Success.

One (1) Competitive Preference Priority (Optional for up to 5 additional points)

1. Competitive Preference Priority -- Using Technology-Based Strategies for Personalized Learning and Continuous Improvement.

One (1) Invitational Priority (Optional – no points awarded for addressing this priority)

1. Invitational Priority -- Participation by Minority-Serving Institutions and Community College -- we do not give an application that meets this invitational priority a competitive or absolute preference over other applications.

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ABSOLUTE PRIORITY #1 (REQUIRED)

ABSOLUTE PRIORITY 1: IMPROVING COLLABORATION AND DISSEMINATION

To meet this priority, an eligible applicant must propose to lead and carry out projects that involve a consortia of institutions, instructors, and subject matter experts, including no less than three IHEs, along with relevant employers, workforce stakeholders (as defined in the NIA), and/or trade or professional associations (as defined in the NIA). Applicants must explain how the members of the consortium will work together to develop and implement open textbooks that:

(a) Reduce the cost of college for large numbers of students through a variety of cost saving measures; and

(b) Contain instructional content and ancillary instructional materials that align student learning objectives with the skills or knowledge required by large numbers of students (at a given institution or nationally), or in the case of a career and technical postsecondary program, meet industry standards in in-demand industry sectors or in-demand occupations (as defined in the NIA).

QUESTIONS TO CONSIDER - Absolute Priority #1

- What's the basis of selection for the consortium member?
- What expertise and/or resources does the consortium member provide?
- What's their responsibility?
- How will the consortium work together to develop/implement content aligned with the objectives of the grant?
- In what way does the Advisory group augment the knowledge and skills of the other members of the consortium?

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ABSOLUTE PRIORITY #2 (REQUIRED)

ABSOLUTE PRIORITY 2: ADDRESSING GAPS IN THE OPEN TEXTBOOK MARKETPLACE AND BRINGING SOLUTIONS TO SCALE

To meet this priority, an applicant must identify the gaps in the open textbook marketplace in courses that are part of a degree-granting program that it seeks to address and propose how to close such gaps. An applicant must propose a comprehensive plan to:

a) Identify and assess existing open educational resources in the proposed subject area before creating new ones, such as by identifying any existing open textbooks that could potentially be used as models for the design of the project or ancillary learning resources that would support the development of courses that use open textbooks;
b) Focus on the creation and expansion of education and training materials that can be scaled, within and beyond the participating consortium members, to reach a broad range of students participating in high-enrollment courses or preparing for in-demand industry sectors or in-demand occupations;
c) Create and disseminate protocols to review any open textbooks created or adapted through the project for accuracy, rigor, and accessibility for students with disabilities;

ABSOLUTE PRIORITY #2 (REQUIRED)

ABSOLUTE PRIORITY 2: ADDRESSING GAPS IN THE OPEN TEXTBOOK MARKETPLACE AND BRINGING SOLUTIONS TO SCALE

To meet this priority, an applicant must identify the gaps in the open textbook marketplace in courses that are part of a degree-granting program that it seeks to address and propose how to close such gaps. An applicant must propose a comprehensive plan to:

d) Disseminate information about the results of the project to other IHEs, including promoting the adoption of any open textbooks created or adapted through the project, or adopting open standard protocols and processes that support the interoperability for any digital assets created;
e) Include professional development to build capacity of faculty, instructors, and other staff to adapt and use open textbooks; and
f) Describe the courses for which open textbooks and ancillary materials are being developed.

QUESTIONS TO CONSIDER - Absolute Priority #2

- What open textbook materials are already out there? What gaps exist? And how do the materials you propose to develop fit into this picture?
- What activities will you undertake to support system-level OER initiatives? This can include training, professional development, technology, learning design and faculty support.
- What's the review process and criteria that establish standards for the open textbooks?
- How will you share, collaborate, and disseminate open textbooks materials?

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ABSOLUTE PRIORITY #3 (REQUIRED)

ABSOLUTE PRIORITY 3: PROMOTING STUDENT SUCCESS

To meet this priority, an applicant must propose to build upon existing open textbook materials and/or develop new open textbooks for high-enrollment courses or high-enrollment programs in order to achieve the highest level of savings for students. Additionally, this priority requires the applicant to include plans for:

(a) Promoting and tracking the use of open textbooks in postsecondary courses across participating members of the consortium, including an estimate of the projected direct cost savings for students that will be reported during the annual performance review;
(b) Monitoring the impact of open textbooks on instruction, learning outcomes, course outcomes, and educational costs;
(c) Investigating and disseminating evidence-based practices associated with using open textbooks that improve student outcomes; and
(d) Updating the open textbooks beyond the funded period.

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QUESTIONS TO CONSIDER - Absolute Priority #3

- How do the selected courses, program or degree pathway promote student success and degree completion?
- How will you promote awareness and adoption of the open textbooks? How do you track the use of the materials?
- How will you assess the impact of open textbooks on instruction, learning outcomes, course outcomes, and educational costs?
- Is there a sustainable workflow to maintain and disseminate the open textbooks when funding ceases?

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COMPETITIVE PREFERENCE PRIORITY (OPTIONAL)

<u>COMPETITIVE PREFERENCE PRIORITY --</u> Using Technology-Based Strategies for Personalized Learning and Continuous Improvement (up to 5 points).

To meet this priority, an applicant must propose a project that focuses on improving instruction and student learning outcomes by integrating technology-based strategies, such as personalized learning, and providing support to faculty, instructors, and other staff who are delivering courses using these techniques. The project must enable students to tailor and monitor their own learning and/or allow instructors to monitor the individual performance of each student in the classes or courses for which the applicant proposes to develop open textbooks. In addition, online and technology-enabled content and courses developed under this project must incorporate the principles of universal design in order to ensure that they are readily accessible by all students, including students with disabilities. The openly licensed resources that are developed should support traditional, text-based materials, including through such tools as adaptive learning modules, digital simulations, and tools to assist student engagement.

QUESTIONS TO CONSIDER – Competitive Preference Priority

- How will the open textbooks promote active learning?
- How does the technology pair with the content to help improve instruction and student learning outcomes?

Questions related to the open licensing requirements should be submitted to kurrinn.abrams2@ed.gov with a copy to tech@ed.gov.

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INVITATIONAL PRIORITY (OPTIONAL)

INVITATIONAL PRIORITY -- Participation by Minority-Serving Institutions and Community Colleges*

An application from a Minority-Serving Institution (MSI) (as defined in this notice) or community college (as defined in the NIA) that leads the activities of the consortium and serves as the fiscal agent; or an application from a consortium in which an MSI or community college is a member of the consortium but not the lead applicant.

Note: Please reference the NIA for the definition of a MSI and community college. A full list of institutions designated as eligible is available at: https://www2.ed.gov/about/offices/list/ope/idues/eligibility.html

*For FY 2023, and any subsequent year in which we make awards from the list of unfunded applications from this competition, this priority is an invitational priority. Under 34 CFR 75.105(c)(1), we do not give an application that meets this invitational priority a competitive or absolute preference over other applications.

SELECTION CRITERIA

- The selection criteria are the criteria against which the peer reviewers evaluate and score each application.
- The Department **selects grantees based on peer reviewer scores**, so clearly addressing the selection criteria is critical.
- Respond to the selection criteria and each factor in the appropriate section.
- The project narrative should be organized in seven labeled sections that correspond to and follow the order of the seven selection criteria.
    a. Significance
    b. Quality of the Project Design
    c. Quality of the Project Services
    d. Quality of the Project Personnel
    e. Adequacy of Resources
    f. Quality of the Management Plan
    g. Quality of the Project Evaluation
- The maximum total score that any applicant may receive on the seven selection criteria is 100 points.

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SELECTION CRITERIA

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Selection Criteria	Maximum Points
Significance	20
Quality of Project Design	16
Quality of Project Services	15
Quality of Project Personnel	9
Adequacy of Resources	20
Quality of Management Plan	10
Quality of Project Evaluation	10
Total Maximum Score for Selection Criteria	**100**
Competitive Preference Priority	**5**
Total Possible Score Per Application	105

SELECTION CRITERIA

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Significance
(maximum 20 points)

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

1) The 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 (up to 10 points).

2) The potential replicability of the proposed project or strategies, including, as appropriate, the potential for implementation in a variety of settings (up to 10 points).

QUESTIONS TO CONSIDER - Significance

- How does the proposed project expand or strengthen the institution's capacity and ability to address the needs of the target population?
- How does the project support new or substantially improved strategies to address widely shared challenges to instruction and student learning?
- Does the project or proposed strategies have potential to be replicated in a variety of settings?
- If the project is successful, what improvements or systemic changes are expected?

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Quality of Project Design (maximum 16 points)

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

(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable (up to 4 points).
(2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs (up to 4 points).
(3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance (up to 4 points).
(4) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition (up to 4 points).

QUESTIONS TO CONSIDER – Project Design

- Is there evidence that supports your approach to the design of the project?
- How do the objectives relate to the project goals and what are the anticipated outcomes? Are they measurable?
- Have you identified the target population? Their challenges? Needs?
- What are the capacity building initiatives and how will they be parlayed into sustainable, reproducible initiatives elsewhere?
- How will the project continue after the grant period?

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SELECTION CRITERIA

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Quality of Project Services (maximum 15 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 quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

(1) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards (up to 5 points).
(2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services (up to 5 points).
(3) 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 (up to 5 points).

QUESTIONS TO CONSIDER – Project Services

- Are the proposed services appropriate for the targeted outcome/impact?
- To what extent are the expertise and resources of the consortium leveraged to maximize effectiveness of the services?
- Are the training and professional development services sufficient to achieve the objectives and goals of the project?
- Did the letters of support or MOU's outline each partners responsibilities to the project?

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SELECTION CRITERIA

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Quality of Project Personnel (maximum 9 points)

The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

(1) The qualifications, including relevant training and experience, of the project director or principal investigator (up to 5 points).

(2) The qualifications, including relevant training and experience, of key project personnel (up to 4 points).

QUESTIONS TO CONSIDER – Project Personnel

- Is the experience and training of the Project Director and key personnel directly related to the activity objectives?

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SELECTION CRITERIA

Adequacy of Resources (maximum 20 points)

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

(1) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project (up to 10 points).

(2) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project (up to 10 points).

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QUESTIONS TO CONSIDER – Adequacy of Resources

- How are the resources related to the successful implementation of the project?
- Describe if these resources are available at your institution (or in partner institutions); or if you plan to acquire them.
- Letters of commitment and support should be submitted to demonstrate level of commitment to the project.
- Are the requested funds reasonable in relation to the complexity and scale of the project?

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SELECTION CRITERIA

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Quality of Management Plan (maximum 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:

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks (up to 5 points).

(2) 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 (up to 5 points).

QUESTIONS TO CONSIDER – Management Plan

- What is the plan to ensure proper and efficient management of the project, including methods of coordination across organizational units, partners, stakeholders, etc.? Who is responsible for what?
- How will you ensure that the project is on schedule and within budget to meet the identified goals and objectives of the project?
- Have sufficient staff and time been committed to ensure that the identified goals and objectives are met?

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Quality of Project Evaluation (maximum 10 points)

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

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

(2) 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 (up to 5 points).

QUESTIONS TO CONSIDER – Evaluation Plan

- Describe the methods for data collection and evaluation.
- How will you assess student learning outcomes and impact on instruction?
- Are the proposed activities/strategies appropriate to yielding the intended data?
- How will the evaluation be used to inform continuous improvement?

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APPLICATION TIEBREAKERS

1. **First Tiebreaker:** The first tiebreaker will be the highest average score for the selection criterion "Quality of the Project Design." If a tie remains, the second tiebreaker will be utilized.

2. **Second Tiebreaker:** The second tiebreaker will be the highest average score for the selection criterion "Significance." If a tie remains, the third tiebreaker will be utilized.

3. **Third Tiebreaker:** The third tiebreaker will be the highest average score for the competitive preference priority. If a tie remains, the fourth tiebreaker will be utilized.

4. **Fourth Tiebreaker:** The fourth tiebreaker will be the applicant that proposes the highest level of savings for students in response to Absolute Priority 3 and the Annual Performance Reporting requirements. Applicants must indicate the projected direct cost savings for students in the one-page abstract. If a tie remains, the fifth tiebreaker will be utilized.

5. **Fifth Tiebreaker:** The fifth tiebreaker will be the applicant that promotes equitable geographic distribution of OTP grantees.

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UNDERSTANDING INDIRECT COST

INDIRECT COST

APPLICABLE INDIRECT COST RATE TYPE

- This program uses an unrestricted indirect cost rate.
- For more information regarding indirect costs, please see https://www2.ed.gov/about/offices/list/ocfo/intro.html or contact indirectcostdivision@ed.gov

REGULATIONS & GUIDANCE

UNIFORM GUIDANCE

- 2 CFR 200 SUBPART E
- FAQS: https://www.cfo.gov/wp-content/uploads/2014/11/2014-11-26-Frequently-Asked-Questions.pdf

DEPARTMENTAL REGULATIONS

- EDUCATION DEPARTMENT GENERAL ADMINISTRATIVE REGULATIONS
  - 34CFR 75.560 - 75.580
  - 34 CFR 76.560 - 76.580

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Budget Tips

a. Budgets should reflect the scale and scope of the project.

b. Budgets may not exceed the estimated range of $1,773,000-$2,125,000 but they may be below the estimated range.

c. Complete the ED standard form 524 and prepare a **detailed budget narrative** that includes the costs and justification of costs.

d. No cost share or matching requirements.

e. Scholarships and student financial assistance are not an allowable cost. Please see the Uniform Guidance for all allowable costs/activities.

f. Unrestricted indirect cost rate.

g. Budgets will be evaluated by peer reviewers for relevance and appropriateness. Program staff will also review budgets to ensure that proposed costs are justifiable, reasonable and allowable.

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Performance Measures

PERFORMANCE MEASURES

- As required by GPRA, the Department of Education has prepared a strategic plan for 2022-2026. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the U.S. The Department's goals, as listed in the plan.

- The performance measures for the Open Textbooks Pilot Program are part of the Department's plan for meeting Goal 4. ***Goal 4: Increase postsecondary value by focusing on equity-conscious strategies to address access to high-quality institutions, affordability, completion, post-enrollment success, and support for inclusive institutions.***

- Within every program in the Department, we identify measures that when aggregated help inform us and the public of progress and performance toward reaching the purpose of the program.

- The applicant should also propose performance measures that produce data about the desired outcomes.

- As a grantee, you will submit an annual performance report each year to ED that will provide information to track and evaluate your progress towards your goals and objectives; the performance-specific measures, and performance targets in your approved application.

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PERFORMANCE MEASURES

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THE PERFORMANCE INDICATORS FOR THE OTP PROGRAM ARE:

a. The number of students who enrolled in courses that use open textbooks and/or ancillary materials developed through the grant;

b. The number of students who completed courses that used open textbooks and/or ancillary materials developed through the grant;

c. The failure rate or withdrawal rate in courses that use open textbooks and/or ancillary materials compared with equivalent courses that used commercial textbooks;

d. The average grade of students who completed a course that used open textbooks and/or ancillary materials developed through the grant compared with the equivalent average grade of students who used commercial textbooks;

e. The number of faculty/instructors that use open textbooks and/or ancillary materials developed through the grant;

PERFORMANCE MEASURES

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THE PERFORMANCE INDICATORS FOR THE OTP PROGRAM ARE:

f. The number of institutions within the consortium, and the number of institutions outside of the consortium, that adopted the open textbooks and/or ancillary materials developed through the grant;

g. The number of courses among consortium members that adopted the open textbooks and/or ancillary materials developed through the grant, compared to those that continued to use commercial textbooks;

h. The number of faculty/instructors or institutions that use tools for revising and remixing open educational resources content to facilitate adoption of open textbooks and/or ancillary materials developed through the grant;

i. The average cost savings per student; and

j. The total cost savings for students who used open textbooks and/or ancillary materials developed through the grant compared to students in the same course of study who used traditional textbooks.

Planning Your Grant Application

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PLANNING YOUR GRANT APPLICATION

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- Think about the OER gaps that already exist.
- Identify goals and activities for your proposed project, especially how they will focus on creating or expanding open educational resources for students, making OER materials accessible and customizable, how to maximize interoperability, exchange, and reuse, and how your OER materials will conform to industry-recognized open standards and specifications.
- Analyze every proposed activity to ensure that it is attainable, meaningful, and measurable.
- Choose metrics and evaluation methods that will produce evidence about the impact of open textbooks on instruction, learning, course outcomes, and education costs and use the identified performance measures to build your project assessments.

PLANNING YOUR GRANT APPLICATION

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- Work towards sustainability of your project and materials. Consider how you will continue to address those gaps or update OER materials. regardless of funding.
- Consider how you will promote awareness and adoption of the open textbooks, as well as how you will share, collaborate, and disseminate these materials.
- Dedicate adequate personnel, resources and time to developing open educational resources, including clearly outlining the roles and responsibilities of your consortium members.

PLANNING YOUR GRANT APPLICATION

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- Be realistic and straightforward about every aspect of your project design.
- Design activities and services that are manageable and directly address your identified challenges and issues.
- Know your budget and ensure that all costs are allowable, allocable, and reasonable.
- Forecast and create an implementation and management plan that is realistic.

PLANNING YOUR GRANT APPLICATION

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- We recommend a limit to no more than 60 pages. This only applies to the application narrative and does not apply to the cover sheet, budget section and budget justification, assurances and certifications, one-page abstract, resumes/CVs, bibliography, or letters of support.
- We recommend that if you are addressing the CPP, include no more than 3 additional pages.
- Double space all text in the narrative, including titles, headings, footnotes, quotations, references, and captions.
- Use a readable 12-point font (e.g., Time New Roman, Courier, or Arial).

STRUCTURING YOUR GRANT APPLICATION

- We strongly recommend organizing your application according to the selection criteria, so that the information is easily found by the reviewers.
- Remember reviewers will determine the extent to which the applicant meets the criterion, so it is important to be clear and concise in your responses, and that reviewers don't have to search through your application to find the information.
- Ensure reviewers know exactly which criteria you are responding to.

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Review and Selection Process

Review and Selection Process

- Applications are screened to ensure that they meet all the requirements of the program.
- Peer reviewers have expertise in areas pertinent to the grant program.
- All reviewers are screened for conflicts of interest to ensure a fair and competitive review process.
- Reviewers will read and score applications for each selection criterion, the competitive preference priority, and invitational priority, if applicable.
- A rank order of all applications is developed based on the peer review score.

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Submission Information

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Logistical Advice

- **Register early:** Grants.gov registration involves many steps including registration on SAM (www.sam.gov).
- **Write clearly:** Peer reviewers have only your writing to evaluate.
- Ensure that your IHE's **UEI number** is up-to-date and active in SAM https://www.Sam.Gov/sam/.
- **Submit Early:** We strongly recommend that you do not wait until the last day to submit your application.

READ THE NIA. UNDERSTAND THE REQUIREMENTS. PLAN AHEAD.

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SUBMITTING YOUR APPLICATION IN GRANTS.GOV

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HTTPS://WWW.GRANTS.GOV/

- SEACH GRANTS FOR
  - ALN 84.116T or
  - LOOK FOR THE OPPORTUNITY NUMBER: ED-GRANTS-031723-001

- You will then see all of the application information and instructions, including the NIA and application booklet, which outlines the checklist and forms you need to fill out.

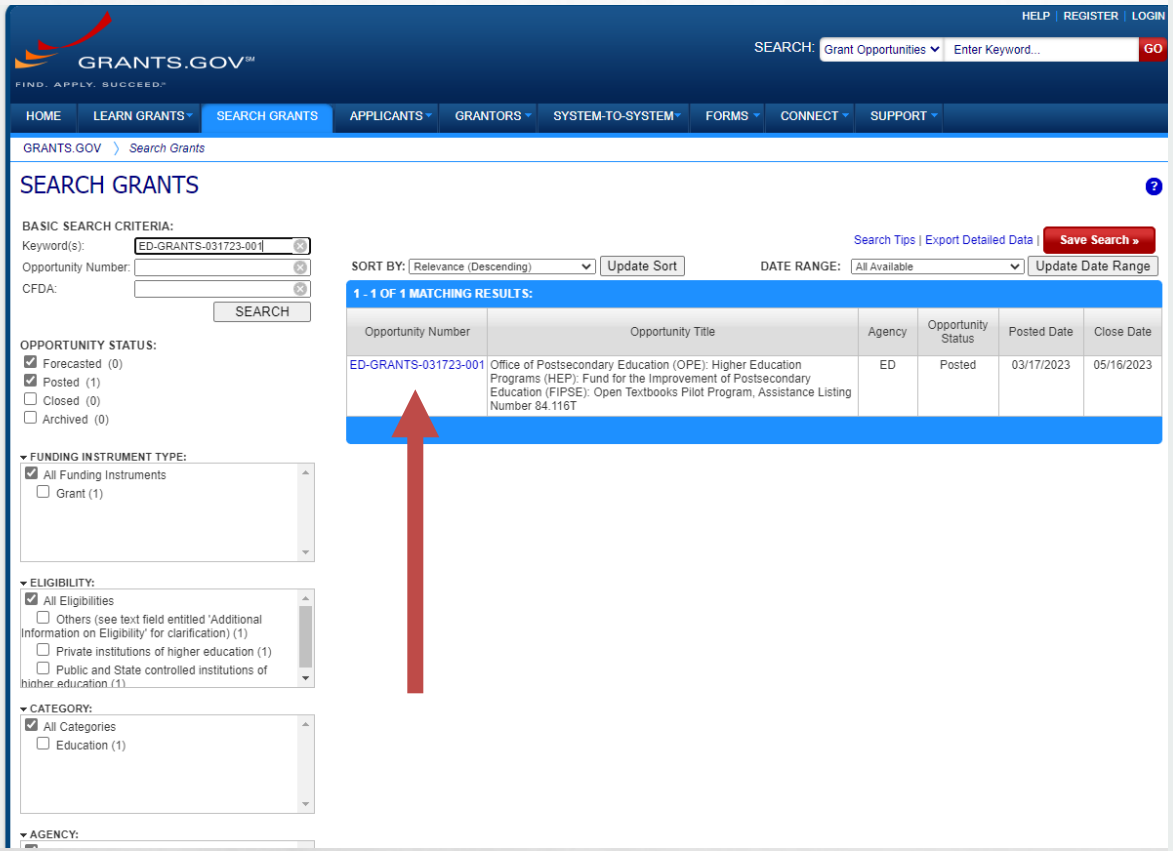
SUBMITTING YOUR APPLICATION IN GRANTS.GOV

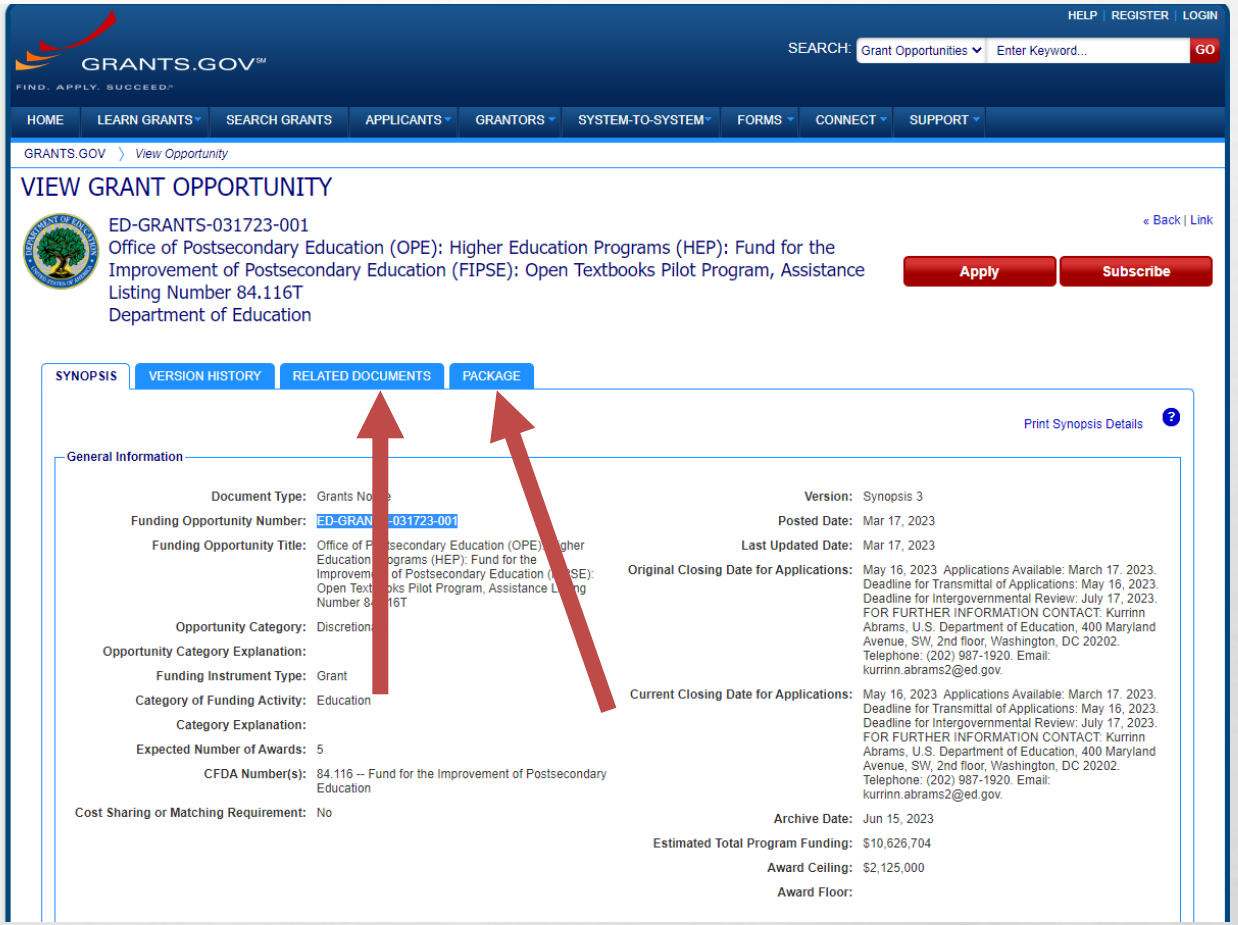
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- Electronic submission required through grants.gov unless you have a waiver. The application uploading process is time consuming. Please submit your application early.
- Grants.gov applicants can apply online using Workspace. Workspace is a shared, online environment where members of a grant team may simultaneously access and edit different web forms within an application.
- Workspace, Adobe Forms and PDF Files Required
- For access to complete instructions on how to apply for opportunities, refer to: https://www.grants.gov/web/grants/applicants/workspace-overview.html
- If you have problems submitting to Grants.gov, please contact Grants.gov Customer Support at 1-800-518-4726 or email at: support@grants.gov or access the Grants.gov Self-Service Knowledge Base web portal at: https://grants-portal.psc.gov/Welcome.aspx?pt=Grants

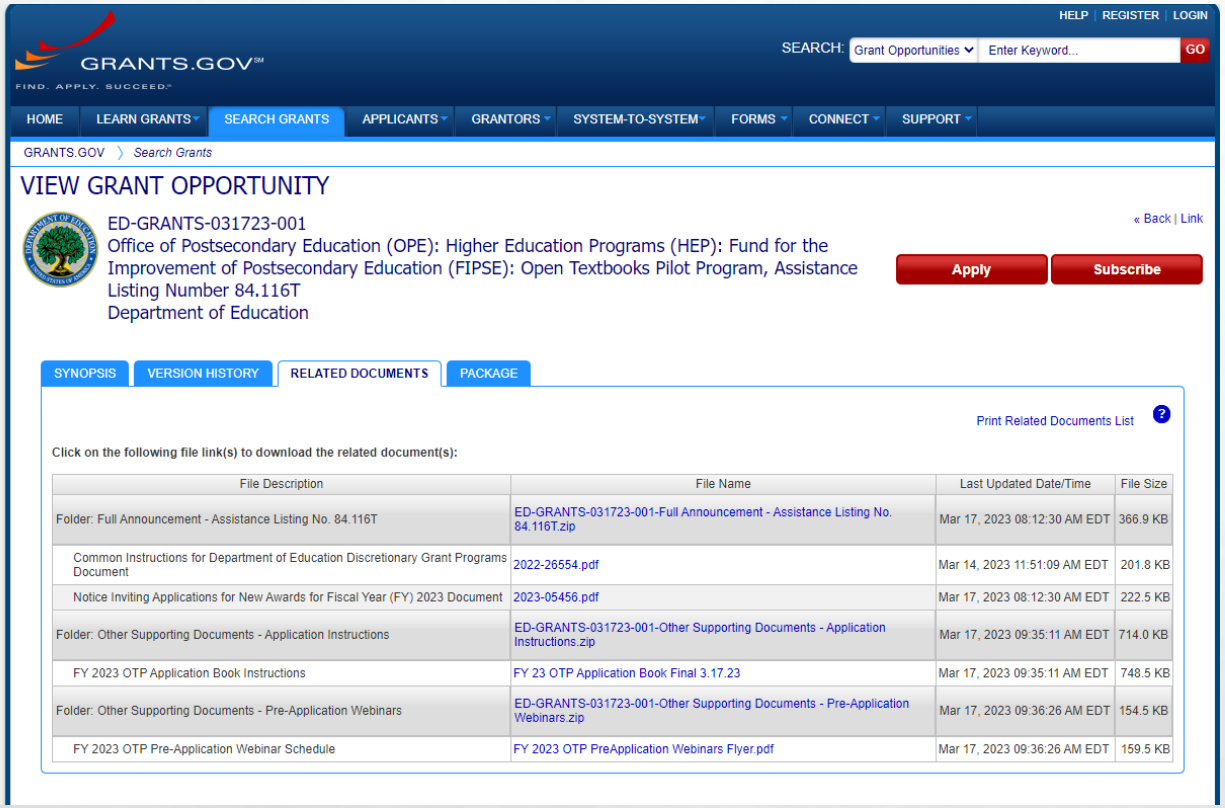


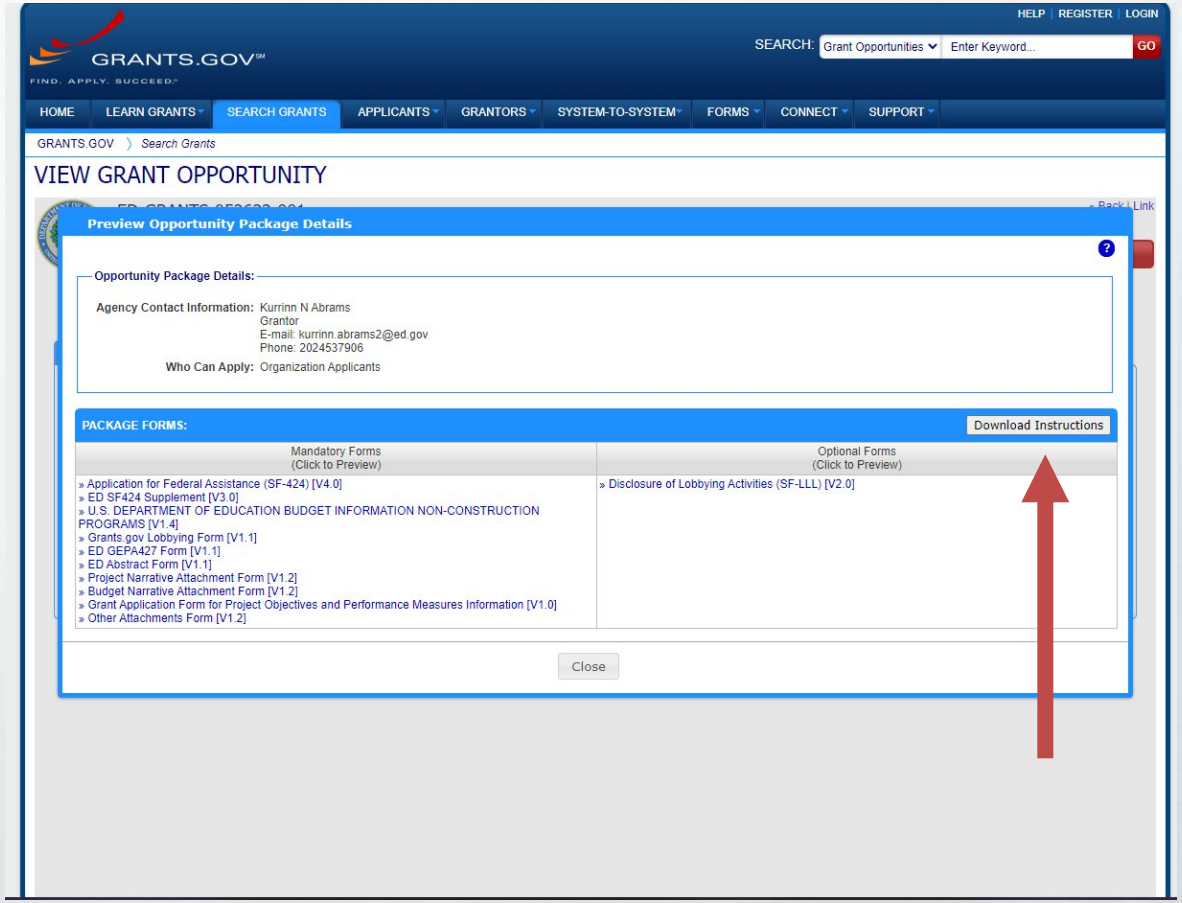
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https://www2.ed.gov/programs/otp/index.html

U.S. DEPARTMENT OF EDUCATION
Office of Postsecondary Education
Washington, DC 20202

FY 2023
APPLICATION FOR GRANTS UNDER
THE OPEN TEXTBOOKS PILOT PROGRAM

Assistance Listing Number (ALN): 84.116T
Form Approved
OMB No. 1894-0006, Expiration Date: 02/29/2024

DATED MATERIAL – OPEN IMMEDIATELY

CLOSING DATE: May 16, 2023

TABLE OF CONTENTS

DEAR APPLICANT LETTER 3

COMPETITION HIGHLIGHTS....4

GRANTS.GOV SUBMISSION PROCEDURES AND TIPS FOR APPICANTS....7

APPLICATION TRANSMITTAL INSTRUCTIONS....12

NOTICE INVITING APPLICATIONS....14

PROGRAM AUTHORITY....51

EO 12372, INTERGOVERNMENTAL REVIEW OF FEDERAL PROGRAMS....52

GENERAL EDUCATION PROVISIONS ACT (GEPA), SECTION 427....53

GOVERNMENT PERFORMANCE AND RESULTS ACT (GPRA)....54

INSTRUCTIONS FOR COMPLETING THE APPLICATION....56

PART I....59
- Instructions for SF-424 Form
- Instructions for Department of Education Supplemental Information for SF-424
- Definitions for Department of Education Supplemental Information for SF-424

PART II....71
- Instructions for ED 524 Budget Summary Form

PART III....76
- Instructions for Completing the ED Abstract Form
- Instructions for Completing the Project Narrative Attachment Form
- Instructions for Completing the Budget Narrative Attachment Form
- Instructions for Completing the Other Attachments Form

PART IV....81
- GEPA Section 427 Requirement
- Disclosure of Lobbying Activities (SF-LLL) (Optional)
- Grants.gov Lobbying Form (ED 80-0013)

APPLICATION CHECKLIST 86

PAPERWORK BURDEN STATEMENT....87

NOTE: THE FEDERAL REGISTER IS THE OFFICIAL APPLICATION SUBMISSION GUIDE. THIS WEBINAR PROVIDES TECHNICAL ASSISTANCE ONLY

Application Checklist

Part I

- Application for Federal Assistance (SF 424)
- Department of Education Supplemental Information for SF 424

Part II

- Budget Summary (ED Form 524)
  - Sections A & B
  - Section C “Budget Narrative Attachment Form”

Part III

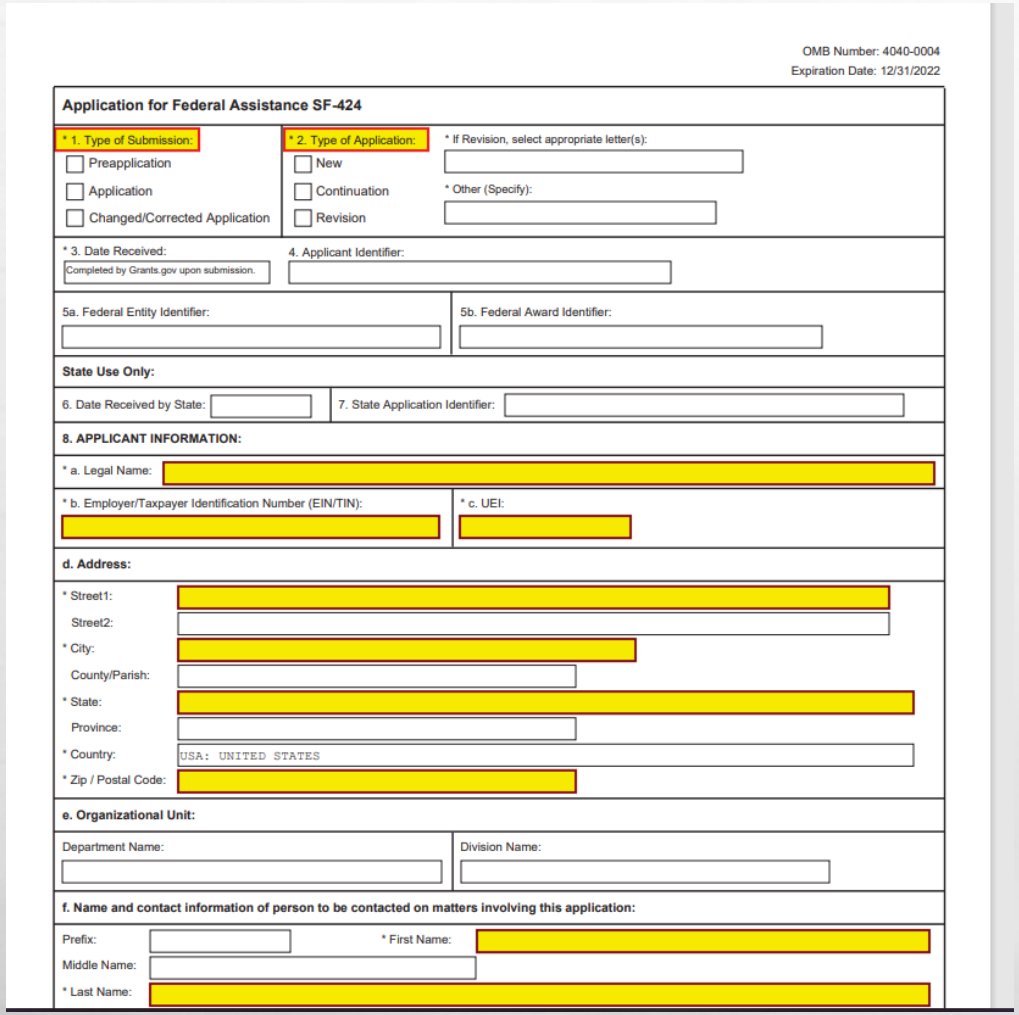
- ED Abstract Form
  - Overview of how project meets priorities
- Project Narrative Form
  - Optional “Table of Contents”
  - Responses to selection criteria
- Other Attachments Form
  - Curriculum Vitae (CV)
  - Letters of commitment and support from all members of the consortium
  - Bibliography

Part IV

- Assurances/Certifications
  - GEPA Section 427
  - Disclosure of Lobbying Activities (SF- LLL)
  - Grants.gov Lobbying Form (ED-80- 0013)

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Application Checklist: Part 1



OMB Number: 4040-0004
Expiration Date: 12/31/2022

Application for Federal Assistance SF-424

* 1. Type of Submission:
- ☐ Preapplication
- ☐ Application
- ☐ Changed/Corrected Application

* 2. Type of Application:
- ☐ New
- ☐ Continuation
- ☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received: Completed by Grants.gov upon submission.

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN):

* c. UEI:

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code:

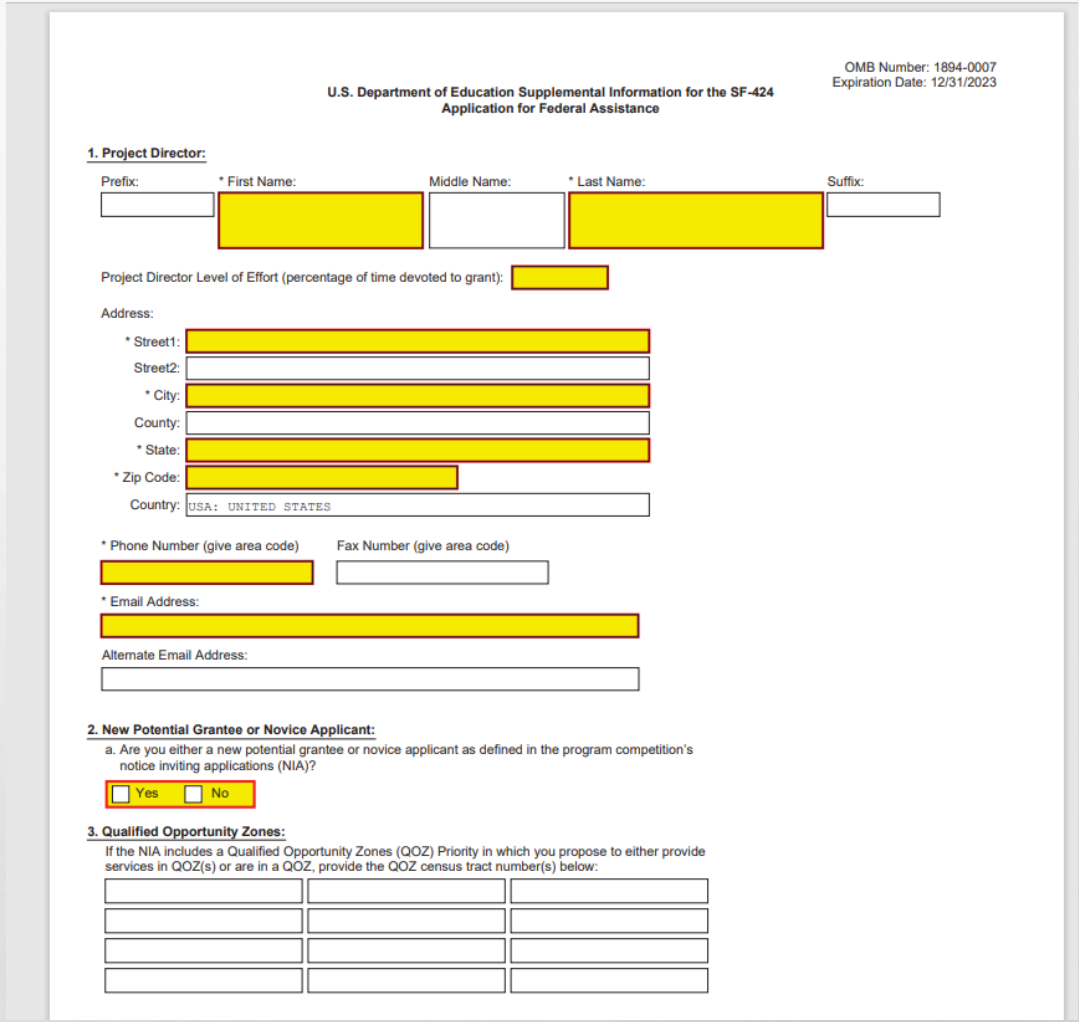
e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:
* First Name:
Middle Name:
* Last Name:



OMB Number: 1894-0007
Expiration Date: 12/31/2023

U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance

1. Project Director:

Prefix:
* First Name:
Middle Name:
* Last Name:
Suffix:

Project Director Level of Effort (percentage of time devoted to grant):

Address:
* Street1:
Street2:
* City:
County:
* State:
* Zip Code:
Country: USA: UNITED STATES

* Phone Number (give area code)
Fax Number (give area code)

* Email Address:

Alternate Email Address:

2. New Potential Grantee or Novice Applicant:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's notice inviting applications (NIA)?

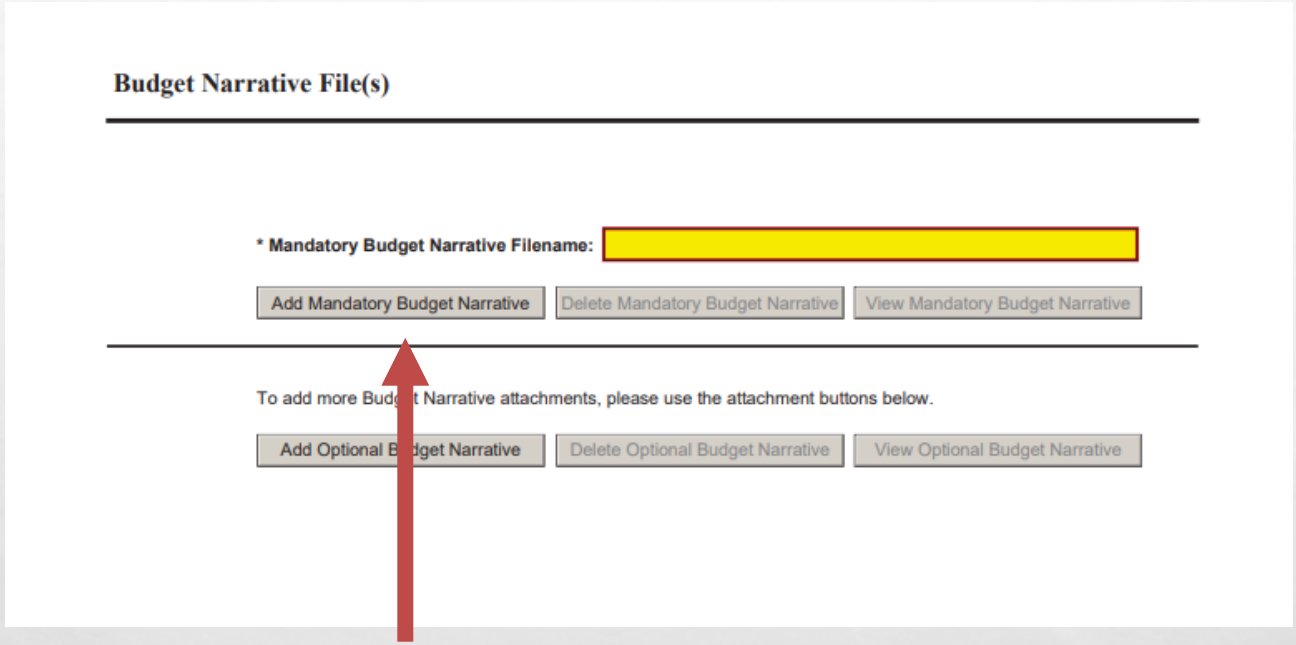
☐ Yes ☐ No

3. Qualified Opportunity Zones:

If the NIA includes a Qualified Opportunity Zones (QOZ) Priority in which you propose to either provide services in QOZ(s) or are in a QOZ, provide the QOZ census tract number(s) below:

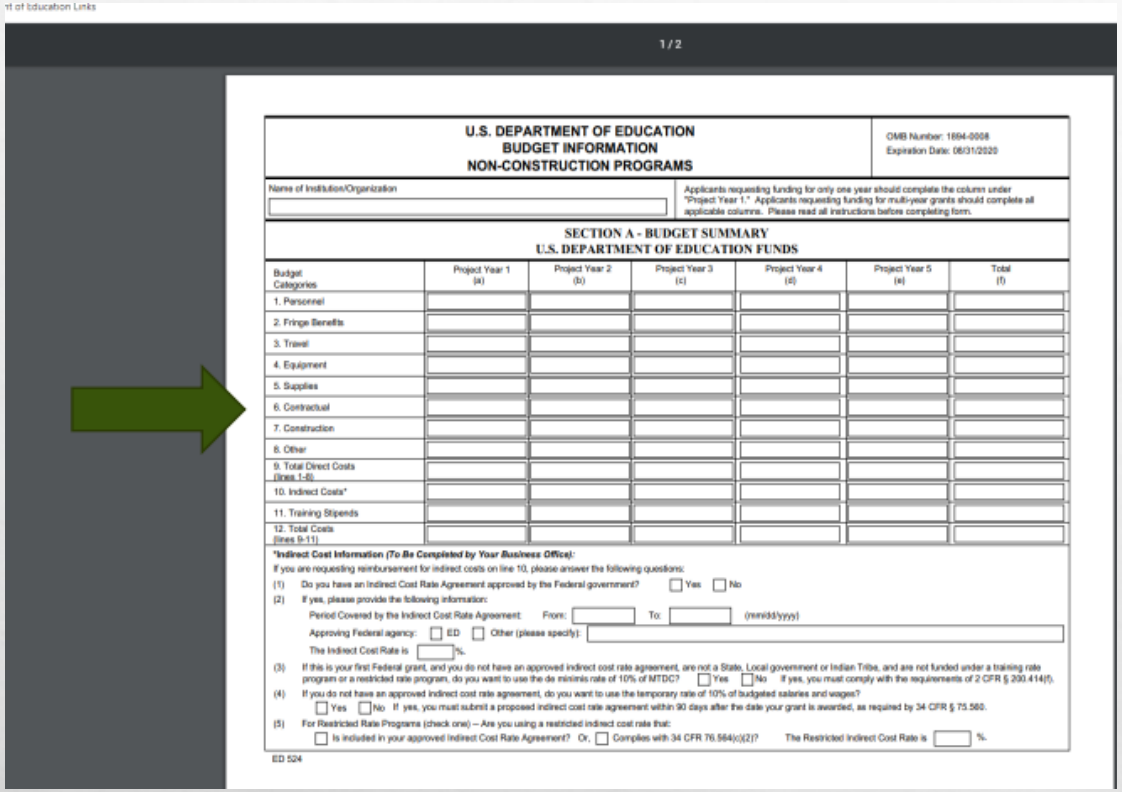
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Application Checklist: Part 2



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Application Checklist: Part 2



1 / 2

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

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

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

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

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify):

The Indirect Cost Rate is %.

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

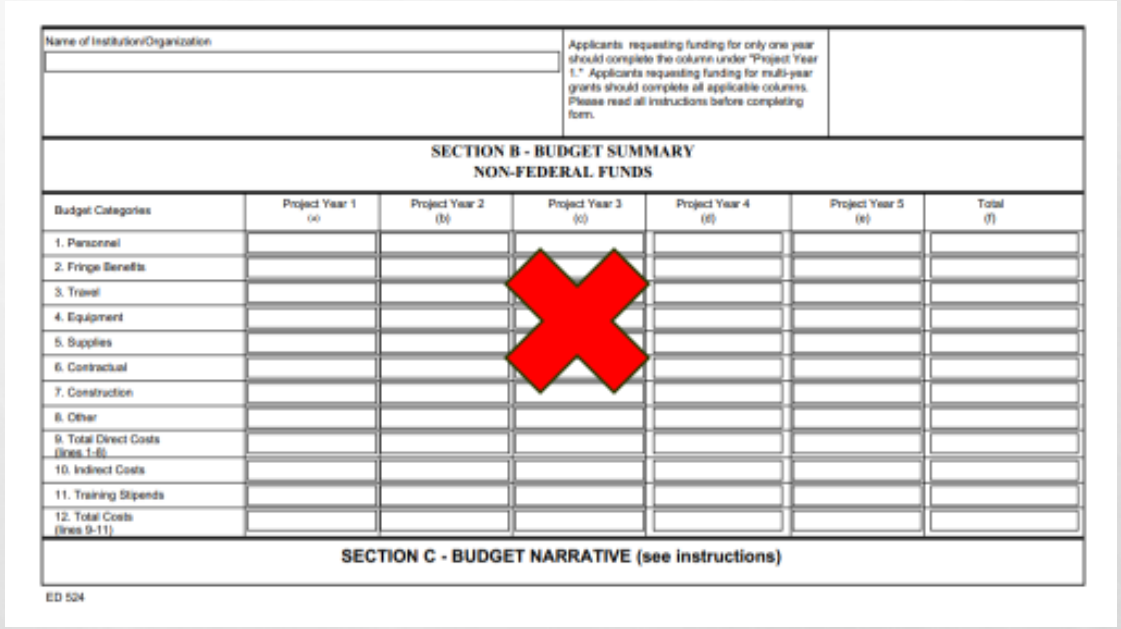
(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

ED 524



Name of Institution/Organization

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

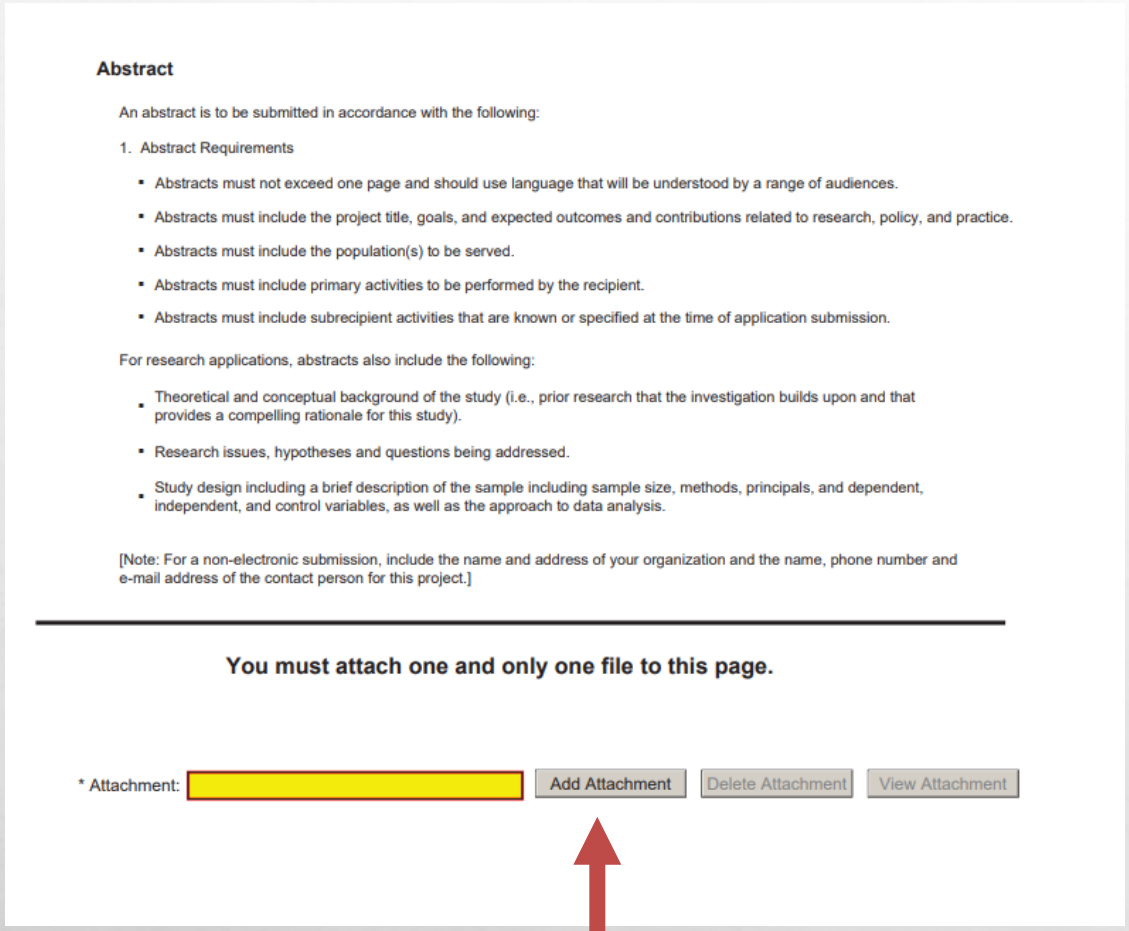
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

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Application Checklist: Part 3



Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the investigation builds upon and that provides a compelling rationale for this study).
- Research issues, hypotheses and questions being addressed.
- Study design including a brief description of the sample including sample size, methods, principals, and dependent, independent, and control variables, as well as the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You must attach one and only one file to this page.

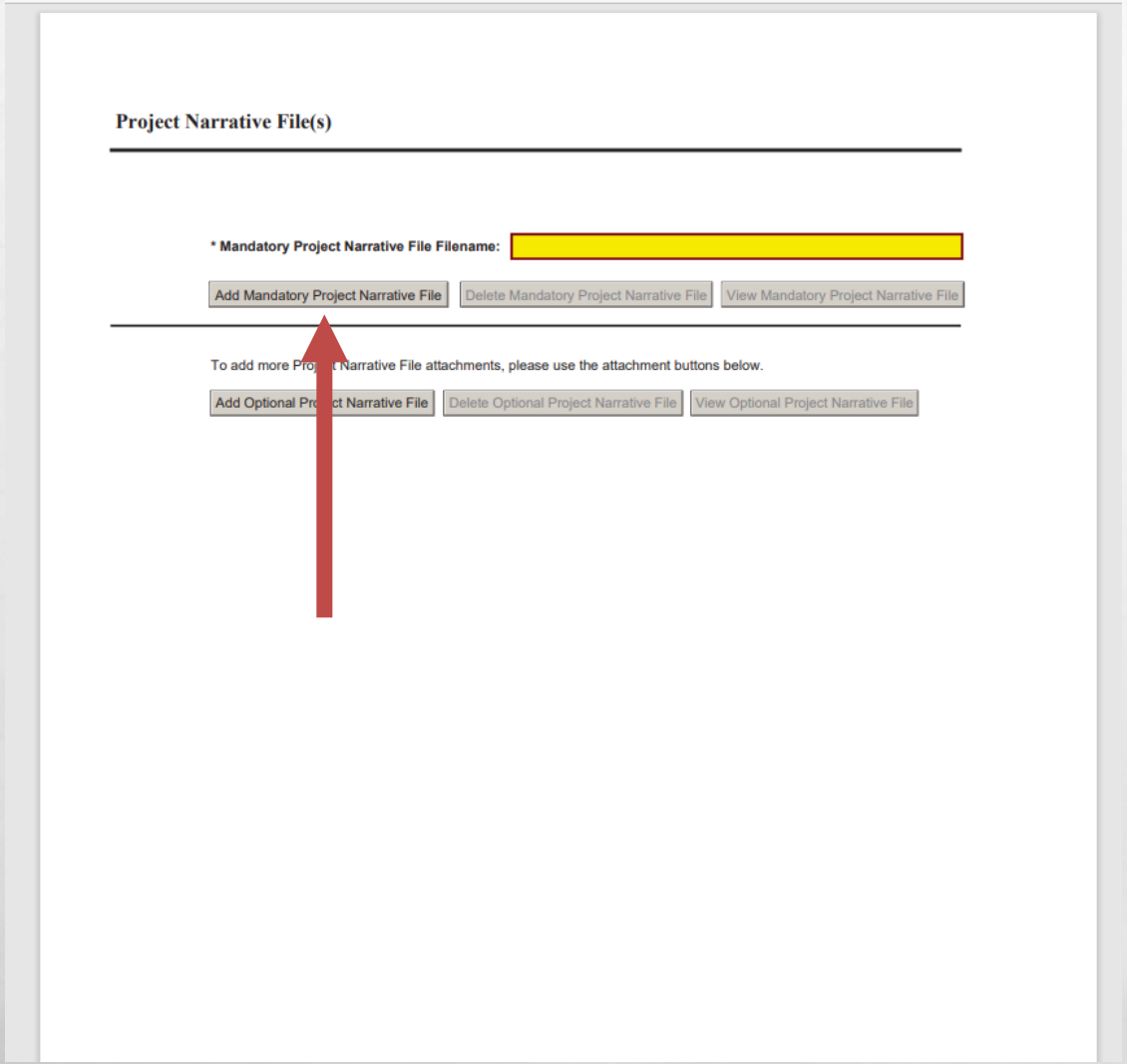
* Attachment: Add Attachment Delete Attachment View Attachment

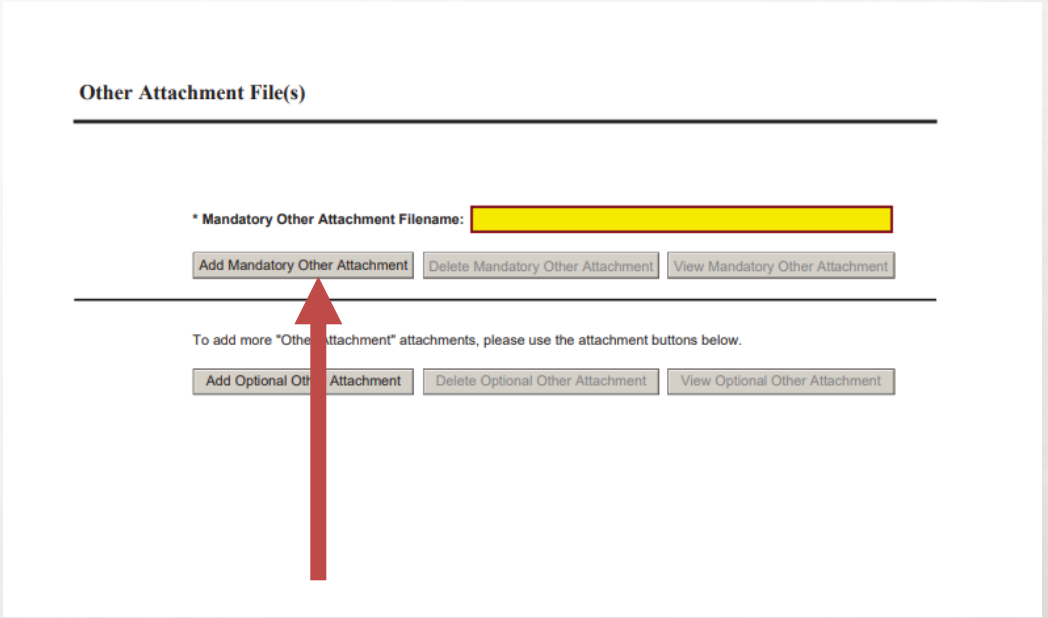
Required Abstract - Clearly indicate:

- Each of your responses to the 3 Absolute Priorities.
- Your response to the Competitive Preference Priority (if applicable).
- Your response to the Invitational Priority (if applicable).
- The institutions that you are proposing to partner with for the purpose of meeting the absolute priority.
- Target population (e.g., faculty, staff, students).
- The services you are providing and the proposed activities to be conducted during the 3-year performance period.
- Anticipated results.
- Projected direct cost savings.

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Application Checklist: Part 3



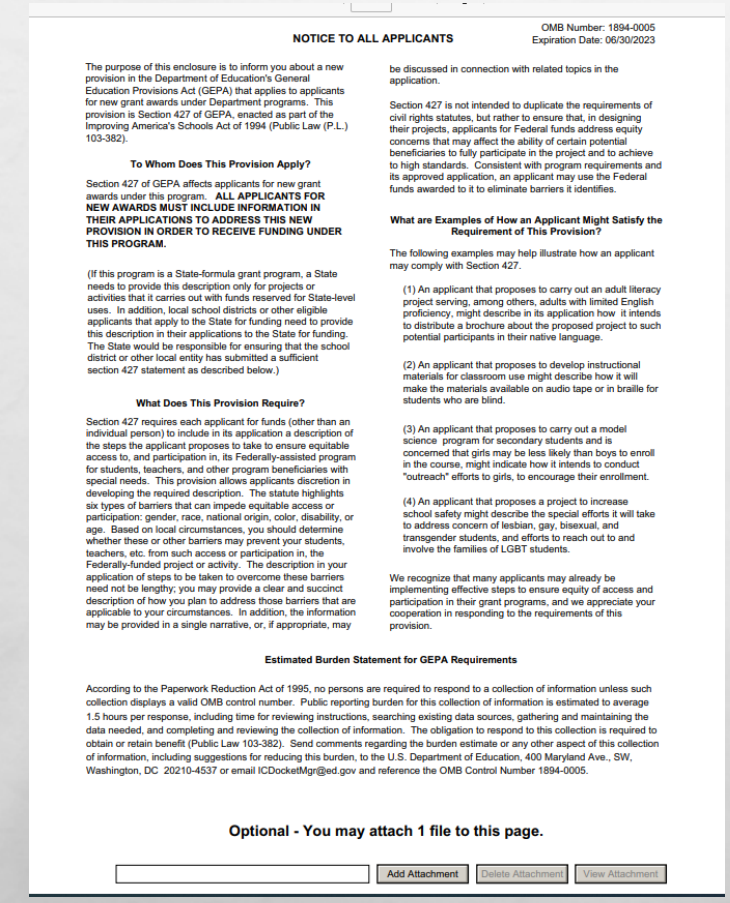


- ❑ Curriculum Vitae (CV)
- ❑ Letters of commitment and support from all members of the consortium
- ❑ Bibliography

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Application Checklist: Part 4

- Assurances/Certifications
  - GEPA Section 427
  - Disclosure of Lobbying Activities (SF- LLL)
  - Grants.gov Lobbying Form (ED-80- 0013)



NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 06/30/2023

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

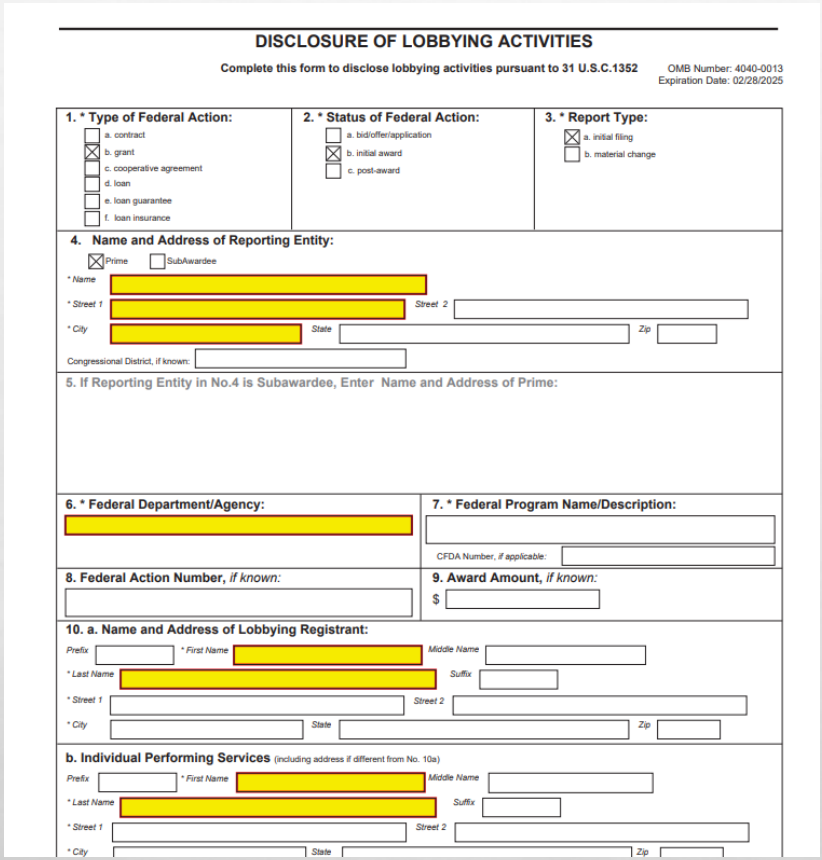
We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

Add Attachment | Delete Attachment | View Attachment



DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2025

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

* Name
* Street 1 | Street 2
* City | State | Zip
Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:

7. * Federal Program Name/Description:
CFDA Number, *if applicable:*

8. Federal Action Number, *if known:*

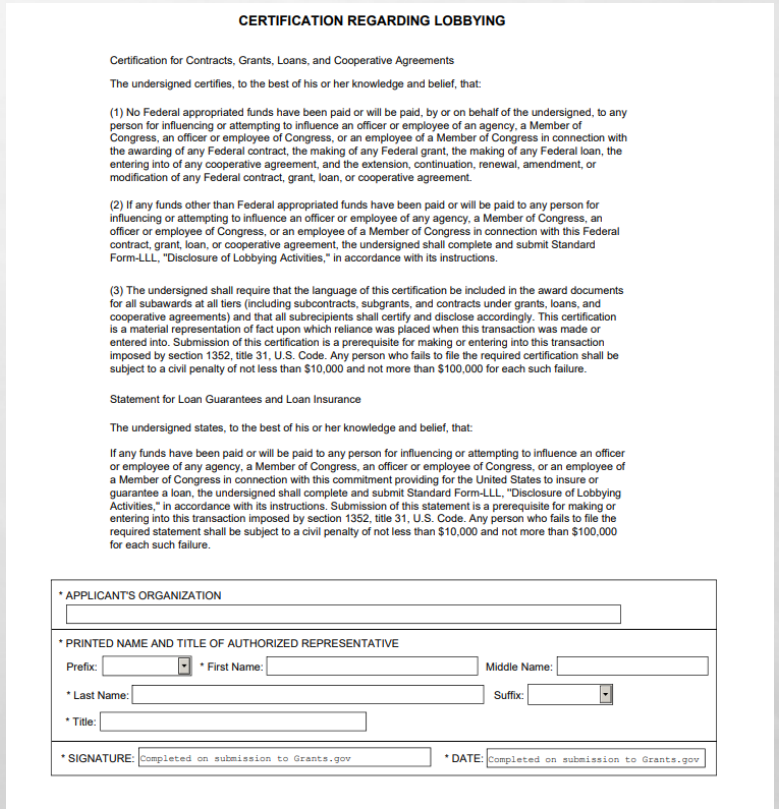
9. Award Amount, *if known:*
$

10. a. Name and Address of Lobbying Registrant:

Prefix | * First Name | Middle Name
* Last Name | Suffix
* Street 1 | Street 2
* City | State | Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix | * First Name | Middle Name
* Last Name | Suffix
* Street 1 | Street 2
* City | State | Zip



CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: | * First Name: | Middle Name:
* Last Name: | Suffix:
* Title:

* SIGNATURE: Completed on submission to Grants.gov | * DATE: Completed on submission to Grants.gov

CALL FOR PEER REVIEWERS

- Those interested in reading for this program must register or (if already registered) update their information in G5 at www.G5.Gov

- Please contact OTP@ed.gov to sign up and for more information.

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Eligibility Questions

QUESTIONS FROM THE FIELD

What do you mean by a consortium (as referred to on page 4)?

Please refer to the eligibility requirements in the NIA, but a consortium is comprised of:

- Three IHEs as defined in section 101 of the HEA (with one of the IHE's or a State Higher Education Agency listed as the lead applicant/fiscal agent)
- An educational technology or electronic curriculum design expert (which may include such experts that are employed by one or more of the consortium institutions); and
- An advisory group of at least three employers, workforce organizations, or sector partners

What is meant by a State higher education agency?

- A State higher education agency means the officer or agency primarily responsible for the State supervision of higher education.

Can an institution that is the lead on a current OTP grant submit a new proposal as lead for this round as well?

- A current or prior OTP grantee is not prohibited from applying to this grant opportunity.

QUESTIONS FROM THE FIELD

Can an IHE be the lead applicant for more than one proposal?

- No. Please note that if the Department receives more than one application from an IHE that serves as the lead applicant, then we will accept and process the application with the latest "date/time received" validation.

Can an IHE be included as a subrecipient or partnering entity of the consortium – not the lead applicant – in more than one proposal?

- Yes.

Can an applicant be part of a proposal where they serve as the "lead" for one consortium while supporting/advising as a part of another?

- Yes. You may be a part of two different applications, as such, if both were to be awarded. The expectation is that you have the capacity to meet the obligations as noted in the Notice Inviting Applications (NIA).

QUESTIONS FROM THE FIELD

Does this program accept applications from IHE's outside the U.S.A.?

- No. Eligible applicants are IHEs as defined in section 101 of the Higher Education Act of 1965, as amended (HEA) (20 U.S.C. 1001). This does not include foreign institutions.
- However, you can make a subaward to a foreign non-profit. The foreign entity would need to be able to demonstrate to the grantee that it has a non-profit status under the laws of the nation in which it is domiciled. This is necessary to establish eligibility for the subgrant.
- There are also no restrictions on who applicants can use as contractors as long as they have the capacity to provide services.

Is a state government agency for Higher Education eligible to apply for this grant?

- A State higher education agency is an eligible applicant. As established in the NIA, eligible IHEs (as defined under section 101 of the HEA) and State higher education agencies may serve as the lead fiscal agent of the consortia.

QUESTIONS FROM THE FIELD

Can system offices apply on behalf of their institutions? For example, could the "State Board of Community and Technical Colleges," an administrative body representing 20 community and technical colleges be eligible to lead a project?

- If the system is a State higher education agency, then they could serve at the lead applicant. If the system is not a State higher education agency, then one of their eligible IHEs should be designated as the lead applicant.

Can a university or college system (and all the affiliated colleges in the system) be considered a single IHE?

- No. We do not provide the definition for a system within this NIA. An IHE is defined in section 101 of the Higher Education Act of 1965, as amended (HEA) (20 U.S.C. 1001).

Can 3 colleges in the same university system (but with separate tax IDs) collaborate to meet the requirement for 3 IHEs in the consortium?

- Yes. The eligible IHEs may be a part of the same system. Please note that if your system is not a State higher education agency, then one of your eligible IHEs should be designated as the lead applicant.

QUESTIONS FROM THE FIELD

Can a state system of higher education incorporating 20 colleges and 10 universities establish a grants.gov account for submitting a proposal, and can the system office act as the fiscal agent?

- No. An eligible IHE from the system should be designated as the lead applicant. The lead applicant that will serve as the fiscal agent over the grant should submit the application on behalf of the system through grants.gov.

If an IHE partners with a "College Board" that is comprised of 20 community colleges, then is it necessary to identify 2 or more members of the community college system as "IHE partners" to meet the requirement of 3 IHEs in the consortium?

- Yes. All participating members of the consortium should be clearly identified, even those that make up a "College Board."

We have three community colleges in under our District, with the district being our legal entity. Would an application for our district that includes all three campuses meet the consortium requirements? Or would we need to include two other IHE's outside of our district since our three campuses are part of one larger legal entity?

- All 3 campuses can be included as part of the consortium to meet the requirements, but one of the IHE's must be designated as the lead applicant and fiscal agent in the application. Unfortunately, the district cannot be the lead entity/fiscal agent.

QUESTIONS FROM THE FIELD

We are not an established consortia but are almost all members of one (Public and Academic Libraries together). Is that OK? We are all in the same area of our State. Is there a minimum number of libraries required? Do we need a formal agreement between interested libraries before applying? Can we add academic members after the grant deadline?

- There is not a minimum number of libraries to be involved in the project, but your consortium must at least include 3 IHE's, an educational technology or electronic curriculum design expert (which may include such experts that are employed by one or more of the consortium institutions); and an advisory group of at least three employers, workforce organizations, or sector partners. The lead applicant must be one of those IHE's or a State Higher Education Agency.
- You cannot add members after the May 16th deadline, but if awarded, you can add other academic members and partners to your grant. You need to consult with your Program Specialist when adding additional partners.
- Please clearly identify and document the member's role, responsibilities and willingness to participate on the grant, as well as their qualifications/experience.

Application Questions

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QUESTIONS FROM THE FIELD

Is it possible for the Project Director role to be split among two different individuals? (each at 0.5 FTE)

- Yes, but please remember to clearly outline their qualifications/experience, and their roles and responsibilities to the project.

Will this be an annual program? Will the timeline be the same next year?

- Unfortunately, competitions for this grant program are dependent on congressional funding each fiscal year. It is therefore not guaranteed that a competition will be held annually for this program. Furthermore, the timeline for each competition depends on when we are able to get the NIA approved and published in the Federal Register, so the timeline may be different the next time this competition is announced.

Is a third-party or external evaluator required for the project?

- No.

QUESTIONS FROM THE FIELD

What is meant by an "educational technology or electronic curriculum design expert?"

- The individual(s) fulfilling this role in the consortium should be able to provide expertise in the design, development and delivery of the open textbooks and instructional resources. Ideally, the individual(s) possess the skills needed to create content for learning and have qualifications that facilitate designing, developing, implementing, and assessing instruction and learning.

Can the educational technologist or electronic curriculum design expert involved in the project be provided from a system level if the IHEs do not employ such a role?

- Yes.

Is a separate letter of commitment needed for the educational technology or electronic curriculum design expert that's part of the eligibility requirements if that person(s) is within one of the institutions of higher education consortium partners?

- No. However, in your application this individual should be clearly identified and information regarding their qualifications and responsibilities on the grant should be provided.

QUESTIONS FROM THE FIELD

If applying on behalf of a system that represents a very large number of IHEs, then is it a requirement to get letters of commitment and support from every single member of the system?

- No. For the purpose of this grant, the consortium does not have to include all of the institutions in the system in its application. As reflected in the NIA, there must be at least three IHEs in the consortium along with the other required participants. It is also acceptable to provide documentation that supports your large system arrangement and describes the system/consortium member's willingness to participate on the grant. For example, a signed letter of commitment from an Advisory board that represents the system arrangement would be appropriate documentation.

Is a separate letter of commitment needed for each member of the advisory group?

- No. However, in your application the members that make up the advisory group should be clearly identified and documentation that describes the member's role, responsibilities and willingness to participate on the grant should be provided.

QUESTIONS FROM THE FIELD

For the "Technical Standards for Interoperability," where in the application should an applicant identify the industry standard they will use?

- Applicants should identify the industry standard they will use for "Technical Standards for Interoperability" in the narrative section "Quality of the Project Design" within the Project Narrative Attachment Form. The Project Narrative Attachment Form includes the narrative sections addressing the program selection criteria that will be used to evaluate applications submitted for this competition.

Are certificate and Career/technical education programs included in the program's target or is the grant targeted to true degree programs only?

- Funding is intended to target "the use of open textbooks in courses that are part of a degree granting program." As such, this program's support of high-enrollment courses or programs may include certificate and Career/technical education programs so long as they are part of a postsecondary degree-granting program.

QUESTIONS FROM THE FIELD

Does 'degree granting program' mean that it must be a major, or if a course was a requirement of another degree (international business degree, for example), would that be acceptable?

- As noted in the purpose of the program, funding is intended to target "the use of open textbooks in courses that are part of a degree granting program." As such, you can develop open textbooks for a course as long as it is part of a degree granting program, particularly if it is a course with a high-enrollment and/or a program that prepares individuals for in-demand fields.

If our courses do not meet the definition of high enrollment, can we rely on in-demand industry sector element of our program/courses for eligibility?

- Sub-bullet 2 under Absolute Priority 2 speaks this question: Focus on the creation and expansion of education and training materials that can be scaled, within and beyond the participating consortium members, to reach a broad range of students participating in high-enrollment courses or preparing for in-demand industry sectors or in-demand occupations. However, you must ensure your courses meet all the requirements/sub-bullets of the 3 Absolute Priorities outlined in the NIA.

QUESTIONS FROM THE FIELD

Is it allowed to have multiple academic departments around the same field of work creating OERs for their specific departments or is it best to stick with one academic department (i.e., psychology)?

- Yes, as long as they can be identified as high-enrollment courses in degree granting programs and meet the requirements of the Absolute Priority.

If there are OERs available for some topics within a given discipline, but maybe they require expansion or modification to make them more inclusive, can that be a part of our project as well or should our project focus strictly on creating new material only?

- Yes, the purpose of the program, as listed in Absolute Priority 2, is to create new OER materials and expand current OER textbooks and materials. However, you must ensure that the components of your project meet all the requirements/sub-bullets of the 3 Absolute Priorities outlined in the NIA.

QUESTIONS FROM THE FIELD

What is the difference between a competitive preference priority and an invitational priority?

- If you address a Competitive preference priority you may receive additional points. If you address the invitational priority, we do not award additional points. Both of these priorities are optional i.e. you do not have to address them but you must address absolute priorities.

What are some of the common traits of the most successful grant proposals in terms of scale.

- A large component of this program is that, with the rising costs of attending college and the increasing cost of purchasing textbooks, it is important to consider how your application will scale upwards to generate the highest level of savings for your students each year. Furthermore, you may want to consider the benefits of OER materials outlined in the NIA background section, including how open educational resources increase equity because institutions are able to freely distribute these resources and provide students access to high-quality, up-to-date, and relevant content and materials; and access to open resources can empower faculty to customize learning materials to better meet the needs of their students.

QUESTIONS FROM THE FIELD

We would like to confirm if we are restricted to credit-bearing degree programs or would certificate programs and non-credit opportunities also be embraced.

- Yes, the OER materials that you intend to develop must be part of a degree-granting program, particularly those courses that are high-enrollment and will prepare students in in-demand fields. This means they must be credit-bearing courses and degree programs. Unfortunately, non-credit courses are not an allowable activity.

Are the three employers, et., for the advisory group are from participating IHEs or outside partners?

- They can be from either internal to the participating IHE or an outside partners, as long as you clearly outline their roles, responsibilities, and willingness to participate on the grant.

QUESTIONS FROM THE FIELD

What is the open licensing requirement, aka "open rule"?

Beginning with FY 2018 grant competitions, in accordance with the "open rule" published in early 2017, the Department is generally requiring that for competitive grants, grantees and subgrantees must openly license grant deliverables created wholly or in part with Department grant funds. This requirement will apply to new copyrightable works and any new modifications to pre-existing works that are separately identifiable and developed during the grant implementation.

This program is subject to the requirements of the open rule.

QUESTIONS FROM THE FIELD

What is the requirement to disseminate final grant deliverables and program support materials?

- Under the open rule, grantees will be required to develop a plan to disseminate the final grant deliverables and any program support materials. The Department does not prescribe the format of the dissemination plan in order to allow grantees flexibility to develop a plan that is appropriate for the particular types of deliverables and support materials and for the individual timeline for implementation of grant activities. Dissemination plans can be developed throughout the course of the grant period in consultation with the Department project officer.

Is posting the OER books created with the grant on a public library consortium considered enough?

- We do not make requirements for how you share and disseminate the open educational resources, as long as they are open, freely available to the public, and align to the open licensing, accessibility, and interoperability requirements. Keep in mind, that you want to provide the greatest reach to students and help them to achieve the highest level of savings, so it is important to consider whether posting the OER materials on one public library consortium will provide the greatest outreach.

QUESTIONS FROM THE FIELD

Does the open rule apply to all copyrightable work?

- Unless an exception applies to the grant program, the open rule applies to all final grant deliverables created wholly or in part with Department funds, including any program support materials.

How does the open rule apply to previously licensed materials?

- The open rule does not apply to any pre-existing intellectual property. This includes existing copyrightable works or any copyrightable works purchased by grantees or created by grantees without any funds from the Department.

How does the open rule apply to modifications on existing materials?

- The rule applies only to modifications that are separately identifiable from the existing materials and does not apply to existing materials themselves.

Resources

- NIA
- Open Textbooks Pilot Website
- Open Licensing Requirement for Competitive Grant Programs
  2 C.F.R. §3474.20
  Final Regulations
- Technical Assistance for ED Grantees
- https://grants.gov/
- www.sam.gov

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Upcoming Pre-Application TA Webinars

- Wednesday, April 12th from 3:00pm – 4:30pm ET
- Thursday, May 4th from 2:00pm – 3:30pm ET

Refer to the Open Textbooks Pilot program website for instructions to join.

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Live Q&A

Join us for the live Q&A Session on Tuesday, April 25th, 2:00pm-3:00pm ET

Refer to the Open Textbooks Pilot program website for instructions to join.

Please submit questions in advance to kurrinn.abrams2@ed.gov

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Questions?

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