

2025 Request for Applications (RFA)
Nebraska Comprehensive Literacy State Development (CLSD) Grant

Technical Assistance Webinar



April 18, 2025
9:00 - 10:30 am (CST)
www.education.ne.gov/clsd



Hello everyone!

Welcome to the Nebraska Comprehensive Literacy State Development Grant Technical Assistance Webinar.

This Webinar is being recorded and will be shared on the NDE CLSD website.

My name is Victoria Katzberg, I am the Literacy Program Specialist for the CLSD Grant. I have a background in grants, specifically competitive grants, and I have been brought on as the CLSD grants specialist. In other words, I bridge that gap between our application and goals that were submitted to the Department of Education with the work of the grantees. All while ensuring compliance with federal and state rules and regulations. Throughout the grant period, I will collaborate closely with the awarded grantees to track progress and provide comprehensive reports to our Federal Program Officer.

Today I will be speaking about the RFA process and expectations, highlighting key components of the CLSD grant. Then my colleagues Allyson DenBeste, Academic Officer, and Dr. Marissa Payzant, Content Area Standards & Instruction Director will speak on behalf of the 'fun stuff', which is the literacy activities that we believe will get us to where we need to

be.

Meet the CLSD team!



Allyson DenBeste
Academic
Officer



Marissa Payzant, Ed.D.
Content Area
Standards &
Instruction, Director



Jamie Cook
Literacy Program
Officer (July 2025)





Victoria Katzberg
Literacy Program
Specialist

... and so many more Nebraska Department of Education Staff who have made this grant possible!

Let's take a look at the Nebraska CLSD team. I've mentioned Allyson and Marissa already. We will also have a Literacy Program Officer starting in July. Jamie Cook's experience will be an absolute asset to this CLSD grant and we cannot wait to welcome her in July. Although we four are the primary "faces" of the grant, so many NDE staff contributed to this grant application to make this possible. I'd like to specifically call out our Commissioner Dr. Maher for his continued focus on literacy and the Nebraska State Board of Education who have also identified literacy as a priority.

It really was a team effort and continues to be a team effort as we continue this CLSD journey.

3.2 Schedule of Events

ACTIVITY	DATE
Nebraska CLSD Request for Application (RFA) Content Release Date	Friday, April 4th 
Nebraska CLSD Application Opens in GMS	Tuesday, April 15th 
Technical Assistance Webinar	Friday, April 18th 9:00am - 10:30am (CST)
Written Questions + Answers Period Ends	Friday, May 30th
Applications Due	Monday, June 2nd
Evaluation Period	Tuesday, June 3rd - Tuesday, July 22nd
Submit Intent to Award Agenda Item to the Nebraska State Board of Education	Wednesday, July 23rd
Present Intent to Award to the Nebraska State Board of Education	Thursday, August 7th and Friday, August 8th
Post Intent to Award (Pending Board Approval) on the Nebraska CLSD Website	Monday, August, 11th
Project Start Date (Provisional)	Monday, August, 11th

As we go through the RFA, each slide will highlight the relevant section, so feel free to have the RFA on hand for reference. For instance, the schedule of events can be found in Section 3.2, which is located on pages 13 and 14 of the RFA.

We are happy to announce we are on event #3 of the Schedule of Events.

The application content has gone live, is open in the online Grants Management System known as GMS, and we are in the middle of the Technical Assistance Webinar. The question and answers period will go through Friday, May 30th. Any questions after that day will not be answered, so be sure to submit them before that date. Friendly reminder... the applications will be due no later than Monday, June 2nd. If it were me, I would try to have my application in by Friday, May 30th (just in case I have a question), but ultimately, it is up to you.

We will start the evaluation period on Tuesday, June 3 – Tuesday, July 22nd. We will then submit an intent to award agenda item to the Nebraska State Board of Education. An agenda item must be submitted 2 weeks prior to any Board Meeting. We will present the awarded grantees to the Board on Thursday, August 7th and Friday, August 8th. Upon their approval, we will post the awarded grantees on the NDE CLSD website and start the process to finalize your Subgrants.

3.4 Written Questions and Answer Period Ends Friday, May 30th

- Questions will not be answered at this session and should instead be submitted as outlined in section 3.4 Written Questions and Answers section of the RFA.
- Written Questions and Answers will be posted on the NDE CLSD website ([NE CLSD Frequently Asked Questions - Google Docs](#)) throughout the Q+A Period.



All questions shall be sent to NDE CLSD@nebraska.gov and submitted in the following format:

RFA Section Reference	RFA Page Number	Question

This is an informational webinar only. There will not be a Q&A section today. We ask that you please use our Written Questions and Answers process laid out in section 3.4 of the RFA. However, feel free to use the chat and we will gather the questions from today and respond to them following the webinar via our FAQ document that has been posted on the NDE CLSD website. This way everyone has access to the answers at the same time.

2.1 Background and Purpose



**Comprehensive
Literacy State
Development**



PURPOSE OF CLSD PROGRAM

To advance literacy skills, including pre-literacy skills, reading, and writing, for children from birth through grade 12, with an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities.

NEBRASKA CLSD GOALS

Goal 1: Cohesion and alignment of statewide tools and resources.

Goal 2: Statewide teacher and leader training and preparation in structured literacy and the Science of Reading encompassing strategies from early childhood through adult literacy.

Goal 3: Support the selection, implementation, and continuation of high-quality instructional materials (HQIM) and evidence-based practices to promote adequacy in resources for underserved students in early learning programs and school settings.

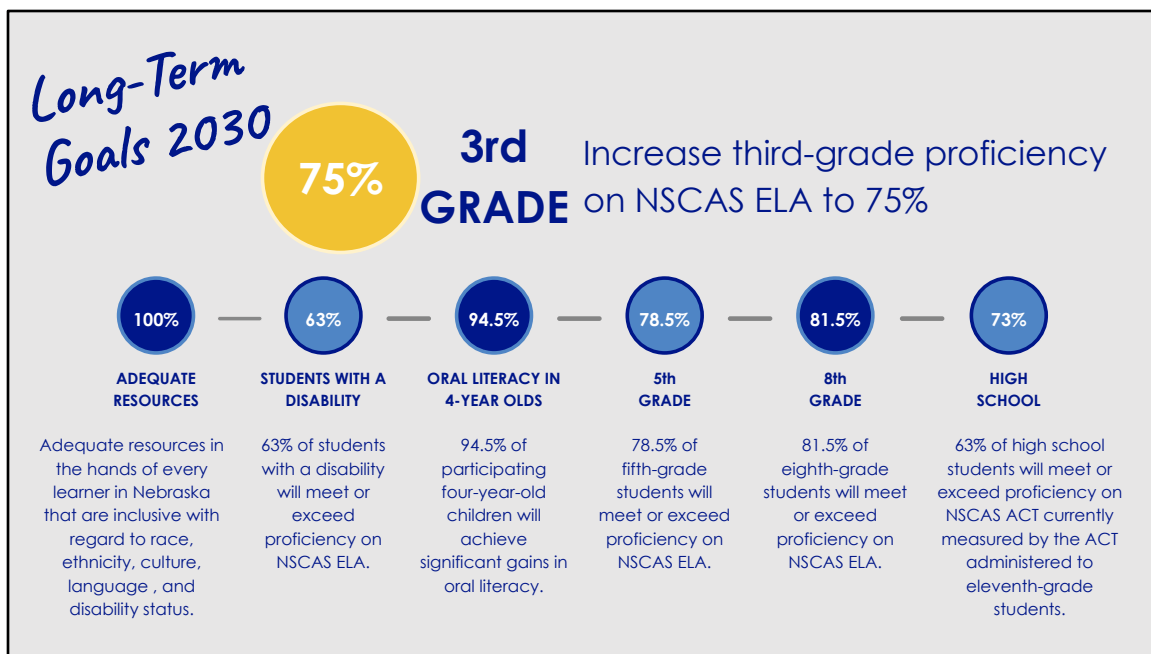
Now it is time to dive into the Grant itself. Let's start with the purpose. The purpose of the CLSD program is to advance literacy skills, including pre-literacy skills, reading, and writing, for children from birth through grade 12, with an **emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities**. I'd like to highlight that this emphasis is designated as a top priority of the grant, consistently highlighted throughout the R.F.A. and plays a major role in the scoring process.

As part of our NDE grant application, we identified three key goals that we believed directly support the overarching mission of the grant.

Goal 1: Cohesion and alignment of statewide tools and resources.

Goal 2: Statewide teacher and leader training and preparation in structured literacy and the Science of Reading encompassing strategies from early childhood through adult literacy.

Goal 3: Support the selection, implementation, and continuation of high-quality instructional materials (HQIM) and evidence-based practices to promote adequacy in resources for underserved students in early learning programs and school settings.



In addition to the three primary goals, we also included a set of long-term, measurable objectives in our NDE grant application. The leading target—“*Increase third-grade proficiency on NSCAS ELA to 75% by 2030*”—is likely familiar to many of you (if not all).

This goal, along with the others outlined below, is intended to be achieved over the course of the grant period. As you complete your application, we encourage you to keep these targets in mind. We're eager to understand how you plan to contribute to reaching these outcomes.

I'd like to clarify one:

94.5% of participating four-year-old children will achieve significant gains in oral literacy. This includes only the children who are observed for oral language in ESU or LEA-operated early childhood education centers through the TS Gold Assessment.

2030
↑ 75% of 3rd Graders Proficient

DATA

FAMILY
LITERACY &
PRE-K
PROGRAMS

INSTRUCTIONAL
MATERIALS

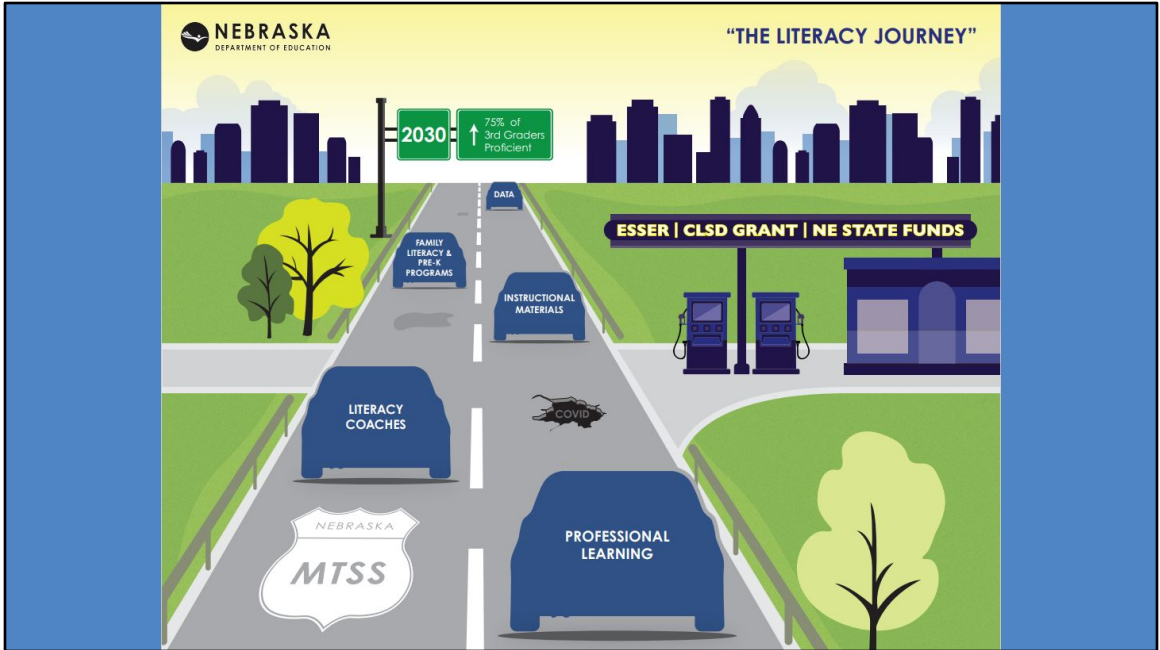
ESSER | CLSD GRANT | NE STATE FUNDS

LITERACY
COACHES

COVID

NEBRASKA
MTSS

PROFESSIONAL
LEARNING



1.3 Eligible Entities ✓

- A. One or more Local Education Agencies (LEAs) that serve a high percentage of high-need schools and
 - Have the highest number or proportion of children who are counted under section 1124(c) of the ESEA, in comparison to other LEAs in the State;
 - Are among the LEAs in the State with the highest number or percentages of children reading or writing below grade level, based on the most currently available State academic assessment data under section 1111(b)(2) of the ESEA; or
 - Serve a significant number or percentage of schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) of the ESEA;
- B. One or more early childhood education programs serving low-income or otherwise disadvantaged children (families with income levels at or below 200 percent of the Federal poverty line), which may include home-based literacy programs for pre-school-aged children, that have a demonstrated record of providing comprehensive literacy instruction for the age group such program proposes to serve; or
- C. An LEA, described in paragraph (a), or consortium of such LEAs, or an early childhood education program, which may include home-based literacy programs for preschool-aged children, acting in partnership with one or more public or private nonprofit organizations or agencies (which may include early childhood education programs) that have a demonstrated record of effectiveness in:
 - Improving literacy achievement of children, consistent with the purposes of participation under the CLSD program, from birth through grade twelve (12); and
 - Providing professional learning in comprehensive literacy instruction.

Now let's talk about WHO can apply. What is listed on the slide is the official federal language for the eligible entities of the grant. In simple terms is as follows:

A) District or Districts (plural) I would like to highlight that this is limited to public schools.

B) Early Childhood Education Program or Programs (plural), that demonstrate a record of providing comprehensive literacy instruction.

This is that Birth – Kindergarten Entry Age Band, it is not limited to district run pre-schools, but instead opens the door to any Early Childhood Education program that serves low-income or otherwise disadvantaged children.

C) A consortium of districts or consortium of early childhood programs, or a mix of both, acting in partnership with one or more public or private nonprofit organizations or agencies that have demonstrated record of effectiveness in:

- a. Improving literacy achievement of children, consistent with the purposes of participation under the CLSD program, from birth through grade twelve (12); and
- b. Providing professional learning in comprehensive literacy instruction.

Example of C would be an ESU.

A common question I have received is: If an ESU applies on behalf of our district, can

we also apply separately? The answer is YES!

Yes. Nothing prohibits a district from applying as a part of a consortium and applying on their own, even for the same age band. Applications will need to have a clear separation of activities being funded by the grant. There can be no overlap of activities in the event both applications are accepted. When 1 entity is receiving 2 streams of funds from the same funding source, an auditor may worry there is "double-dipping". As long as there is a clear separation of what grant is doing what, there are no issues.

If you're unsure about your eligibility, I strongly encourage you to reach out. I'm happy to review your situation with you and help determine your fit for this opportunity. Please note that applications submitted by ineligible applicants will not be scored, and I'd much rather help you avoid unnecessary time and frustration early in the process.

1.1 Funding Information

Approximately \$52,250,000.00 is available for Nebraska CLSD subgrant awards through September 30, 2029. Funding depends on continued availability of funds. If Nebraska's CLSD grant funding is decreased or eliminated, subgrant funds would likewise be decreased or eliminated.

***Continuation of funding is subject to the availability of federal funds. Year 1 total funding is approximately \$11 mil.**

% Allocated	Total \$ Allocated	Restrictions
15% +	\$8,250,000.00	Birth-Kindergarten Entry
40% +	\$22,000,000.00	Equitably among K-5
40% +	\$22,000,000.00	Equitably among 6-12

We are honored to be CLSD recipients. We were awarded approximately \$55 million dollars through September 30, 2029. 95% of that must be competitively bid out in the form of a subgrant. That means approximately \$52,250,000.00 is available for Nebraska CLSD subgrant awards through September 2029.

I need to highlight that funding depends on continued availability of funds. If Nebraska's CLSD grant funding is decreased or eliminated, subgrant funds would likewise be decreased or eliminated.

As of now, we've received Year 1 funding, which totals approximately \$11 million. Based on conversations with our federal program officer—as well as what we're hearing through the broader grants community—the outlook for Year 2 funding is very promising. In a time filled with uncertainty, I'm genuinely pleased to be able to share such encouraging news.

I've already highlighted one of our key grant priorities, which focuses on supporting disadvantaged children, including those living in poverty, English learners, and children with disabilities. Another priority is ensuring that the federal requirements for fund allocation are met. Specifically, 15% of the subgrant funding must be allocated to the Birth to Kindergarten Entry age group, 40% to Kindergarten through Grade 5, and 40% to Grades 6-12.

These allocation percentages are for us to fill as an agency. You do not need to fulfill these in your grant application.

1.5 Award of Funding

Students Served	Available Subgrants	Year 1 7/1/25-9/30/25	Year 2 10/1/25-9/30/26	Year 3 10/1/26-9/30/27	Year 4 10/1/27-9/30/28	Year 5 10/1/28-9/30/29	Total Award
Tier 1 Less than 1,000	Up to 20 Awards	\$65,000.00	\$65,000.00	\$65,000.00	\$65,000.00	\$65,000.00	\$325,000.00
Tier 2 1,000 – 5,000	Up to 18 Awards	\$259,000.00	\$259,000.00	\$259,000.00	\$259,000.00	\$259,000.00	\$1,295,000.00
Tier 3 5,000 or more	Up to 10 Awards	\$440,000.00	\$440,000.00	\$440,000.00	\$440,000.00	\$440,000.00	\$2,200,000.00



**NDE will award to the top scoring Applicants for each Tier, as NDE determines and as funding allows. NDE will conduct a fair, impartial, and comprehensive evaluation of all Applications in accordance with the predetermined criteria based on the Application. This breakdown is an approximation and is contingent on applications received.*

Next up - Award of Funding!

*NDE will award to the top scoring Applicants for each Tier, as NDE determines and as funding allows. NDE will conduct a fair, impartial, and comprehensive evaluation of all Applications in accordance with the predetermined criteria based on the Application. This breakdown is an approximation and is contingent on applications received.

What does that mean? In a perfect world, we plan to have 48 awards between the three Tiers as stated on the slide. Until we see what applications we actually receive, we cannot guarantee this structure. For example: "What if we only get two Tier 3 applications? Then we will need to make the necessary adjustments and award more Tier 1 and 2 awards.

One thing is for certain – we must maintain the priorities of the grant:

15 / 40 / 40 rule and an emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities.

2.3 Unallowable Activities

Subawards provided under the Nebraska CLSD grant may not be used to:

- Supplant existing funding or efforts, including costs otherwise necessary to operate a school or program without this grant
- Travel out-of-state
- Acquire equipment for administrative or personal use, including acquisition of any vehicle

Costs which are categorized as unallowable will not be reimbursed. If a cost cannot meet the criteria of reasonableness, allowability, allocability, and consistency, it is unallowable. Unallowable costs for this grant include, but are not limited to:

- Alcoholic beverages
- Bad debts
- Entertainment
- Fines and penalties
- Lobbying



Now that you know the purpose, who is eligible, and what funds are available, let's talk about how you CAN NOT spend them.

When you are filling out the budget, ask yourself, is this cost Allowable, Allocable, Reasonable, and Consistent. I always like to highlight the reasonable one. Is the cost considered appropriate, justifiable, and aligned with the circumstances in which they were incurred?

Professional Learning is an allowable cost. An all-inclusive Professional Learning Retreat in Hawaii sounds fabulous, but is not reasonable, therefore not allowable.

A parking ticket you received while attending a Professional Learning opportunity is also not an allowable cost.

If you are unsure about a cost, PLEASE ASK PERMISSION, NOT FORGIVENESS. This is a cost-reimbursement grant. We can deny your reimbursement request and therefore, not pay for it. The bill will be left for you to sort out. We have also received the question of "When can we start spending?" 1) Friendly reminder that this is a competitive grant, therefore just because you have applied, does not mean you are automatically granted the money. 2) You cannot be reimbursed for any activities or invoices prior to the start date of the grant (provisionally that August 11th date). If you are purchasing materials in July, we cannot reimburse you for those materials.

Supplement, Not Supplant

Federal funds **must supplement** (add to, increase or enhance) the programs and services offered with state and local funds.



Federal funds **must not supplant** (take the place of or replace) if state and local funds used to offer those programs and services.



Let's talk about Supplement, Not Supplant,

CLSD grantees must adhere to the "supplement, not supplant" provision under [Section 2301](#) of the ESEA, which states that "funds made available under this title shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for the activities authorized under this title.

When the government gives extra money (like a grant), that money is supposed to **add to** what schools or programs are already spending — not **replace** what they were already paying for.

So:

Supplement = Add to

Supplant = Replace

Let's say a school usually pays for an English teacher using its own money.

If the school gets a special grant (extra money) from the government, it **can't stop using its own money** and use the grant to pay that same English teacher instead.

That would be **supplanting** — replacing the original money with the new money — and that's not allowed.

Instead, the school should use the grant to **hire a literacy coach for example**, or start an after-school literacy club — something new that **supplements** what they already do.

Why it Matters:

It makes sure the extra money helps students **more** instead of just letting schools spend **less** of their own money.

2.2 Allowable Activities



Now that we've covered the basics of the RFA process and what activities are not allowed, I'm pleased to turn it over to Dr. Marissa Payzant, who will walk us through the allowable activities, broken down by age band.

1	Professional Learning	<ul style="list-style-type: none"> Provide high-quality professional learning (HQPL) from an approved provider that is job-embedded, aligned to standards & structured literacy approaches.
2	Curriculum-based Professional Learning	<ul style="list-style-type: none"> Provide high-quality, curriculum-based professional learning (CBPL) for HQIM that is job-embedded, aligned to standards & structured literacy approaches.
3	Instructional Materials	<ul style="list-style-type: none"> Purchase high-quality, standards-aligned core and/or supplemental materials using a selection process; must include an implementation plan that extends beyond grant years.
4	Local Literacy Plan Development	<ul style="list-style-type: none"> Develop and implement a comprehensive literacy plan that serves the needs of all students and has an emphasis on core/Tier 1 evidence-based practices.
5	Assessment & Intervention	<ul style="list-style-type: none"> Provide intensive, supplemental, accelerated, and explicit intervention and support in reading and writing for children whose literacy skills are below grade level.
6	Literacy Partnerships & Family Literacy	<ul style="list-style-type: none"> Establish and/or develop family and community partnerships that serve the literacy needs of children and youth.



Birth through Kindergarten Entry

Example allowable activities:

- Science of reading/evidence-based reading training for early childhood educators
- Curriculum-based Professional Learning (CBPL) for standards-aligned instructional materials
- Purchase of instructional materials
- Training related to identification & support for early childhood foundational skills development
- Literacy partnerships



Kindergarten-Grade 5

Example allowable activities:

- Science of reading/evidence-based reading training for K-5 educators
- CBPL for standards-aligned instructional materials
- Purchase of instructional materials
- Training related to identification & support for implementation of Nebraska Reading Improvement Act
- Literacy partnerships



Grades 6-12 Allowable Activities

Example allowable activities:

- Science of reading/evidence-based reading training for 6-12 educators
- CBPL for standards-aligned instructional materials
- Purchase of instructional materials
- Training related to identification & support for adolescents reading below grade level
- Literacy partnerships



4.0 Application Instructions

MTW GMS - Grants Management System



NEBRASKA
DEPARTMENT OF EDUCATION

Welcome to the Grants Management System

Users who have NEVER had access to GMS will need to request access by contacting NDE.CLSD@nebraska.gov.

Now that you know the purpose, who is eligible, what funds are available, and how you can and cannot spend the funds, let's talk about the application itself.

The application is available on the NDE Grants Management System Website. The link is in section 3.5 of the RFA. Users who have NEVER had access to GMS will need to request access by contacting NDE.CLSD@nebraska.gov. And I will help you get started on that process.

Grants Management System (GMS)

Competitive Grant "NDE CLSD-6301"

Welcome to the Grants Management System

ANNOUNCEMENTS
No notifications found.

NOTICE OF FUNDING AVAILABILITY

- Due April 17, 2025:** The 2025-2026 Early Learning Connections - Coach Consultant. Only selected ESU's may apply. Contact Kristine Luebke at kristine.luebke@nebraska.gov
- Due April 17, 2025:** The 2025-2026 Early Learning Connections - Professional Development. Only selected ESU's may apply. Contact Kristine Luebke at kristine.luebke@nebraska.gov
- Due August 1, 2025:** The 2025-26 SPED Planning Region Team (PRT) Grant - Contact Cole Johnson at 531-207-9906 or cole.johnson@nebraska.gov
- Due June 2, 2025:** The 2024-25 Comprehensive Literacy State Development Grant - Contact Victoria Katzberg at NDE.CLSD@Nebraska.gov

LOGIN

Email

Password [Forgot / Change](#)

[New User](#)

UPCOMING
April 2025
No events found.

1. Log into GMS
2. GMS Access / Select
3. Fiscal Year 2025
4. "Create"

Administrative
[NDE Reports](#)
[Payment Administration-NDE](#)

Monitoring
[Fiscal Monitoring](#)

GMS Access / Select
[LEA Central Data](#)
[Funded Applications](#)
[Non-Funded Data Collections](#)

Select Fiscal Year:

There currently aren't any FUNDED Grant applications available.

Consolidated Plan
There currently aren't any Consolidated Plan applications available.

Competitive Grant
NE CLSD-6301
Submissions due by 6/2/2025

Application Name	Revision	Status	Date	Actions
214 CCLC Continuation Grant-6968				
McKinney-Vento Homeless Competitive Grant-6991	Attachment 1	Final Approved	10/24/2024	<input type="button" value="Open"/> <input type="button" value="Award"/> <input type="button" value="Payments"/> <input type="button" value="Review Summary"/> <input type="button" value="Delete Application"/>
Perkins REVISION Action-6741	Original Application	Not Submitted		<input type="button" value="Open"/> <input type="button" value="Award"/> <input type="button" value="Payments"/> <input type="button" value="Review Summary"/> <input type="button" value="Delete Application"/>
REAP - Rural and Low-Income Schools - RLIS - Grant - 6320	Original Application	Submitted to NDE	4/15/2025	<input type="button" value="Open"/> <input type="button" value="Award"/> <input type="button" value="Payments"/> <input type="button" value="Review Summary"/> <input type="button" value="Delete Application"/>
Nebraska Comprehensive Literacy State Development - 6301	Original Application	Not Submitted		<input type="button" value="Open"/> <input type="button" value="Award"/> <input type="button" value="Payments"/> <input type="button" value="Review Summary"/> <input type="button" value="Delete Application"/>

First you will log into GMS. As you can see the notice of funding availability has been posted on the login site. Super exciting!

Once you have logged in, you will click GMS Access / Select. You will want to make sure you have "Select Fiscal year 2025." Then you will scroll down your page until you find competitive Grant NE CLSD - 6301 and you will click create!

Before we dive too deeply into GMS, I want to reassure you—you're not expected to be a GMS expert. I'm here as your support system. If you're finding any part of using or understanding the platform challenging, please know that I'm here to help you navigate it. While I may not be able to determine whether the content you're entering is exactly what's needed in terms of quality or completeness, I can assist you with the technical side of getting everything into the system smoothly.

Grants Management System (GMS)

Competitive Grant "NDE CLSD-6301"

Overview -
read through

Allocations -
auto populated
(if you are
awarded)

Contact Info -
Unique Entity
Identifier (UEI) /
Expiration Date
(SAM.gov)

Authorized Rep.

The screenshot displays the GMS interface for the 'Comprehensive Literacy State Development - Contact Information' application. The top navigation bar includes tabs: Overview, Allocations, Contact Information (selected), Literacy Leadership Team, Program Information, Budget, GEPA, Assurances, Amendment Description, Submit, Application History, Page Lock Control, and Application Print. The main form area contains the following fields and sections:

- UEI*** and **UEI Expiration Date (MM/DD/YYYY) *** input fields.
- Authorized Representative: (NDE considers the Superintendent, ESU Admin, Comm College Admin to be the Authorized Representative)**
 - Last Name***, **First Name***, **Phone***, **Extension**, **Email***, **Mailing Address***, **City***, **State***, and **Zip+4*** input fields.
- ☐ **Project Director: (If different than Authorized Representative listed above):**
- ☐ **Financial Contact: (If different than Authorized Representative listed above):**
- ☐ **Additional Contact:**
- Save Page** button.

Once you are logged into the GMS, you will want to apply to the Grant named "Nebraska Comprehensive Literacy State Development - 6301" I'm going to walk you all through the tabs in which you will need to read through and enter information to complete the application.

I'm going to go through the tabs, left to right.

Starting with the Overview tab, it is just as it sounds. A brief overview or summary of the grant application. Just give that a read to make sure you are in the right place!

The Allocations tab will be blank (for now), this tab is auto-populated when/if you are awarded money. You can ignore this tab (for now).

Next is Contact Information. I will first need your Unique Entity Identifier (aka UEI) and its expiration date. This can be found on Sam.gov. If anyone is struggling with finding this information, please contact me at nde.clsd@nebraska.gov and I will help you. An active UEI is a federal requirement for anyone receiving a federal award. I will also need the Authorized Representative for this application. This same person must be the one to submit the application, anyone else listed such as a project director, financial contact, or additional contact can assist in filling out the application, but the authorized rep will have to agree to the assurances and officially "submit" the application.

I'd also like to highlight that the zipcode asks for zip+4. That is due to federal reporting requirements. I can find the the + information, do not worry about including the additional numbers, just your standard 5 digit zip will suffice. It will not error out on you by only providing 5 numbers.

Grants Management System (GMS)

Competitive Grant "NDE CLSD-6301"

Literacy Leadership Team -

Consortium -
yes, no, how many?

Literacy Leadership Team - one for each entity

L-CNA -
one for each entity

Application: 2024-2025 NE CLSD-6301 - 00-
Cycle: Original Application

Click to Return to GMS Access/Select Page
Click to Return to Menu List / Sign Out

Overview | Allocations | Contact Information | **Literacy Leadership Team** | Program Information | Budget | GEPA | Assurances | Amendment Description | Submit | Application History | Page Lock Control | Application Print

Comprehensive Literacy State Development - Literacy Leadership Team

Are you applying as a consortium of Local Education Agencies (LEAs), or an early childhood education program, which may include home-based literacy programs for preschool-aged children, acting in partnership with one or more public or private nonprofit organizations or agencies (which may include early childhood education programs)?
☐ Yes ☐ No

Download the following two forms, then upload the completed forms.

1. **Eligible Entity Literacy Leadership Team(s)** Note: An Eligible Entity Literacy Leadership Team will be needed for district participating in the application.
To access the form, go to this webpage: [Nebraska Comprehensive Literacy State Development Program - Nebraska Department of Education](#)

No files are currently uploaded for this page.

File name cannot include special characters (e.g.: \$, #, @, '), and cannot exceed 10 MB. Uploading files that do not comply with these restrictions may result in error and loss of data.

Choose File | No file chosen | Upload

2. **Literacy Comprehensive Needs Assessment (L-CNA)** Note: An L-CNA will be needed for each district participating in the application.
To access the form, go to this webpage: [Nebraska Comprehensive Literacy State Development Program - Nebraska Department of Education](#)

No files are currently uploaded for this page.

File name cannot include special characters (e.g.: \$, #, @, '), and cannot exceed 10 MB. Uploading files that do not comply with these restrictions may result in error and loss of data.

Choose File | No file chosen | Upload

Save Page

Next Tab! The Literacy Leadership Team.

On this tab you will answer the top question: Are you applying as a sole applicant or as a consortium. If you are applying as a consortium, and click "yes" another box will pop up to ask how many are in your consortium.

On this tab you will need to upload two different types of documents:

The Eligible Entity Literacy Leadership Team and the Literacy Comprehensive Needs Assessment (aka the L-CNA). These fillable documents can be found on the NDE CLSD website, or if you click the blue link there, it will take you directly to the website to download the forms. If you are struggling with accessing the forms, contact me, I'm happy to send them directly to you. The next few slides will discuss these forms in more detail.

4.2 Applicant's Program Information Project Staff + Participants

Appendix E: **Literacy Leadership Team**
Appendix F: **Literacy Comprehensive Needs Assessment L-CNA**

Sole Applicant = 1 Literacy Leadership Team and 1 L-CNA

Consortium

Example 1: An ESU applying on behalf of **10** Districts = **10** Literacy Leadership Teams and **10** L-CNAs

Example 2: A public or private nonprofit organization or agency applying on behalf of 8 Early Childhood Education Centers = **8** Literacy Leadership Teams and **8** L-CNAs



You can find more information in section 4.2 Applicant Program Information Project Staff and Participants and see visual examples of these forms in Appendix E and F.

For the application in GMS let's talk about a sole applicant versus a consortium.

For a sole applicant, I would expect to see 1 Literacy leadership team fillable form and 1 L-CNA fillable form uploaded into GMS.

For a consortium, the number you enter into the box for that first question is the number of Literacy Leadership Teams and L-CNA's I should see. For example, An ESU applying on behalf of **10** Districts = **10** Literacy Leadership Teams and **10** L-CNAs uploaded into GMS.

If you are applying as a consortium or you are still feeling uncertain about this process, please contact us. We are happy to help bring clarity to your application.

Appendix E: Literacy Leadership Team

Students Served- Age Group

- Only include age bands that will be included in your application.
- Determines Subgrant Award Tier (\$)

Students Served - Subgroups

- Priority: Fulfill purpose of CLSD Grant to "advance literacy skills, including pre-literacy skills, reading, and writing, for children from birth through grade 12, with an **emphasis on disadvantaged children, including children living in poverty, English learners, and children with disabilities.**"

ENTITY NAME		
Active Unique Entity Identifier (UEI) Sam.gov		
LITERACY LEADERSHIP TEAM (minimum two required)	NAME	RESPONSIBILITIES
Entity Project Lead		
Team Member 1		
STUDENTS SERVED - AGE GROUP	#	Additional Information <small>Include any other relevant information, (i.e. formative and/or summative achievement data), for these subgroups to demonstrate their needs.</small>
Birth to Kindergarten Entry		
Kindergarten to Grade 5		
Grade 6 to Grade 12		
Total		
STUDENTS SERVED - SUBGROUP	#	
Students with Disabilities		
English Learners / Multi-Lingual Learners		
Students Living in Poverty		
LITERACY COMPREHENSIVE NEEDS ASSESSMENT (L-CNA) COMPLETE	Yes / No	

Appendix E: Literacy Leadership Team.

Like I previously mentioned, we should see one of these for any district and/or early childhood education program participating in the grant.

For simplicity purposes, I will be discussing this form as if I am a district filling it out.

I would have the district name, the districts UEI, again, if you are struggling to find this, contact me, I can assist. Then we will need a Literacy Leadership Team for each district and/or early childhood education program. This will include a minimum of 2 members. Whether it is a sole applicant, or an consortium, I will need to know who to contact at each participating district / early childhood program in regards to reporting and monitoring and what role they will play in the grant activities.

Students Served, I will need to know the total number of students served by age group for the grant. If you are a district, but you are only applying for the Kindergarten to Grade 5 age band, that is the only number I need. Again - only fill out the numbers of the students that will be participating in the grant and include the total. This will help us determine what Tier you fit in for funding. If it is a consortium, we will add up the total students from each participating entity. For simple math, 500 students at 10 participating districts, that would be 5000, therefore Tier 3 (up to \$2.2 million over the 5 year period).

Students Served by subgroup. Again, this is only applicable to the students being served by the grant. If you are only applying to the Kindergarten to Grade 5 age band, we only need the subgroup data for that age band. The box to the right is where you can include any other relevant information, (i.e. formative and/or summative achievement data), for these subgroups to demonstrate their needs. Please include what you can, and know that the NDE has the right to request additional documentation to confirm these subgroups totals.

The last question is an additional reminder that this entity will need to complete an L-CNA.

In summary, we are asking who is participating and who the contacts are for this participant, what age bands they will be serving to determine their tier, and finally the subgroup totals which will be taken into consideration for the evaluation section.

Appendix F: Literacy Comprehensive Needs Assessment (L-CNA)



The L-CNA is a tool for districts to review current **literacy programs and practices**, aligned to the **NeMTSS Framework's 4 Essential Elements** and the **AQuESTT Comprehensive Needs Assessment 2.0**.



Next fillable form that needs to be uploaded into GMS is the Literacy Comprehensive Needs Assessment (aka the L-CNA). I'd like to highlight that it was a requirement of the federal grant that we incorporate a needs assessment into the application. I will have my colleague Dr. Marissa Payzant speak in more detail about this assessment.

Appendix F: Literacy Comprehensive Needs Assessment (L-CNA)

"The why" of the L-CNA



- Fulfills a federal CLSD needs assessment requirement for eligible entities
- Helps districts identify greatest areas of need which should **INFORM the application**
- Provides an essential updated tool from the 2011 Nebraska State Literacy Plan



NDE was also required to complete a statewide needs assessment in its application for funding.

Appendix F: Literacy Comprehensive Needs Assessment (L-CNA)

Who should complete the L-CNA?



Eligible entities applying for funds through the Nebraska CLSD Program by a team of educators most knowledgeable about the system's ***literacy programs*** and ***practices***.



ESU staff may be able to assist; ESUs applying as a consortium should review the L-CNAs for themes and/or common needs and indicate those in its application accordingly. Early childhood programs will use only relevant sections. Further guidance will be provided.

L-CNA supporting evidence examples*

Infrastructure & Shared Leadership	Layered Continuum of Support	Data-Based Decision Making	Communication & Collaboration
<ul style="list-style-type: none"> ■ District-wide vision and/or mission statements ■ Policies or guidelines related to use of evidence-based reading practices ■ List or schedule of any HQPL in SoR/structured literacy 	<ul style="list-style-type: none"> ■ District curriculum/pacing guides ■ ELA standards implementation plan or framework 	<ul style="list-style-type: none"> ■ Data review protocol ■ Documentation or artifacts related to MTSS process ■ IRIP process documentation 	<ul style="list-style-type: none"> ■ Documentation of community partnerships ■ Sample parent notification letters for IRIPs ■ Artifacts showing outreach to families about literacy ■ Newsletters, library resources, summer literacy activities

****Districts are NOT required to provide evidence for every indicator, just those that reflect greatest area(s) of need and that support the overall application. (Additional evidence may be requested, as needed).***

*****For greatest area(s) of need/lowest scored indicators, provide any available evidence.***

Please email if you have specific questions. about “what counts” as evidence.
 Examples: District that has purchased materials but needs deeper implementation support. ESU consortium where some districts have gone through WORDS Project; show evidence.

Grants Management System (GMS)

Competitive Grant "NDE CLSD-6301"

Program Information-

**Subtab 1:
Birth - K Entry**

**Subtab 2:
K - Grade 5**

**Subtab 3:
Grade 6-12**

**Subtab 4:
Staff**

The screenshot displays the GMS interface for the 2024-2025 NE CLSD-6301 - 60- Original Application. The top navigation bar includes tabs for Overview, Allocations, Contact Information, Literacy Leadership Team, Program Information (selected), Budget, GEPA, Assurances, Amendment Description, Submit, Application History, Page Lock Control, and Application Print. Below the navigation bar, the selected tab is 'Program Information', which is further divided into subtabs: Early Childhood, Kindergarten - Grade 5 (selected), Grade 6 - 12, and Staff. The main content area is titled 'Kindergarten - Grade 5' and contains a question: 'Will you serve Kindergarten - Grade 5?'. The question has two radio buttons: 'Yes' (selected) and 'No'. Below the question, there is a text box for the answer. The text box contains the following text: '1. Does this application support the literacy needs of a high-needs school or schools? List all participating high-needs schools that will be impacted by grant activities. High-need school: Section 2221(b)(3)(A) The term "high-need school" means (i) an elementary school or middle school in which not less than 50 percent of the enrolled students are children from low-income families; or (ii) a high school in which not less than 40 percent of the enrolled students are children from low-income families, which may be calculated using comparable data from the schools that feed into the high school. Character Count: (0 of 2500 maximum characters used)'. Below this text box, there are two more questions: '2. Describe how the subgrant activities will ensure adequate resources are provided to all learners with regard to race, ethnicity, culture, language, and disability status. Character Count: (0 of 2500 maximum characters used)' and '3. Describe how ongoing high-quality professional learning will be provided to all teachers, principals, other school leaders, specialized instructional support personnel (as appropriate), and other instructional leaders served by the school. Refer to Appendix D. Approved Vendors in the RFA. Character Count: (0 of 2500 maximum characters used)'. Each question has a corresponding text box for the answer.

The Program Information Tab has 4 "subtabs". One tab for each age band and a staff page. As the applicant, you'll need to go into each age band tab and answer the first question: Will you serve this age band?

If you mark "yes" more questions will generate. If you answer "no", the questions will remain hidden.

"What is the best way to answer these questions? What about a consortium?"

Here's what we're looking for in your responses: You've taken the time to complete your L-CNA and have identified key areas for growth. As you respond to these questions, we want to see how you're intentionally addressing those areas through your planned activities. Be sure to connect your efforts not only to your specific needs, but also to our NDE long-term goals—demonstrating how your actions will support and advance our shared vision.

We understand that in a consortium situation, different districts may have different areas of need. We have provided an optional Supplementary Information document you can use to provide additional details or clarifications you believe will strengthen or enhance your application if you run out of room in GMS. I will include that document with the posting of the TA Webinar on our NDE CLSD Website. It can be uploaded into the LITERACY LEADERSHIP TEAM tab with the other uploaded documents. I'll personally go through each application and as long as it is uploaded into that tab, I

can ensure it is included in the evaluation.

Grants Management System (GMS)

Competitive Grant "NDE CLSD-6301"

Program Information-

Subtab 1:
Birth - K Entry

Subtab 2:
K - Grade 5

Subtab 3:
Grade 6-12

**Subtab 4:
Staff**

Application: 2024-2025 NE CLSD-6301 - 00-
Original Application

Click to Return to GMS Access/Select Page
Click to Return to Menu List / Sign Out

Printer-Friendly
Application Print

Overview Allocations Contact Information Literacy Leadership Team Program Information Budget GEPA Assurances Amendment Description Submit Application History Page Lock Control Application Print

Early Childhood Kindergarten - Grade 5 Grade 6 - 12 Staff

Comprehensive Literacy State Development - Staff

Use the additional entries button to add an additional 9 staff.

Name of Staff Member Paid Through Grant Funds	Position	Full Time Equivalent (FTE)	Paid With Grant Funds	Estimated Amount
STIPEND	Teacher <input type="checkbox"/> Other: Please indicate below. TEACHER STIPEND	0	In Full	
Add Additional Entries				
VICTORIA KATZBERG	Literacy Coach <input type="checkbox"/> Other: Please indicate below.	1.00	In Full	
Add Additional Entries				

Save Page

For Subtab 4: Staff - If you do not plan to pay any staff or offer stipends, you may leave this section blank, but the staff will also be blank in your budget narrative, budget detail and budget summary subtabs. However, if you do intend to compensate staff or provide stipends, please complete this section for each individual being paid. For stipends, simply enter "STIPEND" in place of a staff name where applicable. I've left the "Estimated Amount" box blank, but you'll want to include that information in your application. These amounts should also be reflected in the budget narrative and detail section for consistency.

Allyson, would you like to expand on this?

Grants Management System (GMS)

Competitive Grant "NDE CLSD-6301"

BUDGET

Subtab 1: Budget Narrative

Not enough characters to write? Utilize our **OPTIONAL Supplementary Information Form.**

Application: 2024-2025 NE CLSD-6301 - 00-
Cycle: Original Application

Printer-Friendly
Click to Return to GMS Access/Select Page
Click to Return to Home List & Find Out

Overview	Allocations	Contact Information	Literacy Leadership Team	Program Information	Budget	CEPA	Assurances	Amendment Description	Submit	Application History	Page Lock Control	Application Print
Budget Narrative	Budget Detail	Budget Summary	Operational Equipment	Program Budget Summary								

Budget Narrative

1. Summarize the activities that correspond to the Budget Detail for Year 1 for ages Birth to Kindergarten entry that will be paid for by CLSD grant funds. Enter N/A if you are not applying for this age group.
Character Count: (0 of 2500 maximum characters used)

2. Summarize the activities that correspond to the Budget Detail for Year 1 for ages Kindergarten to Grade 5 that will be paid for by CLSD grant funds. Enter N/A if you are not applying for this age group.
Character Count: (0 of 2500 maximum characters used)

3. Summarize the activities that correspond to the Budget Detail for Year 1 for ages Grade 6 to Grade 12 that will be paid for by CLSD grant funds. Enter N/A if you are not applying for this age group.
Character Count: (0 of 2500 maximum characters used)

4. Will your district be budgeting and claiming Indirect Costs for this CLSD Application?
☐ Yes ☐ No

Applicant confirms all budgeted items adhere to Supplement, Not Supplant. CLSD grantees must adhere to the "supplement, not supplant" provision under Section 2301 of the ESEA, which states that "funds made available under this title shall be used to supplement, not supplant, non-Federal funds that would otherwise be used for the activities authorized under this title."
☐ Yes ☐ No

Next tab - Budget! There are 5 subtabs. The first one you will need to fill out is the budget narrative section. They system requires an answer for each age band narrative, therefore if you are not applying for that age band, please type "not applicable". If you are struggling with the character count, feel free to use our Optional Supplementary Information Form. This may become especially handy for ESU's for example, in order to give us a better idea of what is for where if you are applying on behalf of a large consortium. This narrative is for YEAR 1 funds. We will ask for a new narrative for Year 2 funds when/if you are awarded. That will be required in October of this year.

We will also need to know if the applicant will be budgeting for indirect costs. You'll mark yes or no here. You either always mark yes or always mark no.

The last question is a confirmation statement that your CLSD spending adheres to supplement, not supplant. The only answer I should see there is YES.

Grants Management System (GMS)

Competitive Grant "NDE CLSD-6301"

Subtab 2:

Budget Detail

(01) Professional Learning

(02) Family Literacy

(03) High Quality Instructional Materials

(04) Extended Learning Opportunities

(05) Literacy Coaching

(06) Reducing Chronic Absenteeism

(07) Literacy Focused School Improvement

(08) Collaboration

Application: 2024-2025 NE CLSD-6301 - 00- Original Application

Click to Return to GMS Access/Select Page
Click to Return to Menu List / Exit GMS

Print: Friendly

Click to Return to GMS Access/Select Page
Click to Return to Menu List / Exit GMS

Overview | Allocations | Contact Information | Library Leadership Team | Program Information | Budget | GERA | Assurances | Amendment Description | Submit | Application History | Page Lock Control | Application Print

Budget Narrative | Budget Detail | Budget Summary | Operational Equipment | Program Budget Summary

Budget Detail BUDGET BREAKDOWN (Use whole dollars only. Omit Decimal Places, e.g., 2536)

Note: This Object Code summary displays amounts already paid, to aid in budget amendments. This does not include those reimbursement request(s) submitted but not approved. Do not reduce any Object Code Total below what has already been paid.

Paid to Date Amounts	100 - Salaries	200 - Employee Benefits	300 - Professional & Technical Services	400/500/600 - Other Purchased Services	600 Supplies	700 Capital Assets	Indirect Cost
Current Budgeted Amounts by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Allocation Available for Budgeting	\$0	\$0	\$0	\$0	\$0	\$0	\$0

If the District is budgeting funds for salaries, funds must also be equitably allocated for employee benefits.

Kindergarten - Grade 5

Function Code	100 - Salaries	200 - Employee Benefits	300 - Professional & Technical Services	400/500/600 - Other Purchased Services	600 Supplies	700 Capital Assets	Total NE-CLSD-6301 Funds	Delete Row
✓	0	0	0	0	0	0	\$0	<input type="checkbox"/>
✓	0	0	0	0	0	0	\$0	<input type="checkbox"/>
✓	0	0	0	0	0	0	\$0	<input type="checkbox"/>
Sub Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	

Create Additional Entries Save Page

***** TOTALS *****

(A) Total Allocation Available for Budgeting	\$0	(F) Total budgeted above	\$0
(B) Capital Assets Costs	\$0	(G) Budgeted Indirect Cost	0
(C) Allowable Direct Costs (A-B)	\$0	(H) Total Budget (F+G)	\$0
(D) Indirect Cost Rate %	1.6220	Allocation Remaining (A-H)	\$0
(E) Maximum Indirect Cost (C*(D)/(1+D))	\$0		

Determining Maximum Indirect Cost allowed

Budget Subtab 2 – Budget Detail. Again – this is only for year 1 funds. Depending on the Tier you qualify for, you will be budgeting for either \$65,000, \$259,000.00 or \$440,000.00. This will go hand-in-hand with your year 1 budget narrative. You'll see that it is also broken into age bands. Depending on what age bands you applied for in the Program Information tab, you should only see those age bands on the budget detail tab. You'll fit your activities into 8 function codes. This helps us gather data on what activities are being funded by the CLSD grant for reporting. Do your best in this section. If you are unsure where a cost fits, I'm happy to help steer you in the right direction. Let's say you thought it was one function code, but later on we discover it is actually another – no big deal. Once we have determined our awardees, I will meet with each awardee one-on-one and we will take the time to "finalize" the budget. Don't forget to include your indirect costs in the box on the bottom right, if you are choosing to include them. DON'T FORGET TO PRESS SAVE. In the testing site, I've had to redo my budget detail more times than I care to share. If you don't press save, it won't save, therefore you have to do it all over again if you move tabs.

Grants Management System (GMS)

Competitive Grant "NDE CLSD-6301"

Subtab 3:

Budget Summary - This tab auto populates once you have saved the budget detail.

Budget Narrative	Budget Detail	Budget Summary	Operational Equipment	Program Budget Summary			
Budget (Read Only)							
Instructions							
Activity Description	Expenditure Object Code						
	100 - Salaries	200 - Employee Benefits	200 - Professional & Technical Services	400/500/600 - Other Purchased Services	600 Supplies	700 Capital Assets	TOTAL
Professional Learning							
Family Literacy							
High Quality Instructional Materials							
Extended Learning Opportunities							
Literacy Coaching							
Reducing Chronic Absenteeism							
Literacy Focused School Improvement							
Collaboration							
Total Object Code							

Activity Description	Expenditure Object Code						
	100 - Salaries	200 - Employee Benefits	300 - Professional & Technical Services	400/500/600 - Other Purchased Services	600 Supplies	700 Capital Assets	TOTAL
Professional Learning				20,000	5,000		25,000
Family Literacy					2,000		2,000
High Quality Instructional Materials			2,000	9,000	940		11,940
Extended Learning Opportunities							
Literacy Coaching	20,000	5,000					25,000
Reducing Chronic Absenteeism							
Literacy Focused School Improvement							
Collaboration							
Total Object Code	20,000	5,000	2,000	29,000	7,940		63,940
Indirect Costs							1,060
							65,000

One way you will know you didn't press save is by clicking the Budget Summary tab and it is blank. This subtab auto populates from the budget detail. It will total your budget into a year 1 summary. This will be a great final check to make sure you have met the amount of your Tier's Year 1 Allocation of \$65,000, \$259,000.00 or \$440,000.00 (with or without indirects).

Grants Management System (GMS)

Competitive Grant "NDE CLSD-6301"

Subtab 4:

Operational Equipment -

We wouldn't expect to see anything in this tab, therefore you can leave it blank.

Application: 2024-2025 NE CLSD-6301 - 00- Original Application										Printer Friendly	
Click to Return to GMS Access-Select Page										Click to Return to Home Page / Sign Out	
Overview	Allocations	Contact Information	Library Leadership Team	Program Information	Budget	CEPA	Assurances	Amendment Description	Submit	Application History	Page Lock Control
Budget Narrative		Budget Detail		Budget Summary		Operational Equipment		Program Budget Summary		Instructions	
<p>Comprehensive Literacy State Development - Operational Equipment</p> <p>Budgeted in Object Code 600</p> <p>NOTE: All proposed purchases identified as operational equipment must be reported (including supplies) regardless of cost.</p> <p>Equipment is any instrument, machine, apparatus or set of articles that meets ALL of the following:</p> <ul style="list-style-type: none"> a. Under normal conditions of use can be expected to last longer than a year; b. Does not lose its identity through fabrication or incorporation into a different or more complex unit; c. Is nonexpendable (more feasible to repair the item than to replace); d. Retains its appearance and character through use; e. Is of significant value and, may be f. Small and attractive. <p>Operational equipment items costing at least \$1,500 per unit must be inventoried although it is prudent to inventory any equipment that meets the definition above. Recently, auditors have added small and attractive to the definition of what equipment needs to be inventoried. Some federal programs have specific guidance regarding equipment itemization and inventory requirements.</p> <p>All operational equipment costing less than \$5,000 per unit must be budgeted in Object Code 600. This change in guidance is necessary to align the Grants Management System (GMS) with the NDE's Users Manual.</p> <p><i>This page is not linked to the Budget Summary and must be entered on the Budget Detail page in the 600 Object Code column.</i></p> <p>Itemize proposed Operational Equipment that will be funded with this grant. Select Add Additional Entries if you need to enter more items.</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div> <div style="display: flex; justify-content: flex-end; margin-top: 10px;"> <div style="margin-right: 20px;">Location <input style="width: 150px;" type="text"/></div> <div style="margin-right: 20px;">Unit Cost <input style="width: 80px;" type="text"/></div> <div>Quantity <input style="width: 80px;" type="text"/></div> </div>											

This tab is built into the system. I would not expect anyone to fill this out. We should not see any purchases of operational equipment for this grant. If you do plan to use this, prior approval is required. Contact the nde.clsd@nebraska.gov email and we can discuss it prior to your application submission.

Grants Management System (GMS)

Competitive Grant "NDE CLSD-6301"

Subtab 5:

Program Budget Summary -

Years 1 - 5

Application: 2024-2025 NE CLSD-6301 - 00-
Cycle: Original Application

Printer-Friendly
Click to Return to GMS Access/Select Page
Click to Return to Menu List / Sign Out

Overview	Allocations	Contact Information	Literacy Leadership Team	Program Information	Budget	GEPA	Assurances	Amendment Description	Submit	Application History	Page Lock Control	Application Print
Budget Narrative	Budget Detail	Budget Summary	Operational Equipment	Program Budget Summary								

Budget: Program Budget Summary [Instructions](#)

Provide a 5-year budget summary for the age groups you are applying for. Each year will include the total direct costs associated with each age bracket.

BUDGET CATEGORIES	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
Early Childhood						
100 Salaries	\$	\$	\$	\$	\$	\$
200 Employee Benefits	\$	\$	\$	\$	\$	\$
300 Professional & Technical Services	\$	\$	\$	\$	\$	\$
400/500/600 Other Purchased Services	\$	\$	\$	\$	\$	\$
600 Supplies	\$	\$	\$	\$	\$	\$
700 Capital Assets	\$	\$	\$	\$	\$	\$
Total Direct Costs (Objects 100-700)	\$	\$	\$	\$	\$	\$
Indirect Costs	\$	\$	\$	\$	\$	\$
Total Costs (Direct and Indirect)	\$	\$	\$	\$	\$	\$

Final Budget Subtab! The Program Budget Summary. Please be mindful that this is broken into age groups. Only fill out the age groups that you are applying for. Year 1 in the Program Budget Summary must match your Year 1 Budget Detail, otherwise it will error out. Years 2-5 are estimates at this stage for the Program Budget Summary. Budget Narratives and Budget Detail for subsequent years will be requested annually—Year 2 in October 2025, Year 3 in October 2026, and so on. Please note that projections for Years 2 through 5 are estimates at this stage. This summary is essential to us, the agency, in order to meet the 15/40/40 requirements of the grant. Also - Don't forget your indirect if you are including it.

Grants Management System (GMS)

Competitive Grant "NDE CLSD-6301"

GEPA -

This is a federal requirement for new grant awards. All applicants must provide this information in their application to address this provision in order to receive funding.

This area is not scored, but it must be completed in order to submit your application for scoring.

Overview	Allocations	Contact Information	Library/Leadership Issues	Program Information	Budget	GEPA	Assurances	Assessment/Description	Submit	Application History	Page Lock Control	Application Print
<p>GEPA</p> <p>NOTICE TO ALL APPLICANTS: EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES</p> <p>Section 427 of the General Education Provisions Act (GEPA) (20 U.S.C. 1226a) applies to applicants for grant awards under this program.</p> <p>ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.</p> <p>For the U.S. Department of Education, Section 427 is required for the following categories of grant programs awarded to entities other than individuals:</p> <ul style="list-style-type: none"> • Discretionary Grant Programs • Direct Formula Grant Programs • State-Administered Formula Grant Programs (funds retained at the State level) • Subgrantees (e.g., Local Educational Agencies) of State-Administered Formula Grant Programs <p>Office of Elementary and Secondary Education, Notice to All Applicants</p> <ul style="list-style-type: none"> • To whom does this provision apply? • What does this provision require? • What are examples of how an applicant might satisfy the requirement of this provision? <p>Resources</p> <p>President's Executive Order 13962</p> <p>GEPA Section 427</p> <p>U.S. Department of Education Equity Plan</p> <p>301-344-0200</p> <p>Frequently Asked Questions</p> <p>Applicants may learn more about GEPA Section 427 by participating in a U.S. Department of Education 30-minute computer-based training: Equity for Students, Educators, and Other Program Beneficiaries Under the GEPA Section 427, training transcript</p> <p>Please respond to the following requests for information, each text box allows for 2500 characters:</p> <p>1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity. Character Count: (0 of 2500 maximum characters used)</p> <p>2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries? Character Count: (0 of 2500 maximum characters used)</p> <p>3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity? Character Count: (0 of 2500 maximum characters used)</p> <p>4. What is your timeline, including targeted milestones, for addressing these identified barriers? Character Count: (0 of 2500 maximum characters used)</p>												

This is a federal requirement for new grant awards. All applicants must provide this information in their application to address this provision in order to receive funding.

This area is not scored, but it must be completed in order to submit your application for scoring.

Grants Management System (GMS)

Competitive Grant "NDE CLSD-6301"

Submit

Prior to "submitting", complete a "consistency check". This will inform you if you forgot anything. Once all items have been complete, a "submit" button will show up.

The screenshot displays the 'Submit' tab in the Grants Management System (GMS) for Competitive Grant "NDE CLSD-6301". The interface includes a navigation bar with tabs: Overview, Allocations, Contact Information, Literacy Leadership Team, Program Information, Budget, GEPA, Assurances, Amendment Description, Submit, Application History, Page Lock Control, and Application Print. The 'Submit' tab is active, showing a 'Consistency Check' message: "Consistency Check completed. After correcting the errors noted below, the consistency check must be performed again." Below this message is a list of errors for NE CLSD-6301, including: "Literacy Leadership Team - Must select if you are applying as a consortium.", "Program Budget Summary - Grand Total for Year 1 must match Total from Budget Detail page.", "GEPA - Question 1 Comment is a required field.", "GEPA - Question 2 Comment is a required field.", "GEPA - Question 3 Comment is a required field.", "GEPA - Question 4 Comment is a required field.", and "Federal Common Assurances - Assurances Have been Agreed To and therefore you may not un-mark the checkbox." Below the errors are buttons for "Consistency Check", "Lock Application", and "Unlock Application". To the right, a message states "The application has not been submitted." with buttons for "Lock Application" and "Unlock Application". Below this, the dates "4/17/2025" and "4/17/2025" are displayed. A red circle highlights a "Submit to NDE" button.

You can skip the Amendment Description Tab - that tab may be used later on if you are awarded the grant. Which means we have finally made it to the Submit tab!

First thing you'll do is run a consistency check. If you have any areas of the application that still need to be completed, the system will let you know, and you'll need to fix it. Keep running the consistency check until you have passed the check and the "submit to NDE" pops up. Click Submit, and we will be notified! Then it is a matter of waiting for that August 11th date for the release of the Intent to Award which will list the Grantees.

3.6 Evaluation Criteria and Scoring Rubric

So, you have submitted your application ... What's next? The Evaluation! This will be more detailed in section 3.6 of the RFA if you have it in front of you.

5.7 Appendix G: Scoring Rubric

STAGE 1 - Application Eligibility Checklist

The NDE and Evaluation Committee will ensure each applicant has submitted required documentation prior to scoring. Applications submitted that are missing required documentation of this RFA will not be eligible for the Subaward, and will therefore, not be scored.

Applicant is registered in SAM.gov and provides an active Unique Entity Identifier (UEI).	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Applicant identifies each participating eligible Entity/Entities in the subgrant program.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Applicant meets the requirement of a Literacy Leadership Team for each participating Entity.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Applicant clearly identifies total students served, applicable age groups served, and applicable subgroups served for each participating Entity.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Applicant includes a Literacy Comprehensive Needs Assessment (L-CNA) for each participating Entity.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Application was submitted by the application due date listed in the Request for Application, 3.2 Schedule of Events (June 2, 2025).	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Applicant Eligibility	<input type="checkbox"/> Yes	<input type="checkbox"/> No

STAGE 1 - Application Eligibility Checklist

The NDE and Evaluation Committee will ensure each applicant has submitted required documentation prior to scoring. Any applications missing required documentation of this RFA will not be eligible for the Subaward, and will therefore, not be scored.

5.7 Appendix G: Scoring Rubric

STAGE 2: Scoring Summary Each application will be scored in two categories: Responses to Questions (50%) and Addresses Target Populations (50%)

A) APPLICANT NAME			
B) APPLICABLE AGE BANDS	Applied for Birth to Kindergarten Entry? Yes ___ No ___	Applied for Kindergarten to Grade 5? Yes ___ No ___	Applied for Grade 6 to Grade 12? Yes ___ No ___
C) RESPONSES TO QUESTIONS (50%)	Program Information Questionnaire: Birth – Kindergarten Entry ___ / 36	Program Information Questionnaire: Kindergarten – Grade 5 ___ / 64	Program Information Questionnaire: Grade 6 – Grade 12 ___ / 48
	Budget ___ / 12	Budget ___ / 12	Budget ___ / 12
D) TOTAL RESPONSES TO QUESTIONS SCORE	___ / 48 %	___ / 76 %	___ / 60 %
E) ADDRESSES TARGET POPULATIONS (50%. Based on all eligible applications submitted)	%	%	%
FINAL SCORE = (D% + E%) / 2	%	%	%

*Applicants will only be scored based on the relevant age bands included in their application. Scores will not be negatively affected by applying for fewer than three age bands.

RESPONSES TO QUESTIONS (50%) Responses to Questions include the program questionnaire and budget. The maximum number of points each applicant can receive varies based on the age bands they are applying for. These totals will be converted into a percentage.

DEVELOPING (1)	ADEQUATE (2)	STRONG (3)	EXEMPLARY (4)
Does not yet meet expectations; work is incomplete, lacks understanding, or significant details.	Partially meets expectations; shows some understanding but lacks consistency or completeness.	Meets expectations with competent work, showing understanding but with minor areas for improvement.	Exceeds expectations with high-quality work, demonstrating deep understanding and strong connections to other initiatives.

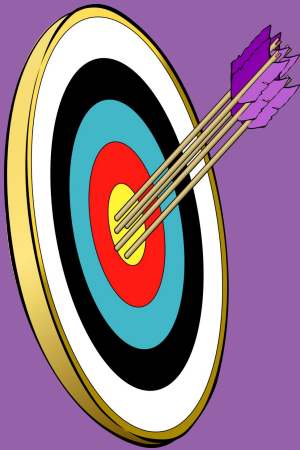
STAGE 2 – Scoring Summary. Each application will be scored in two categories: Responses to Questions (50%) and Addresses Target Populations (50%).

Responses to Questions include the program questionnaire and budget. The maximum number of points each applicant can receive varies based on the age bands they are applying for. These totals will be converted into a percentage.

Applicants will only be scored based on the relevant age bands included in their application. Score will not be negatively affected by applying for fewer than three age bands.

We have a 1 to 4 scale as shown on the slides. Some questions are worth DOUBLE points, be on the lookout for those. Let's highlight again what **we're looking for in your responses**: You've taken the time to complete your L-CNA and have identified key areas for growth. As you respond to these questions, we want to see how you're intentionally addressing those areas through your planned activities. Be sure to connect your efforts not only to your specific needs, but also to our NDE long-term goals—demonstrating how your actions will support and advance our shared vision.

5.7 Appendix G: Scoring Rubric



ADDRESSES TARGET POPULATIONS (50%)

Applicants will be providing information about high-needs schools and the Subgroups they plan to serve.

Once all applications have been submitted, those serving a higher proportion of these subgroups in relation to all applications received will be given greater weight, with a higher percentage of Addressing Target Populations compared to those serving fewer subgroups.

I believe this section needs further clarification.

Applicants will be providing information about high-needs schools and the Subgroups they plan to serve.

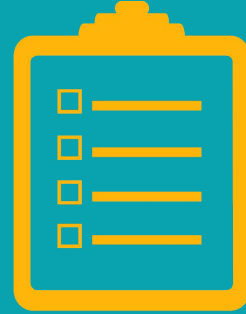
Once all applications have been submitted, those serving a higher proportion of these subgroups in relation to all applications received will be given greater weight, with a higher percentage of Addressing Target Populations compared to those serving fewer subgroups.

Please remember that there is a lot more at play when deciding the Grantees. Remember that we are planning on awarding across all three Tiers and we, the agency, have an obligation to meet the 15/40/40 rule. Your Total Students Served determines your Tier aka the maximum amount of money you can receive per year. For the target population portion, it is possible that Tier 3 applicants may hit more of the priority subgroups, but they are not the only applicants who will receive money. There will be awards given to Tier 2 and Tier 1 applicants. Even if you have a "lower" priority score, it may be high for your Tier. Don't let this section stress you out. Focus on the Program Information Questionnaire and Budget Narrative.

Allyson, would you like to expand on this further?

4.4 Required Elements & Commitments

"If we are awarded the grant, what is expected of us?"



Section 4.4 Required Elements and Commitments! In other words.. If you are awarded... what is expected of you?

4.4 Required Program Elements and Commitments

(Table 8)

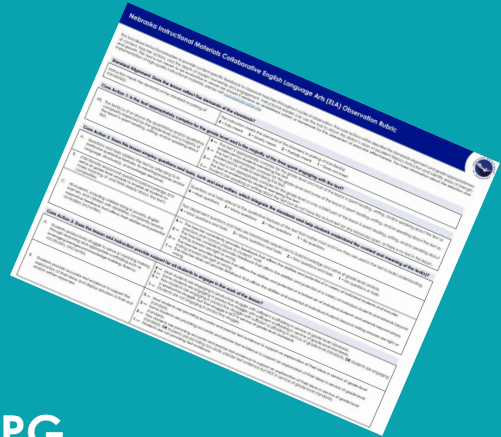
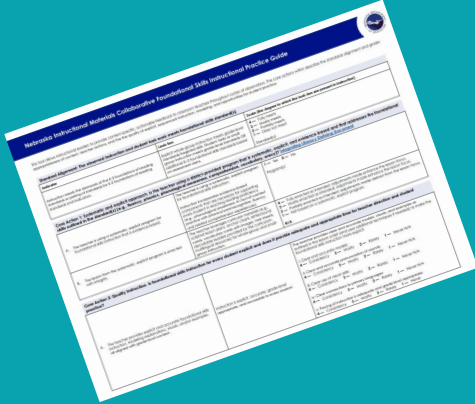
Include, but are not limited to:

Monitoring Visits
Cooperation with External Evaluation
Annual Budgets
L-CNA
External Evaluator Reports
Expenditure Reports
Data Collection
Instructional Practice Guides (IPG)
Sustainability Report

... A more detailed reporting requirement will be included in your official Subgrant (Contract) for review and approval.

Section 4.4 Required Program Elements and Commitments gives you a taste of what to expect if you are awarded this grant. I will have a second TA Webinar with the awarded grantees to go over the expectations in more detail. The reporting requirements will also be incorporated into your official Subgrant (Contract) for review and approval. We will give you a very detailed understanding of WHAT EXACTLY we are asking for before you officially accept your award. We would like to talk a little more about the IPG in our next few slides.

Instructional Practice Guides



ELA IPG & Foundational Skills IPG



Instructional Practice Guides

IPGs are a **classroom walk-through tool** used primarily by **building leaders** and will be a part of the Nebraska CLSD **evaluation system**.





Instructional Practice Guides

IPGs describe “**core actions**” associated with **standards-aligned content, effective teaching,** and **meaningful student engagement**. Each core action includes indicators and a rating scale, making it easy to identify **trends across classrooms** and **track progress over time**.





Instructional Practice Guides

The IPG tool builds ***instructional leadership*** and supports leaders in establishing a vision for ***high-quality literacy instruction*** and focus ***improvement efforts*** where they're needed most.





Instructional Practice Guides

Support & technical assistance:

- ESU Staff Developers
- NDE staff
- Learning modules in development through NCLN UNO & NDE partnership
- Other trainings TBD
- Regional coaching network
- Link to IPGs: [ELA Resources – Nebraska Instructional Materials Collaborative](#)



2025 Request for Applications (RFA)
Nebraska Comprehensive Literacy State Development (CLSD) Grant

Technical Assistance Webinar Closing

More Questions?

Contact: NDE.CLSD@nebraska.gov

The following will be available at <https://www.education.ne.gov/clsd>

- TA Webinar Recording
- TA Webinar PDF (Read Only) RFA Guide
- Optional Supplementary Information Fillable Form

Thank you for taking the time to explore the RFA with us. We wish you the very best in your planning, and we're excited to see the innovative applications you submit!

More Questions? Or looking for more support or thought partners, perhaps specific to family literacy or collaboration for example?

Contact: NDE.CLSD@nebraska.gov

We are happy to get you in contact with the right people.

The following will be available at <https://www.education.ne.gov/clsd>

- TA Webinar Recording
- TA Webinar PDF (Read Only) RFA Guide
- Optional Supplementary Information Fillable Form

Thank you for taking the time to explore the RFA with us. We wish you the very best in your planning, and we're excited to see the innovative applications you submit!