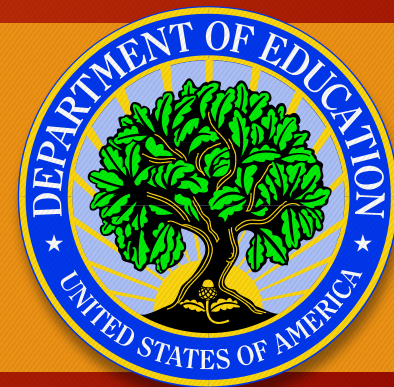


**Center of Educational Excellence for
Black Teachers Program
at
Historically Black Colleges and Universities**

**Pre-Application Webinar
November 8, 2021**



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Competition Manager

Agenda



- Program Purpose
- Dates to Remember
- Eligibility
- Highlights of the Program
- Absolute priority
- Competition Priorities
- Selection Criteria
- Application Checklist
- Grants.gov
- Resources
- Contact Information
- Questions

Disclaimer



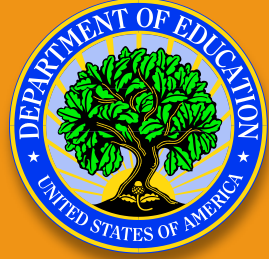
- **The purpose of this webinar is to provide information about the Center of Educational Excellence for Black Teachers Program at Historically Black Colleges and Universities (CEEBT Program). The webinar provides the U.S. Department of Education’s interpretation of various statutory provisions and does not impose any requirements beyond those included in the CEEBT Notice Inviting Applications (NIA) for the 2021 grant competition; and other applicable laws and regulations.**
- **Do not rely solely on the information in this webinar.**
- **Please refer to the NIA published in the Federal Register for additional information, as this is the official document governing the competition. The application package is available in [Grants.gov](https://www.grants.gov).**

Purpose



The Center of Educational Excellence for Black Teachers Program at Historically Black Colleges and Universities (CEEBT) program is designed to support a model center of educational excellence at one or more HBCUs with a demonstrable record in graduating highly skilled, well-prepared, and Black teachers.

Dates to Remember



- **October 29, 2021 – Application Opens**
- **November 29, 2021 – Application Closes**
- **December 6–17, 2021 – Peer Review Process**
- **December 31, 2021 – Awards Announced**
- **January 1, 2022 – Grant Period Begins**

Who is eligible to apply?



To be eligible to receive a grant under this program, an institution must—

- **(a) Satisfy section §322(2) of the Higher Education Act of 1965, as amended (HEA), for institutions of Historically Black Colleges and Universities.**
- **(b) Have a State recognized teacher preparation program.**

Legislation, Regulations, and Guidance



Fund for the Improvement of Postsecondary Education (FIPSE) - Authorizing Legislation 2008

Legislation

PROGRAM AUTHORITY: [20 U.S.C. 1138-1138d] Departments of Labor, Health and Human Services, and Education and Related Agencies Appropriations Act, 2021, H.R. 7614, 116th Congress (2020); the explanatory statement accompanying H.R. 133 (Pub. L. 116-260).

Regulations

There are no program-specific regulations. Education Department General Administrative Regulations (EDGAR), in 34 CFR parts 75, 77, 79, 82, 84, 86, 97, 98, and 99. Note: The regulations in 34 CFR part 86 apply to institutions of higher education only.

Highlights of the Program



Estimated available funds: \$1,980,000



Estimated number of awards: Up to 2



Estimated Range: Up to \$990,000-\$1,980,000



Grant Period: 36 months

HIGHLIGHTS of the Program CONT.



- **Absolute Priority**
- **Competitive Preference Priorities**
- **HBCU's may only submit one application and may only be awarded one grant**
- **Electronic application required.**
- **Three-year grant period. Each year is January 1 – December 31**

Absolute Priority



**The Absolute Priority is under 34 CFR
75.105(c)(3), we shall consider only
applications that meet this priority.**

Absolute Priority Cont.



Increase the number of diverse teacher candidates who have access to evidence-based comprehensive teacher preparation programs (including extensive clinical experience) at Historically Black Colleges and Universities and who successfully complete such programs. To meet this priority, the applicant must describe how they will prepare teacher candidates to:

- a) Create safe, healthy, inclusive, asset-based (i.e., focusing on students' strengths), and productive classroom environments designed to reduce bias, and increase engagement and belonging;
- b) Integrate universal design for learning principles in pedagogical practices and classroom features;

Absolute Priority Cont.



- c) Design and deliver instruction in ways that are engaging and provide students with opportunities to think critically and solve complex problems, apply learning in authentic and real-world settings, communicate and collaborate effectively, and develop academic mindsets, including through project-based, work-based, or other experiential learning opportunities;
- d) Address inequities and bias and develop racially, ethnically, culturally, and linguistically inclusive pedagogy; and
- e) Build meaningful and trusting relationships with students' families to support in-home, community-based, and in-school learning.

Competitive Priorities



These priorities are competitive preference priorities. Under 34 CFR 75.105(c)(2)(i), we award up to an additional 20 points to an application, depending on how well the application meets these priorities. An applicant may address one, two, or all three competitive preference priorities. The point value for each priority is in parenthesis.

Competitive Preference Priority 1



Competitive Preference Priority 1 – (up to 10 points)

Projects that are Designed to Increase the number of Well-prepared Black Male Teachers;

Projects that are designed to increase the number of well-prepared Black male teachers who teach in high-need school districts, in a manner permissible by law.

Competitive Preference Priority 2



Competitive Preference Priority 2 – (up to 5 points)

Increasing the Number of Teachers with Full Certification in a Teacher Shortage Area.

Projects that are designed to prepare, support, and place fully certified teachers in a teacher shortage area. Note: For assistance in identifying “teacher shortage area,” applicants may refer to the official list of teacher shortage areas (TSA) searchable by State and academic subject at <https://tsa.ed.gov/>. In addition, a summary report of TSAs is available at www2.ed.gov/about/offices/list/ope/pol/bteachershortageareasreport201718.pdf.

Competitive Preference Priority 3



Competitive Preference Priority 3 – (up to 5 points)

Increasing Postsecondary Education Access for Undergraduate Students Seeking to Become Teachers

Projects that are designed to support the development and implementation of comprehensive teacher preparation programs that integrate multiple services or initiatives across academic and student affairs, such as academic advising, counseling, stipends, childcare, structured/guided pathways, career services, or student financial aid, with the goal of increasing program completion and credential attainment.

Selection Criteria



The selection criteria for this competition are from 34 CFR 75.210. The points assigned to each criterion are indicated in the parentheses next to the criterion. An applicant may earn up to a total of 100 points based on the selection criteria and up to 20 additional points under the competitive preference priorities, for a total score of up to 120 points. All applications will be evaluated based on the selection criteria as follows:

Selection Criteria



Selection Criteria	Point Value
Quality of the Project Design	50
Significance	20
Quality of Project Services	15
Quality of the Management Plan	5
Quality of the Project Evaluation	10
<u>Total Score for Selection Criteria</u>	<u>100</u>
Competitive Priorities	
Competitive Preference Priority #1	10
Competitive Preference Priority #2	5
Competitive Preference Priority #3	5
<u>Total Score for Competitive Priorities</u>	<u>20</u>
Maximum Total Score:	120

Quality of the Project Design



Quality of the Project Design. (Maximum 50 points)

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

The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. (Up to 10 points)

The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (Up to 5 points)

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

The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs. (Up to 10 points)

The extent to which the proposed project demonstrates a rationale (as defined in this notice). (Up to 10 points)

The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project. (Up to 10 points).

Project Design Questions to Consider:

What are the issues the proposal is attempting to address?

How do the issues, needs, and proposed activities relate to the purpose of the program and the targeted population?

How will the applicant address the needs?

How will the applicant address the priorities?

How would the project be presented using a Logic Model?

Significance



Significance. (Maximum 20 points)

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

- a) The likelihood that the proposed project will result in a system change or improvement. (Up to 10 points)
- b) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies. (Up to 10 points)

Significance Questions to Consider:

How can your project significantly stand out or identify a change or improvement overall?

The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.
(Up to 10 points)

Quality of Project Services



Quality of Project Services (Maximum 15 points):

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

The Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (Up to 5 points)

In addition, the Secretary considers the following factors:

The likely impact of the services to be provided by the proposed project on the intended recipients of those services. (Up to 5 point

The extent to which the services to be provided by the proposed project involves the collaboration of appropriate partners for maximizing the effectiveness of project services. (Up to 5 points)

Project Services Questions to Consider:

To what extent are services sufficient to address the unique needs of the target population?

Is the institution considering new and proven service models that will ensure that the goals of the proposed services/project are achieved?

What gains are expected as a result of the proposed services/project ?

What are the services and what is the intended outcome/impact of those services?

Quality of the Management Plan



Quality of the Management Plan (Maximum 5 points)

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Management Plan Questions to Consider:

How will the proposed project be managed and who will manage the various components?

How will you ensure that the project is on schedule and within budget to meet the identified goals and objectives of the project?

Have sufficient staff and time been committed to ensure that the identified goals and objectives or milestones are met?

Quality of Project Evaluation



Quality of the Project Evaluation. (Maximum 10 points)

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

- 1) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings. (Up to 5 points)
- 2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (Up to 5 points)

Evaluation Plan Questions to Consider:

What metrics will be used to measure progress and are they clearly aligned to the goals of the project?

Are long- and short-term objectives clear and measurable?

How will the evaluation be used to inform continuous improvement?

Application Checklist



- Application for Federal Assistance (SF 424)
- Department of Education Supplemental Information for SF 424
- Budget Summary (ED Form 524)
- Abstract Page (single space)
- Project Narrative Form
 - Responses to the Selection Criteria**
 - -- Quality of the Project Design
 - Significance
 - Quality of Management Plan
 - Quality of the Project Evaluation
- Other Attachments Form
 - Budget narrative form
 - Absolute Priority
 - Competitive Preference Priorities
- Assurances/Certifications
 - GEPA Section 427
 - Assurances – Non-Construction Programs (SF 424B)
 - Certification Regarding Lobbying (formerly ED 80-0013 form)
 - Disclosure of Lobbying Activities (SF-LLL)

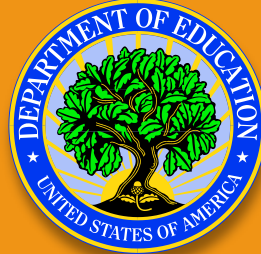
The logo for Grants.gov is centered on a dark orange background. It features the text "Grants.gov" in a white, serif font. The background is composed of a dark orange gradient with a dark grey horizontal bar at the top and a yellow square in the top right corner.

Grants.gov

Applying Through Grants.gov

- Electronic submission required through grants.gov. The application uploading process is time consuming. Please submit your application several days before the closing date.
- If you are experiencing problems submitting your application through Grants.gov, please contact the Grants.gov Support Desk, toll free, at 1-800-518-4726. You must obtain a Grants.gov Support Desk Case Number and keep a record of it. You can also contact them via email at support@grants.gov.

Resources



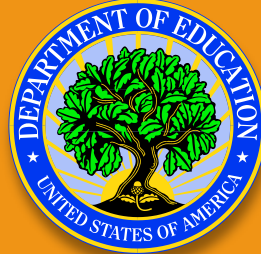
**Center of Educational Excellence for Black Teachers
Program at Historically Black Colleges and Universities
Website:**

<https://www2.ed.gov/programs/ceebt/index.html>

Notice Inviting Applications *and* Application Package

Grants.gov Website for the CEEBT-HBCU Application

Contact Information



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Questions

