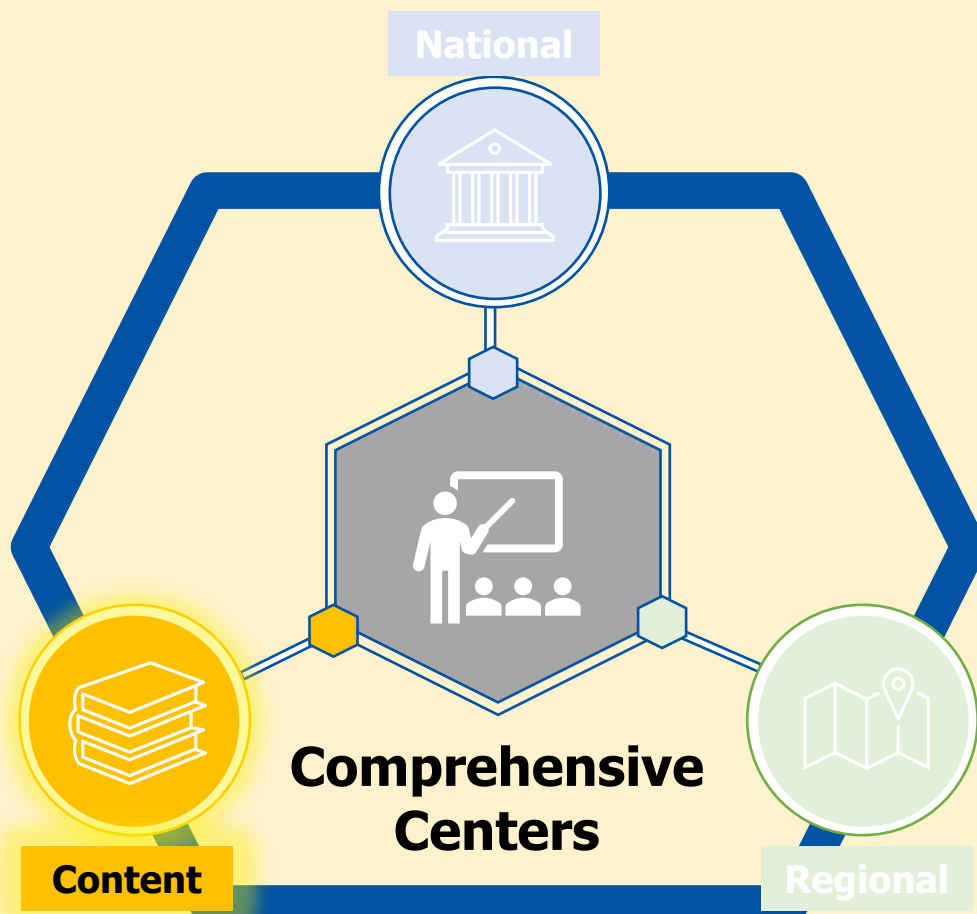


Comprehensive Centers Program

Content Centers



FY2024 Grant Competition Overview



This document is a brief summary of the Comprehensive Centers (Content Centers) program priorities and requirements. Do not rely solely on the information in this document for guidance. Please refer to the Notice Inviting Applications (NIA) and the Notice of Final Priorities, Requirements, Definitions, and Selection Criteria (NFP) published in the Federal Register for additional information, as these are the official documents governing the competition.

Content Areas

Applicants must propose to operate a Content Center in one of the four content areas. Further information on each area is described below.



1



The Center on English Learners and Multilingualism must provide universal, targeted, and as appropriate, intensive capacity-building services designed to support SEAs and LEAs to meet the needs of English learners beginning with early language acquisition and development, meet the needs of English learners with disabilities, and increase access to high-quality language programs so that they, along with all students, have the opportunity to become multilingual. The Center must also support the selection, implementation, and scale-up of evidence-based practices, in coordination with the National Clearinghouse for English Language Acquisition, related to meeting the needs of English learners.

2



The Center for Early School Success must provide universal, targeted, and as appropriate, and in partnership with Regional Centers, intensive capacity-building services designed to support SEAs and LEAs to implement comprehensive and aligned preschool to third-grade (PK-3) early learning systems to increase the number of children who experience success in early learning and achievement, including by increasing the number of children who meet challenging State academic standards; supporting effective transitions to kindergarten; partnerships with parents and families on everyday school attendance; and developmentally informed and evidence-based instructional practices in social and emotional development, early literacy, and math. The Center must support the selection, implementation, and scale-up of programs, policies, and practices, informed by research on child development, that can strengthen the quality of PK-3 learning experiences and support social, emotional, cognitive, and physical development.

3



The Center on Fiscal Equity must provide universal, targeted and, as appropriate, intensive capacity-building services designed to support SEAs and LEAs in strengthening equitable and adequate resource allocation strategies. This includes the allocation of State and local resources, improving the quality and transparency of fiscal data at the school level, and prioritizing supports for students and communities with the greatest need. The Center must support the selection, implementation, and scale-up of evidence-based programs, policies, and practices that promote responsible fiscal planning and management, and effective and permissible uses of ESEA formula funds, including through combining funds with other allowable Federal, State, and local funds.

4



The Center on Strengthening and Supporting the Educator Workforce must provide universal, targeted and, as appropriate, intensive capacity-building services designed to support SEAs to support their LEAs, schools, and their partners in designing and scaling practices that establish and enhance high-quality, comprehensive, evidence-based, and affordable educator pathways, as well as improving educator diversity, recruitment, and retention. The Center must support the selection, implementation, and scale-up of evidence-based programs, policies, and practices that will support States, LEAs, and their partners in addressing educator shortages and providing all students with highly qualified educators across the P-12 continuum.

What are Content Centers?



Content Centers are a type of Comprehensive Center designed to **build the capacity** of practitioners, education system leaders, public schools serving preschool through 12th grades (P-12) (which may include Head Start and community-based preschool), local educational agencies (LEAs), and State educational agencies (SEAs) **to use evidence** in the designated content area. Applicants must propose to operate a Content Center in one of the following areas:



English Learners & Multilingualism



Early School Success



Fiscal Equity



Strengthening & Supporting the Educator Workforce

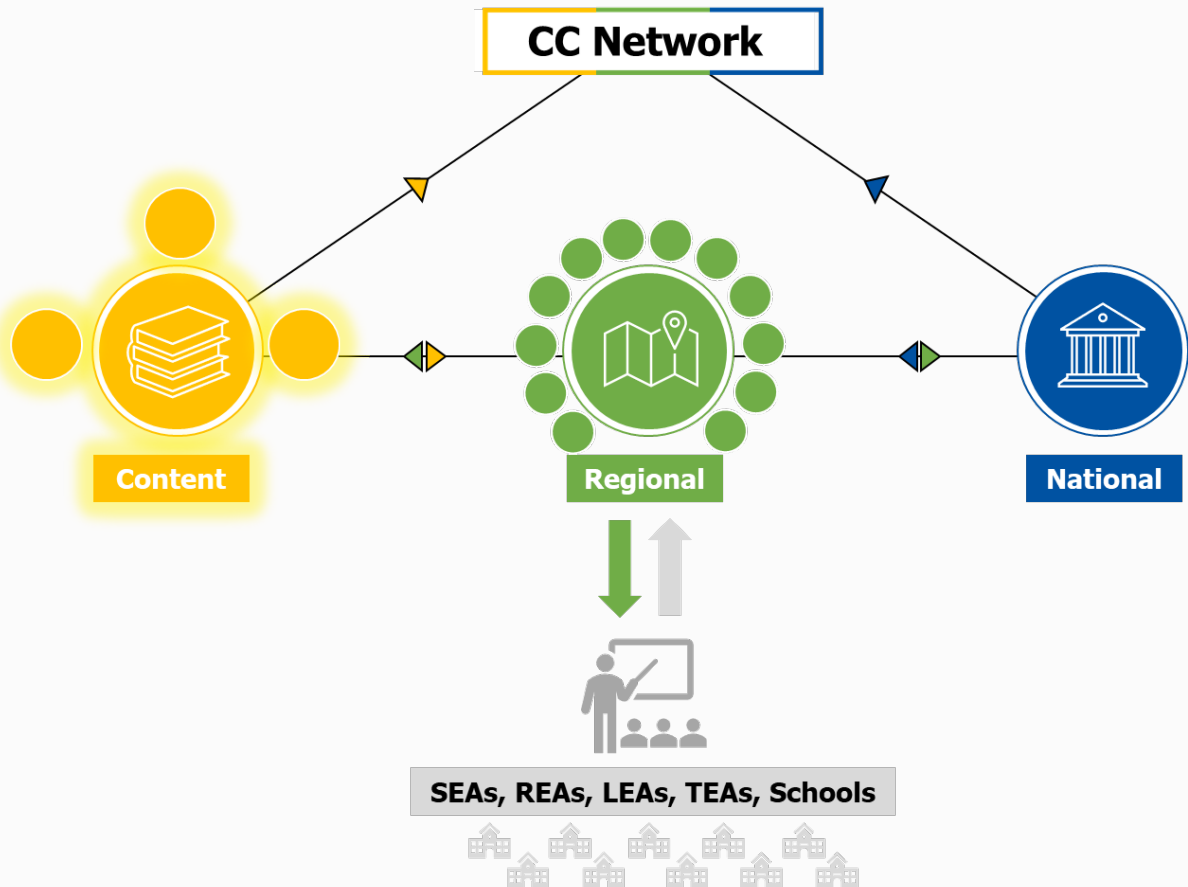


Capacity-building services may include, for example, developing evidence-based products and tools, and providing services that directly inform the use of evidence in a State or local policy or program, or improved program implementation to achieve desired educational outcomes.

Services must promote the use of the latest evidence, including research and data; be effectively delivered using best practices in technical assistance and training; and demonstrate a rationale for how they will result in improved recipient outcomes.

Collaboration

Content Centers work together with Regional Centers and the National Center to support SEAs, REAs, TEAs, LEAs, and schools to address areas of national need and advance efforts in key focus areas.



Content Centers

- Content Centers must support Regional Centers, as needed, with **subject matter expertise** to enhance the intensive capacity-building services provided by the Regional Centers or to design universal or targeted capacity-building services to meet identified SEA, REA, TEA, or LEA needs.
- Content Centers must effectively **coordinate and align targeted capacity-building services** with the National Center, Regional Centers, and other federally funded providers to address high-leverage problems and provide access to urgently needed services to build Centers' capacity to support SEAs and local clients.
- Content Centers must effectively coordinate with the National Center, Regional Centers, and other federally funded providers to **assess potential client needs, avoid duplication of services, and widely disseminate products or tools** to practitioners, education system leaders, and policymakers in formats that are high quality, easily accessible, understandable, and actionable to ensure the use of services by as many recipients as possible.

Application Requirements

Applicants must meet the following requirements in their applications.



Overall Requirements

Present an **approach** to the proposed project for operating the Comprehensive Center that clearly establishes the critical educational challenges proposed to be addressed by the Center.

Present **applicable regional, State, and local educational needs**, including relevant data demonstrating identified needs.

Demonstrate **how key personnel possess subject matter expert knowledge** of statutory requirements, regulations, and policies related to ESEA programs, current education issues, and policy initiatives for supporting the implementation and scaling up of evidence-based programs, practices, and interventions.

Demonstrate **expertise in providing highly relevant and highly effective technical assistance**.

Present a **logic model** informed by research or evaluation findings that demonstrates a rationale explaining how the project is likely to improve or achieve relevant and expected outcomes.

Present a **management plan** that describes the applicant's proposed approach to managing the project to meet all program requirements related to needs assessment, stakeholder engagement, communications and dissemination, personnel management, and partnerships.

Present a **performance management and evaluation plan** that describes the applicant's proposed approach to meeting the program requirements related to performance management.

Include in the budget a line item for an **annual set-aside** of five percent of the grant amount to **support emerging needs** that are consistent with the proposed project's intended outcomes, as those needs are identified in consultation with, and approved by, the OESE program officer.

Describe the **proposed approach** to provide **targeted capacity-building services** that increase the use of evidence-based products or tools focused on the designated content area amongst practitioners, education system leaders, elementary schools and secondary schools, LEAs, REAs and TEAs, and SEAs.

Describe the **proposed approach** to providing **universal capacity-building services**, including how it will develop evidence-based products or tools regarding the designated content area; widely disseminate such products or tools to practitioners, education system leaders, and policymakers in formats that are high quality, easily accessible, understandable, and actionable; identify intended recipients; and align proposed capacity-building services to client needs.

Demonstrate that key personnel have **appropriate subject matter and technical assistance expertise to translate evidence into high-quality technical assistance services and products** for State and local clients, including expertise applying adult-learning principles and implementation science to the delivery of technical assistance services and products.

Content Center Specific Requirements



FAQs and Resources



Common questions can be found below, but if you have additional questions, please visit the program website or reach out directly via the contact information below.

Can I apply to operate more than one Center?

If an applicant wishes to apply to operate more than one Center, the applicant must submit a separate application for each Center it wishes to serve.

Will there be a webinar that provides more information?

Yes! The Department will host a Pre-Application Webinar on Thursday, May 23, 2024, 3:00pm – 4:30pm Eastern Time.

When is the application due?

The application is due June 24, 2024. Your application must be fully uploaded and submitted in the Grants.gov system no later than 11:59:59 p.m., Eastern Time, on the application date.

Helpful Links



[Program Website](#)



[Notice Inviting Applications \(NIA\)](#)

Point of Contact

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