



U.S. Department of Education

Jacob K. Javits Gifted and Talented Students Education Program

Assistance Listing Number: 84.206A

FY 2026 Grant Competition

Posted April 22, 2026

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Program Information

The Jacob K. Javits Gifted and Talented Students Education Program (Javits) supports evidence-based research, demonstration projects, innovative strategies, and similar activities designed to build and enhance the ability of elementary schools and secondary schools nationwide to identify gifted and talented students and meet their special educational needs. A major emphasis of the program is on implementing evidence-based activities that accelerate learning and improve student outcomes.

Assistance Listing Number: 84.206A.

Program Authority: Section 4644 of the Elementary and Secondary Education Act of 1965, as amended (ESEA) ([20 U.S.C. 7294](#)).

OMB Control Number: 1894-0006.¹

For Further Information: Mildred Horner-Smith. Telephone: 202-987-1700. Email: OESE.Javits@ed.gov.

Type of Award: Discretionary grants.

Estimated Available Funds: \$9,000,000.

Contingent upon the availability of funds and the quality of applications, we may make additional awards in subsequent years from the list of unfunded applications from this competition.

Estimated Range of Awards: \$400,000 to \$650,000.

Estimated Average Size of Awards: \$550,000.

Estimated Number of Awards: 17.

Project Period: Up to 60 months.

Application Deadline: June 23, 2026

Note: This application notice and instructions is the official document governing the grant competition. The U.S. Department of Education (ED) is not bound by any estimates in this notice.

¹ 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 216 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 and voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0006. *Note:* Please do not return completed applications to this address.

Eligibility

Eligible Applicants

To be considered for an award under this competition, an applicant must be one or more of the following:

- (a) State educational agency (SEA);
- (b) Local educational agency (LEA);
- (c) Bureau of Indian Education (BIE);
- (d) Institution of higher education (IHE);
- (e) Other public agency; or
- (f) Other private agency or organization.

Note: A faith-based organization is eligible to apply for and receive a grant under this program on the same basis as any other private organization, consistent with Appendix A to 34 CFR part 75.

Costs

Cost Sharing or Matching

This competition does not require cost sharing or matching.

Indirect Cost Rate Information

This program uses an unrestricted indirect cost rate. For more information regarding indirect costs, or to obtain a negotiated indirect cost rate, please see this [webpage](#).

Administrative Cost Limitation

This program does not include any program-specific limitation on administrative expenses. All administrative expenses must be reasonable and necessary and conform to Cost Principles described in [2 CFR part 200 subpart E](#) of the Guidance for Federal Financial Assistance.

Subgrantees

A grantee under this competition may not award subgrants.

Submission Requirements and Deadlines

Applications Available	April 22, 2026
Notice of Intent to Apply Deadline	May 11, 2026
Application Deadline	June 23, 2026
Deadline for Intergovernmental Review	August 21, 2026

ED will be able to review grant applications more efficiently if we know the approximate number of applicants that intend to apply. Therefore, we strongly encourage each potential applicant to notify us of their intent to submit an application. To do so, please email the program contact person listed above with the subject line “Intent to Apply,” and include the applicant's name and a contact person's name and email address. Applicants that do not submit a notice of intent to apply may still apply for funding; applicants that do submit a notice of intent to apply are not bound to apply or bound by the information provided.

Applicants are required to follow the 2025 Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the *Federal Register* on August 29, 2025 (90 FR 42234) and available at [ED 2025 Common Instructions](#).

Note: For new potential grantees unfamiliar with grantmaking at ED, please consult our “[Getting Started with Discretionary Grant Applications](#)” webpage.

Program Description

Priorities

This notice includes two absolute priorities and one competitive preference priority. Absolute Priority 1 is from Section 4644(f)(1)(A) of the ESEA and the Secretary's Supplemental Priorities and Definitions on Evidence-Based Literacy, Education Choice, and Returning Education to the States (2025 Supplemental Priorities), published in the *Federal Register* on September 9, 2025 ([90 FR 43514](#)). Absolute Priority 2 is from Section 4644(f)(1)(A) of the ESEA. The competitive preference priority is from the Secretary's Supplemental Priority and Definitions on Meaningful Learning Opportunities (Meaningful Learning Opportunities Supplemental Priority), published in the *Federal Register* on February 12, 2026 ([91 FR 6625](#)).

Absolute Priorities: ED considers only applications that meet one of the absolute priorities. Absolute Priorities 1 and 2 constitute separate funding categories. ED intends to award grants under each of these absolute priorities provided that applications submitted are of sufficient quality. An applicant may address no more than one absolute priority in its application. To ensure that applicants are reviewed under the absolute priority most

relevant to their proposed project, applicants must clearly identify the specific absolute priority that the proposed project addresses.

Competitive Preference Priorities: ED awards up to an additional 10 points to an application, depending on how well the application meets one or more of these priorities.

<i>Priority Type</i>	<i>Priority Title</i>	<i>Required</i>	<i>Priority Language</i>	<i>Points</i>
<i>Absolute Priority 1</i>	<i>Developing new information that improves the capability of schools to identify and serve Gifted and Talented Students, and Returning Education to the States</i>	Yes - either Absolute Priority 1 or Absolute Priority 2	(a) Programs and projects designed to develop new information that improves the capability of schools to plan, conduct, and improve programs to identify and serve gifted and talented students; and (b) Projects or proposals that will be carried out by one or more of the following: (i) State educational agencies (as defined in 20 U.S.C. 7801(49)); (ii) An Indian Tribe (as defined in 25 U.S.C. 5304(e)), Tribal organization (as defined in 25 U.S.C. 5304(l)), or Tribal educational agency (as defined in 20 U.S.C. 7452(b)(3)), or (iii) Consortia of the entities identified under this priority.	Not applicable
<i>Absolute Priority 2</i>	<i>Developing new information that improves the capability of schools to identify and serve Gifted and Talented Students</i>	Yes - either Absolute Priority 1 or Absolute Priority 2	(a) Programs and projects designed to develop new information that improves the capability of schools to plan, conduct, and improve programs to identify and serve gifted and talented students. (b) Programs and projects proposed by eligible applicants that are not SEAs Tribal Organizations, Tribal educational	Not Applicable

<i>Priority Type</i>	<i>Priority Title</i>	<i>Required</i>	<i>Priority Language</i>	<i>Points</i>
			agencies, Indian Tribes or Consortia of these entities as identified in Absolute Priority 1, (i.e., LEAs, IHEs, and other public and private agencies).	
<i>Competitive Preference Priority</i>	<i>Meaningful Learning Opportunities for Students</i>	No	<p>Projects or proposals that are designed to strengthen core instruction through improving mathematics instruction to promote student achievement through one or more of the following priority areas:</p> <ul style="list-style-type: none"> (a) Developing and implementing pathways to accelerate conceptual understanding of mathematics or advanced mathematics coursework, including strategies like automatic enrollment that encourage participation in such pathways; (b) Developing and implementing strategies for the identification of gifted and talented students, including strategies for students to access higher grade-level and/or advanced placement in mathematics; or (c) Offering high-quality professional development based on strong, moderate, or promising evidence (as defined in 34 CFR 77.1) in mathematics for educators, which may include teachers, paraprofessionals, and other licensed educators or support for principals and other school leaders on managing the 	Up to 10 points

<i>Priority Type</i>	<i>Priority Title</i>	Required	Priority Language	Points
			implementation of high-quality mathematics instruction.	

Application Requirements

Each application must describe how—

- (a) The proposed identification methods, as well as gifted and talented services, materials, and methods, can be adapted, if appropriate, for use by all students; and
- (b) The proposed programs can be evaluated.²

Program Requirements

- (a) *Required Use of Funds:* Programs and projects funded under this competition must include the training of personnel in the identification and education of gifted and talented students and in the use, where appropriate, of gifted and talented services, materials, and methods for all students.
- (b) *Authorized Uses of Funds:* Programs and projects funded under this competition may include any of the following:
 - (i) Conducting evidence-based research on methods and techniques for identifying and teaching gifted and talented students and for using gifted and talented programs and methods to identify and provide the opportunity for all students to be served, particularly low-income and at-risk students.
 - (ii) Establishing and operating programs and projects for identifying and serving gifted and talented students, including innovative methods and strategies (such as summer programs, mentoring programs, peer tutoring programs, service-learning programs, and cooperative learning programs involving business, industry, and education) for identifying and educating students who may not be served by traditional gifted and talented programs.
 - (iii) Providing technical assistance and disseminating information, which may include how gifted and talented programs and methods may be adapted for use by all students, particularly low-income and at-risk students.
- (c) *Equitable Participation of Private School Students and Teachers:* Grant recipients under this program must provide for the equitable participation of students and

² These application requirements are from section 4644(b)(2) of the ESEA ([20 U.S.C. 7294\(b\)\(2\)](#)).

teachers in private nonprofit elementary schools and secondary schools, including the participation of teachers and other personnel in professional development programs serving such students.³

Selection Criteria

The selection criteria for this competition are from [34 CFR 75.210](#). Following the text of each selection criterion below is a suggested scoring rubric indicating the point ranges peer reviewers will assign according to the extent to which the application is responsive to the criterion.

(a) *Quality of the project design (up to 40 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:

- (i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified, measurable, and ambitious yet achievable within the project period, and aligned with the purposes of the grant program. (up to 10 points)
- (ii) The extent to which the proposed project demonstrates that it is designed to build capacity and yield sustainable results that will extend beyond the project period. (up to 10 points)
- (iii) The extent to which the proposed project is supported by promising evidence. (up to 10 points)
- (iv) The quality of the logic model or other conceptual framework underlying the proposed project, including how inputs are related to outcomes. (up to 10 points)

Excellent	Very Good	Good	Fair	Poor	Missing
34-40	26-33	18-25	9-17	1-8	0

(b) *Quality of the management plan (Up to 40 points)*: The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers:

³ These program requirements are from sections 4644(b)(1), (c), and (g) of the ESEA ([20 U.S.C. 7294\(b\)\(1\), \(c\), and \(g\)](#)).

- (i) The feasibility of the management plan to achieve project objectives and goals on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (up to 15 points)
- (ii) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. (up to 10 points)
- (iii) The adequacy of mechanisms for ensuring high-quality and accessible products and services from the proposed project for the target population. (up to 15 points)

Excellent	Very Good	Good	Fair	Poor	Missing
34-40	26-33	18-25	9-17	1-8	0

(c) *Adequacy of resources (up to 10 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:

- (i) The extent to which the budget is adequate to support the proposed project and the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (up to 5 points)
- (ii) The extent to which the costs are reasonable in relation to the number of persons to be served, the depth and intensity of services, and the anticipated results and benefits. (up to 5 points)

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

(d) *Quality of the project evaluation or other evidence-building (up to 10 points):* The Secretary considers the quality of the evaluation or other evidence-building of the proposed project. In determining the quality of the evaluation or other evidence-building, the Secretary considers the quality of the evaluation plan for measuring fidelity of implementation, including thresholds for acceptable implementation, to inform how implementation is associated with outcomes.

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

Performance Measures

For the purposes of ED reporting under [34 CFR 75.110](#), ED has established a set of performance measures, as shown in Table 2 below.

Applications must describe:

The data collection and reporting methods the applicant would use and why those methods are likely to yield reliable, valid, and meaningful performance data.

The applicant's capacity to collect and report reliable, valid, and meaningful performance data, as evidenced by high-quality data collection, analysis, and reporting in other projects or research.

Program Measure	Description
Program Performance Measure 1	The number of students newly identified as gifted and talented under the program.
Program Performance Measure 2	The percentage of students newly identified as gifted and talented under the program who were served under the program.
Program Performance Measure 3	The number of economically disadvantaged individuals newly identified as gifted and talented under the program.
Program Performance Measure 4	The percentage of economically disadvantaged individuals newly identified as gifted and talented under the program who were served by the program.
Program Performance Measure 5	Of the students served under the program who were in tested grades, the percentage who made gains on State assessments in mathematics.
Program Performance Measure 6	Of the students served under the program who were in tested grades, the percentage who made gains on State assessments in science.
Program Performance Measure 7	Of the students served under the program who were in tested grades, the percentage who made gains on State assessments in reading.
Program Performance Measure 8	The number of teachers and other educators who received services that enable them to better identify and improve instruction for gifted and talented students.

Application Submission Information

Pre-Application Webinar

ED will hold a pre-application meeting via webinar for prospective applicants. For information about the pre-application webinar, visit the [Javits website](#).

Registration

To apply, you must first be registered in two systems: [SAM.gov](#) and [Grants.gov](#). If you are already registered, make sure your registration is active and up to date.

Grants.gov registration involves several steps, including registration on [SAM.gov](#). You may begin working on your application while completing the registration process, but you cannot apply until all registration steps are complete. Once your SAM registration is active, it will take 24-48 hours for the information to become available in Grants.gov. For detailed information on the registration steps, please go to [Grants.gov Applicant Registration](#). Please note that your organization will need to update its SAM registration annually.

SAM.gov

You must have an active account with SAM.gov. This includes having a Unique Entity Identifier. SAM.gov registration can take several weeks. **Begin that process early.**

To register, go to [SAM.gov](#) and click on "[Get Started](#)."

Click on the [Entity Registration Checklist](#) for the information you will need to register in SAM.gov.

If you need help, you can call 866-606-8220 or live chat with the [Federal Service Desk](#).

Grants.gov

You must also have an active account with Grants.gov.

To register, go to [Grants.gov](#) and click "[Register](#)." When ready, click on "[Get Registered Now](#)" and complete the required fields.

For more information or assistance, click on "[Applicant Registration Page](#)."

ED strongly recommends that you do not wait until the last day to submit your application. Grants.gov will put a date/time stamp on your application and then process it after it is fully uploaded. If Grants.gov rejects your application, you will need to resubmit successfully to Grants.gov before 11:59:59 p.m. Eastern Time on the deadline date.

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

A Grants.gov applicant must apply online using Workspace, a shared environment in Grants.gov where members of a grant team may simultaneously access and edit different web forms within an application. The Grants.gov website contains [further instructions on how to apply](#).

Intergovernmental Review

This is subject to Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR Part 79. One of the objectives of Executive Order 12372 is to strengthen federalism – or the distribution of responsibility between localities, States, and the Federal government – by fostering intergovernmental partnerships. This idea includes supporting processes that State or local governments have developed to coordinate and review proposed Federal financial grant applications. Grant applicants need to contact State Single Points of Contact (SPOC) for information on their State’s procedures. Multi-State applicants should follow procedures specific to each state. Further information about the [SPOC List and the official list of entities](#) can be found online.

Absent specific State review programs, applicants may submit comments directly to the point of contact listed in this notice.

Verify Submission

Verify that Grants.gov received your application submission on time and that it was validated successfully. To see the date/time your application was received, log in to Grants.gov and click on the Track My Application link. For a successful submission, the date/time received should be earlier than 11:59:59 p.m. Eastern Time, on the deadline date, AND the application status should be: Validated, Received by Agency, or Agency Tracking Number Assigned. Once ED receives your application from Grants.gov, an Agency Tracking Number (PR/award number) will be assigned to your application and will be available for viewing on Grants.gov’s Track My Application link.

If the date/time received is later than 11:59:59 p.m. Eastern Time on the deadline date, your application is late. If your application has a status of “Received,” it is still awaiting validation by Grants.gov. Once validation is complete, the status will either change to “Validated” or “Rejected with Errors.” If the status is “Rejected with Errors,” your application has not been received successfully. Some of the reasons Grants.gov may reject an application can be found on the [Encountering Error Messages](#) webpage at Grants.gov.

For more detailed information on troubleshooting Adobe errors, you can review the [Adobe Reader Software Tip Sheet](#). If you discover your application is late or has been rejected, please see the instructions below. *Note:* You will receive a series of confirmations both online and via e-mail about the status of your application. Please do not rely solely on e-

mail to confirm whether your application has been received timely and validated successfully.

Helpful Hints When Working with Grants.gov

Please go to the [Grants.gov Support Center](#) for help with Grants.gov. For additional tips related to submitting grant applications, please refer to the Grants.gov [Applicant FAQs](#) as well as [additional information on Workspace](#).

Submission Problems – What should you do?

If you have problems submitting to Grants.gov before the closing date, please contact Grants.gov Customer Support at 1-800-518-4726 or via email at: support@grants.gov. You may also access the [Grants.gov Self- Service Knowledge Base web portal](#).

Application Review Information

Review and Selection Process: We remind potential applicants that in reviewing applications in any discretionary grant competition, ED may consider, under [34 CFR 75.217](#), information outside the rank order of applications, including the information in each application; and any other information—

- (a) Relevant to a criterion, priority, or other requirement that applies to the selection of applications for new grants;
- (b) Concerning the applicant's performance and use of funds under a previous award under any ED program; and
- (c) Concerning the applicant's failure under any ED program to submit a performance report or its submission of a performance report of unacceptable quality.

Before making awards, ED staff will screen applications submitted in accordance with the requirements in this notice to determine whether applications have met eligibility and other requirements, including whether an application may fail to meet the “Terms and Conditions” applicable to awarded funds referenced elsewhere within this notice. This screening process may occur at various stages of the review and selection process. Applicants that are determined to be ineligible will not receive a grant, regardless of whether the application was included in the peer review process. Applications not selected for funding will be informed of ED's decision in accordance with [34 CFR 75.218](#).

In addition, in making a competitive grant award, ED requires various assurances including those applicable to Federal civil rights laws that prohibit discrimination in programs or

activities receiving Federal financial assistance from ED ([34 CFR 100.4](#), [104.5](#), [106.4](#), [108.8](#), and [110.23](#)).

Definitions

The definitions of “evidence-based,” and “gifted and talented,” and “logic model” are from section 8101(21)(a)(i) and (27), respectively, of the ESEA. The definition of “high-quality instructional materials” is from the Meaningful Learning Priorities Supplemental Priority. The remaining definitions are from [34 CFR 77.1](#).

Evaluation means an assessment using systematic data collection and analysis of one or more programs, policies, practices, and organizations intended to assess their implementation, outcomes, effectiveness, or efficiency.

Evidence-based, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—

- (a) Strong evidence from at least one well designed and well-implemented experimental study;
- (b) Moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or
- (c) Promising evidence from at least one well-designed and well implemented correlational study with statistical controls for selection bias.

Evidence-building means a systematic plan for identifying and answering questions relevant to programs and policies through performance measurement, exploratory studies, or program evaluation.

Experimental study means a study that is designed to compare outcomes between two groups of individuals (such as students) that are otherwise equivalent except for their assignment to either a treatment group receiving a project component or a control group that does not. Randomized controlled trials, regression discontinuity design studies, and single-case design studies are the specific types of experimental studies that, depending on their design and implementation (e.g., sample attrition in randomized controlled trials and regression discontinuity design studies), can meet What Works Clearinghouse (WWC) standards without reservations as described in the WWC Handbooks:

- (a) A randomized controlled trial employs random assignment of, for example, students, teachers, classrooms, or schools to receive the project component being evaluated (the treatment group) or not to receive the project component (the control group).
- (b) A regression discontinuity design study assigns the project component being evaluated using a measured variable (e.g., assigning students reading below a cutoff score to tutoring or developmental education classes) and controls for that variable in the analysis of outcomes.
- (c) A single-case design study uses observations of a single case (e.g., a student eligible for a behavioral intervention) over time in the absence and presence of a controlled treatment manipulation to determine whether the outcome is systematically related to the treatment.

Gifted and talented, when used with respect to students, children, or youth, means students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities.

High-quality instructional materials (HQIM) means evidence-based, standards-aligned, content-rich instructional tools that provide a coherent scope and sequence for grade-level academic content. HQIM provides a full suite of resources for teachers, students, and families—including lesson plans, instructional units, embedded formative assessments to support a cohesive relationship between curriculum, instruction, and evaluation. HQIM utilize evidence-based instructional strategies, including guidance for differentiation, enrichment, and acceleration, and provide implementation supports for educators to ensure the learning needs of all students are met. HQIM clearly communicates the goals of learning and criteria for success for students.

Moderate evidence means evidence of effectiveness of a key project component in improving a relevant outcome for a sample that overlaps with the populations or settings proposed to receive that component, based on a relevant finding from one of the following:

- (a) A practice guide prepared by the WWC using version 2.1, 3.0, 4.0, 4.1, or 5.0 of the WWC Handbooks reporting “strong evidence” or “moderate evidence” for the corresponding practice guide recommendation;
- (b) An intervention report prepared by the WWC using version 2.1, 3.0, 4.0, 4.1, or 5.0 of the WWC Handbooks reporting “Tier 1 strong evidence” of effectiveness or “Tier 2 moderate evidence” of effectiveness or a “positive effect” on a relevant outcome based on a sample including at least 20 students or other individuals from more than one site

(such as a State, county, city, local educational agency (LEA), school, or postsecondary campus), or a “potentially positive effect” on a relevant outcome based on a sample including at least 350 students or other individuals from more than one site (such as a State, county, city, LEA, school, or postsecondary campus), with no reporting of a “negative effect” or “potentially negative effect” on a relevant outcome; or

(c) A single experimental study or quasi-experimental design study reviewed and reported by the WWC most recently using version 2.1, 3.0, 4.0, 4.1, or 5.0 of the WWC Handbooks, or otherwise assessed by the Department using version 5.0 of the WWC Handbook, as appropriate, and that—

(i) Meets WWC standards with or without reservations;

(ii) Includes at least one statistically significant and positive (i.e., favorable) effect on a relevant outcome;

(iii) Includes no overriding statistically significant and negative effects on relevant outcomes reported in the study or in a corresponding WWC intervention report prepared under version 2.1, 3.0, 4.0, 4.1, or 5.0 of the WWC Handbooks; and

(iv) Is based on a sample from more than one site (such as a State, county, city, LEA, school, or postsecondary campus) and includes at least 350 students or other individuals across sites. Multiple studies of the same project component that each meet the requirements in paragraphs (iii)(A) through (C) of this definition may together satisfy the requirement in this paragraph (iii)(D).

Promising evidence means evidence of the effectiveness of a key project component in improving a relevant outcome, based on a relevant finding from one of the following:

(a) A practice guide prepared by the WWC reporting “strong evidence”, “moderate evidence”, or “promising evidence” for the corresponding practice guide recommendation;

(b) An intervention report prepared by the WWC reporting “Tier 1 strong evidence” of effectiveness, or “Tier 2 moderate evidence” of effectiveness, or “Tier 3 promising evidence” of effectiveness, or a “positive effect,” or “potentially positive effect” on a relevant outcome, with no reporting of a “negative effect” or “potentially negative effect” on a relevant outcome; or

(c) A single study assessed by the Department, as appropriate, that—

(i) Is an experimental study, a quasi-experimental design study, or a well-designed and well-implemented correlational study with statistical controls for selection

bias (such as a study using regression methods to account for differences between a treatment group and a comparison group);

- (ii) Includes at least one statistically significant and positive (i.e., favorable) effect on a relevant outcome; and
- (iii) Includes no overriding statistically significant and negative effects on relevant outcomes reported in the study or in a corresponding WWC intervention report.

Project component means an activity, strategy, intervention, process, product, practice, or policy included in a project. Evidence may pertain to an individual project component or to a combination of project components (e.g., training teachers on instructional practices for English learners and follow-on coaching for these teachers).

Quality data encompasses utility, objectivity, and integrity of the information. “Utility” refers to how the data will be used, either for its intended use or other uses. “Objectivity” refers to data being accurate, complete, reliable, and unbiased. “Integrity” refers to the protection of data from being manipulated.

Quasi-experimental design study means a study using a design that attempts to approximate an experimental study by identifying a comparison group that is similar to the treatment group in important respects. This type of study, depending on design and implementation (e.g., establishment of baseline equivalence of the groups being compared), can meet WWC standards with reservations, but cannot meet WWC standards without reservations, as described in the WWC Handbooks.

Relevant outcome means the student outcome(s) or other outcome(s) the key project component is designed to improve, consistent with the specific goals of the program.

What Works Clearinghouse (WWC) Handbooks (WWC Handbooks) means the standards and procedures set forth in the WWC Procedures and Standards Handbook, Version 5.0, or in the WWC Standards Handbook, Version 4.0 or 4.1, or in the WWC Procedures Handbook, Version 4.0 or 4.1, the WWC Procedures and Standards Handbook, Version 3.0 or Version 2.1 (all incorporated by reference; see [§ 77.2](#)). Study findings eligible for review under WWC standards can meet WWC standards without reservations, meet WWC standards with reservations, or not meet WWC standards. WWC practice guides and intervention reports include findings from systematic reviews of evidence as described in the WWC Handbooks documentation.

Award Requirements

Terms and Conditions

If you are awarded a grant under this competition, you must ensure and may be required to demonstrate that federal funds will not be used under this project in any manner that violates the United States Constitution, Title VI or Title VII of the Civil Rights Act of 1964 ([42 U.S.C. 2000d et seq.](#) or [42 U.S.C. 2000e et seq.](#)), Title IX of the Education Amendments of 1972 ([20 U.S.C. 1681 et seq.](#)), section 504 of the Rehabilitation Act ([29 U.S.C. 794](#)), the Age Discrimination Act of 1975 ([42 U.S.C. 6101 et seq.](#)), Title II of the Americans with Disabilities Act of 1990 ([42 U.S.C. 12131 et seq.](#)), the Boy Scouts of America Equal Access Act of 2001 ([20 U.S.C. 7905](#)), section 117 of the Higher Education Act of 1965, as amended ([20 U.S.C. 1011f](#)), or other applicable federal law. To the extent that a grantee uses grant funds for such unallowable activities, ED may take appropriate enforcement action including the potential recovery of funds or may pursue termination or non-continuation.

Please note the provisions of Executive Orders 14151, 14168, 14173, and 14190 as well as the U.S. Department of Justice’s July 29, 2025, non-regulatory “[Guidance for Recipients of Federal Funding Regarding Unlawful Discrimination](#),” which clarifies the application of federal antidiscrimination laws to programs or initiatives that may involve discriminatory practices, including those labeled as Diversity, Equity, and Inclusion (“DEI”) programs.

Such activities may risk violating federal civil rights laws and may jeopardize federal funding. This includes any discriminatory equity ideology in violation of a Federal anti-discrimination law. A definition of “discriminatory equity ideology” is contained in Section 2(b) of Executive Order 14190. To the extent that any entity receiving grant funds under this grant uses those grant funds for such unallowable activities, ED reserves the right to take appropriate enforcement actions, including the recovery of grant funds or may pursue termination or non-continuation. The Grant Award Notification document accompanying your award may contain further terms and conditions, as necessary, to ensure grantee compliance with applicable laws, regulations, and administrative priorities.

Applicable Regulations

(a) The Education Department General Administrative Regulations in 34 CFR parts 75, 77, 79, 81, 82, 84, 86, 97, 98, and 99. (b) The Office of Management and Budget (OMB) Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of ED in 2 CFR part 3485. (c) The Guidance for Federal Financial Assistance in 2 CFR part 200, as adopted and amended as regulations of ED in 2 CFR part 3474. (d) The 2025 Supplemental Priorities. (e) The Meaningful Learning Opportunities Supplemental Priority.

Note: The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian Tribes.

Note: The regulations in 34 CFR part 86 apply to institutions of higher education only.

Continuation Awards

In making a continuation award under [34 CFR 75.253](#), ED considers, among other things: whether a grantee has made substantial progress in achieving the goals and objectives of the project; whether the grantee has expended funds in a manner that is consistent with its approved application and budget; if ED has established performance measurement requirements, whether the grantee has made substantial progress in achieving the performance targets in the grantee's approved application; or whether the continuation of the project is in the best interest of the Federal government.

In making a continuation award, ED also considers whether the grantee is operating in compliance with the terms and conditions specified elsewhere in this notice and the assurances in its approved application, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from ED ([34 CFR 100.4](#), [104.5](#), [106.4](#), [108.8](#), and [110.23](#)). In making any continuation award determination, ED may consider all relevant information.

Application Checklist

The application will require you to fill out several forms, which are listed and linked in grants.gov. See below for a description of forms and sections:

1. Standard Documents

- Application for Federal Assistance (SF-424)
- ED Supplemental Information for SF-424
- ED Grant Application Form for Project Objectives and Performance Measures Information
- Evidence Form

2. Budget Information

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

3. ED Abstract Form

- Project Abstract

4. Project Narrative

- Application Narrative (Project Narrative Attachment Form)

5. Budget Narrative

- Budget Narrative Attachment Form

6. Other Attachment Forms

- Individual Resumes for Project Director & Key Personnel

7. Assurances and Certifications

- Disclosure of Lobbying Activities (Standard Form LLL)
- Grants.gov Lobbying Form (ED 80-013 Form)

Part 1: Standard Documents

- Application for Federal Assistance (SF-424)
- ED Supplemental Information for SF-424

These forms require basic identifying information about the applicant and the application. Please provide all requested applicant information (including name, address, e-mail address and UEI). **When applying electronically via Grants.gov, you will need to ensure that the UEI on your application is the same as the UEI your organization used when it registered with the System for Award Management.**

Applicants are advised to complete the Application for Federal Assistance (Form SF 424) first. Grants.gov will automatically insert the correct Assistance Listing Number and program name automatically wherever needed on other forms.

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

For more information, review the [Grants.gov Forms Repository](#).

Part 2: Budget Information

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

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

Applicants must provide a summary of requested Federal funds for each line-item category included on the worksheet. Applicants should provide dollar amounts for all requested years of the desired grant award.

Instructions for completing ED Form 524 Section A:

- *Name of Institution/Organization*: Enter the name of the applicant in the space provided.
- *Personnel (line 1)*: Enter project personnel salaries and wages only. Include fees and expenses for consultants on line 6.

- *Fringe Benefits (line 2)*: The institution's normal fringe benefits contribution may be charged to the program. Leave this line blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost.
- *Travel (line 3)*: Indicate the travel costs of employees and participants only. Include travel of persons such as consultants on line 6.
- *Equipment (line 4)*: Indicate the cost of tangible, non-expendable personal property that has a usefulness greater than one year and acquisition costs that are the lesser of the capitalization level established by the applicant entity for financial statement purposes or \$10,000 per article. Lower limits may be established to maintain consistency with the applicant's policy.
- *Supplies (line 5)*: Show all tangible, expendable personal property. Direct supplies and materials differ from equipment in that they are consumable, expendable, and of a relatively low unit cost. Supplies purchased with grant funds should directly benefit the grant project and be necessary for achieving the goals of the project.
- *Contractual (line 6)*: The contractual category should include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal procurement system. Include consultant fees, expenses, and travel costs in this category if the consultant's services are obtained through a written binding agreement or contract.
- *Construction (line 7)*: Construction funds are not authorized.
- *Other (line 8)*: Indicate all direct costs not covered on lines 1-6. For example, include costs such as space rental, required fees, honoraria and travel (where a contract is not in place for services), training, and communication and printing costs. Do not include costs that are included in the indirect cost rate.
- *Total Direct Costs (line 9)*: The sum of lines 1-8.
- *Indirect Costs (line 10)*: Indicate the applicant's approved indirect cost rate, per sections 75.560-75.564 of EDGAR. If an applicant does not have an approved indirect cost rate agreement with a cognizant Federal agency, the applicant must apply to ED for a temporary indirect cost rate if it wishes to charge indirect costs to the grant. For more information, go to [ED's website](#). In addition, a grantee, if it is eligible, may also use De Minimis rate as provided for under 2 CFR 200.414(f).
- *Training Stipends (line 11)*: Not Applicable for this program.
- *Total Cost (line 12)*: This should equal to sum of lines 9-11 (total direct costs + indirect + stipends). The sum for column one, labeled Project Year 1 (a), should also be equal to item 15a on the application cover sheet (SF Form 424).

Part 3: ED Abstract Form

Ensure that you only attach the ED approved file types detailed in the *Federal Register* application notice.

Part 4: Project Narrative

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

Ensure that you only attach the ED approved file types detailed in the [2025 Common Instructions](#).

Table of Contents

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

Application Narrative

ED encourages applicants to limit this section of the application to the equivalent of no more than 25 pages. The recommended page limit does not apply to the cover sheet; the budget section, including the narrative budget justification; the assurances and certifications; or the one- abstract, the resumes, the bibliography, or the letters of support. However, the recommended page limit does apply to the **Project Narrative**.

Part 5: Budget Narrative

This section should be attached as a single document to the Budget Narrative Attachment Form. It should be organized in the following manner and include the following parts in order to expedite the review process. Ensure that you attach the ED approved file types detailed in the [2025 Common Instructions](#).

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

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

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

In accordance with [34 CFR 75.232](#), ED staff perform a cost analysis of each recommended project to ensure that costs relate to the activities and objectives of the project, are reasonable, allowable and allocable. ED may delete or reduce costs from the budget during this review.

Suggested Guidelines for the Budget Narrative

1. Provide an itemized budget breakdown and justification by project year. The budget narrative fulfills the requirement of Form ED 524 -Section C Budget Narrative. Find information below in Part 5 on completing the budget narrative. For this program, applicants do not need to fill in non-Federal funds or resources listed in Section B.
2. If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. Specify the estimated amount of the base to which the indirect cost rate is applied and the total indirect expense. Depending on the grant program to which you are applying and/or your approved Indirect Cost Rate Agreement, some direct cost budget categories in your grant application budget may not be included in the base and multiplied by your indirect cost rate. Please indicate which costs are included and which costs are excluded from the base to which the indirect cost rate is applied.

Part 6: Other Attachment Forms

Attach one or more documents to the Other Attachments Form. You may provide all of the required information in a single document, or in multiple documents.

Ensure that you only attach the ED approved file types detailed in the [2025 Common Instructions](#).

Suggested order:

- Reference List
- Appendix A
- Resumes/Vitae
- Letters
- Supplementary Information

- Other Appendices

Part 7: Assurances and Certifications

Be certain to complete all required assurances and certifications and include all required information in the appropriate place on each form. The assurances and certifications required for this application are:

- Disclosure of Lobbying Activities**
- Grants.gov Lobbying Form – “Certification Regarding Lobbying”**

Note: While it is required to submit the lobbying form that best meets an applicants’ situation, the two forms are classified as “optional” in Grants.gov to avoid submission errors when only one of the lobbying form is submitted.

Attaching Files – Additional Tips

Please note the following tips related to attaching files to your application:

- When you submit your application electronically, you must upload any narrative sections and all other attachments to your application as files in Portable Document Format (PDF). ED recommends applicants submit all documents as read-only flattened PDFs, meaning any fillable PDF files must be saved and submitted as non-fillable PDF files and not as interactive or fillable PDF files, to better ensure applications are processed in a more timely, accurate, and efficient manner.
- Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission. Therefore, each file uploaded to your application package should have a unique file name.
- When attaching files, applicants should follow the guidelines established by Grants.gov on the size and content of file names. Uploaded file names must be fewer than 50 characters, and, in general, applicants should not use any special characters. However, Grants.gov does allow for the following UTF-8 characters when naming your attachments: A-Z, a-z, 0-9, underscore, hyphen, space, period, parenthesis, curly braces, square brackets, ampersand, tilde, exclamation point, comma, semi colon, apostrophe, at sign, number sign, dollar sign, percent sign, plus sign, and equal sign. Applications submitted that do not comply with the Grants.gov guidelines will be rejected at Grants.gov and not forwarded to ED.
- Applicants should limit the size of their file attachments. Documents submitted that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files. For reference, the average discretionary grant application package with all attachments is less than 5 MB. Therefore, you may want to check the total size of your package before submission.