

**HE125425R5000-Grants to Military-Connected Local Educational Agencies for Academic and Support Programs and the World Language Advancement and Readiness Program**

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Notice of Funding Opportunity and Application Guidelines

CFDA: 12.556



Department of Defense Education Activity (DoDEA)

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Deadline for Receipt of Applications:

**Friday, April 18, 2025, by 11:59PM ET**

Discretionary Grant Program, Notice Inviting Applications for Fiscal Year (FY) 2025

**I. BASIC INFORMATION**

**Federal Agency Name:** Department of Defense Education Activity (DoDEA)  
**Funding Opportunity Title:** Grants to the Military-Connected Local Educational Agencies for Academic and Support Programs (known herein as MCASP) and the World Language Advancement and Readiness Program (known herein as WLARP), Fiscal Year 2025.

**Announcement Type:** Initial Announcement

**Funding Opportunity Number:** HE125425R5000

**Assistance Listing Number:** 12.556 Competitive Grants: Promoting K-12 Student Achievement at Military-Connected Schools

**Funding Details:** DoDEA plans to award multiple grants, subject to funding availability. Each grant will range from \$500,000 to \$2,000,000. Award amount is subject to eligibility requirements as described within this announcement. Period of performance for each grant awarded under this announcement will begin on September 30, 2025, and will end on May 31, 2030. All applicants who are selected for award will be notified of their award selection no later than September 30, 2025.

**Key Dates and Agency Contact Information:**

<b>January 17, 2025</b>	Applications Available ( <a href="https://www.grants.gov">https://www.grants.gov</a> )
<b>February 28, 2025</b>	Pre-recorded Technical Assistance Webinar ( <a href="https://dodeagrants.org/">https://dodeagrants.org/</a> )
<b>April 18, 2025</b>	Deadline for Transmittal of Applications, No Later than 11:59PM Eastern Time
<b>No Later than September 30, 2025</b>	Anticipated Award Date
<b>Agency Contact Information</b>	When contacting DoDEA, include in the subject line of the email, HE125425R5000.  DoDEA Grant Program Office: Jennifer Dailey-Perkins, Grant Program Manager <a href="mailto:DoDEA.Grants@dodea.edu">DoDEA.Grants@dodea.edu</a>  DoDEA Procurement Division: Thatsanee Schwarzmans, Grants Officer <a href="mailto:thatsanee.schwarzmans@dodea.edu">thatsanee.schwarzmans@dodea.edu</a> Tresa Simmons, Grants Specialist <a href="mailto:tresa.simmons@dodea.edu">tresa.simmons@dodea.edu</a>

## **II. EXECUTIVE SUMMARY**

The Department of Defense Education Activity (DoDEA) is seeking innovative applications to support the academic needs of highly mobile military-connected students and to enhance world language programs for elementary and secondary students. DoDEA plans to award multiple grants, ranging from \$500,000 to \$2,000,000, for up to five years, subject to funding availability.

**Target Audience:** Military-connected students in elementary and secondary schools.

**Eligible Recipients:** A Local Education Agency (LEA) with schools that have a military-connected student enrollment of 10% or greater for the 2023-2024 school year.

**Program Goals and Objectives:** Under this announcement, eligible LEAs can choose to apply for the following programs. A separate submission is required for each program.

Military-Connected Local Educational Agencies for Academic and Support Programs (MCASP) must address one or more of the following:

- Academic strategies to increase academic achievement.
- Professional learning (e.g., curriculum development, training) for educators.
- Appropriate services to improve the academic achievement of military-connected students.
- Access to virtual and distance learning capabilities and related applications.
- Support for practices that minimize the impact of transition and deployment.

World Language Advancement and Readiness Program (WLARP):

- Eligible schools must be part of an LEA that hosts or has a pending application to host a Junior Reserve Officers' Training Corps (JROTC) unit.
- Establish, improve, and/or expand one of the DoD Strategic Languages (as outlined in Appendix D) for PK-12 students and must incorporate one or more of the following:
  - Promote early language learning to develop higher proficiency and support national security needs.
  - Integrate world languages across subject areas and create new language experiences.
  - Use technology to enhance language instruction and expand course offerings.

Application Requirements:

- Completion and submission of required federal forms, a written project narrative, and detailed budget table as outlined in Section V.
- Ability to perform post-award requirements to include having a collection method for performance measures and effectiveness data.

## Table of Contents

I.	BASIC INFORMATION .....	2
II.	EXECUTIVE SUMMARY .....	3
III.	ELIGIBILITY .....	6
	Eligible Applicants .....	6
	Funding Details .....	6
	Cost Sharing .....	7
IV.	PROGRAM DESCRIPTION .....	7
	Authorization .....	9
V.	APPLICATION CONTENTS AND FORMAT .....	11
	Address to Request Application Package .....	11
	Content and Form of Application Submission .....	11
VI.	SUBMISSION REQUIREMENTS AND DEADLINE .....	19
	Grants.gov Application Submission and Receipt Procedures .....	19
	How to Register to Apply through Grants.gov .....	19
	How to Submit an Application via Grants.gov .....	20
	Certifications and Assurance .....	21
VII.	APPLICATION REVIEW INFORMATION .....	21
	Background .....	21
	Review Criteria .....	22
	Review and Selection Process .....	22
VIII.	AWARD NOTICES .....	24
	Funding Amount and Period of Performance .....	24
	Monitoring and Support .....	24
	Award Notification .....	25
IX.	POST-AWARD REQUIREMENTS AND ADMINISTRATION .....	25
	Administrative and National Policy Requirements .....	25
	Reporting .....	25
IX.	OTHER INFORMATION .....	29
	Pre-Award Costs .....	29
	Pre-Award Technical Assistance .....	30
	Relevant Details .....	30
	Certification regarding Restrictions on Lobbying .....	30
	Code of Conduct .....	31
	Appendix A: Cover Page Sample and Application Template for Narrative .....	32

Application Template for Project Narrative .....	33
Sample Abstract .....	34
Appendix B: Application Templates .....	35
Logic Model .....	35
Evaluation Plan Template .....	38
Appendix C: Sample Detail Budget Table * .....	39
Appendix D: Approved List of Foreign Languages .....	47
Appendix E: Scoring Criteria .....	48

### III. ELIGIBILITY

#### Eligible Applicants

Local Education Agencies (LEAs), including charter schools recognized as LEAs by state law, can apply for this funding. For this announcement, an LEA is a local or state authority or board of education that controls free public, local education. An LEA includes local school districts that offer free public education for elementary and secondary students, like a County Public Schools System. However, it does not include schools that charge tuition, such as a private PK-12 school. For-profit organizations, foreign institutions, and individuals cannot apply. Federal agencies and current federal employees also cannot receive this funding but can be project partners. Current DoDEA grant recipients can apply. Resources will be provided to LEAs for their eligible schools. Eligible schools must meet these criteria:

**All Applicants:** Schools must have at least 10% military-connected students for the 2023-2024 school year. This can be verified through various sources like the district's U.S. Department of Education Impact Aid totals or State Military Student Identifier data. Each school must individually meet the 10% requirement. A military-connected student is defined as a student who is a dependent of a member of the Armed Forces, a civilian employee of the Department of Defense, or someone employed on Federal property.

**WLARP Applicants Only:** Schools must be part of an LEA that currently hosts or has applied to host a Junior Reserve Officers' Training Corps (JROTC) unit in one of their high schools. JROTC programs are elective courses run by the Army, Navy, Air Force, and Marine Corps in over 3,000 high schools nationwide. To check if an LEA has a JROTC program, visit the respective service JROTC website.

#### Funding Details

The amount available through this announcement will be dependent upon final FY 2025 budgetary decisions. Publication of this notice does not obligate DoDEA to award any specific project or to obligate any available funding. If any applicant incurs any costs prior to receiving an award agreement from the authorized DoDEA Grants Officer or DoDEA Grant Program Manager, the applicant does so solely at the LEA's own risk of such costs not being included under an award if an award is made to the applicant. Pre-award costs are not allowed under this award unless prior written approval has been given by the DoDEA Grants Officer or DoDEA Grant Program Manager in accordance with 2 CFR 200.458 and 200.407.

All applicants can request funding up to the amount prescribed in the funding formula outlined in Table 1. The funding formula for this opportunity is based *ONLY on the total number of military- connected students at eligible/target school(s)*.

**Table 1. DoDEA FY25 MCASP and WLARP Grant Funding Formula**

<b>Number of Military-Connected Students at Eligible School(s)</b>	<b>Award Amount (Total for 54 months)</b>
500 or fewer	\$500,000.00
501 – 750	\$750,000.00
751 – 1,000	\$1,000,000.00
1,001 – 1,250	\$1,250,000.00
1,251 – 1,500	\$1,500,000.00
1,501 or greater	\$2,000,000.00

**Cost Sharing**

The non-Federal share of costs refers to that portion of the project or program costs not borne by the Federal Government. This may include cash and third-party in-kind contributions. These costs must reflect the realistic capacity of the applicants and any third-party contributors. Cost sharing is NOT required. Providing cost sharing, or non-federal share is not an eligibility factor nor requirement for this NOFO and providing cost share will not result in a more favorable competitive ranking. Per [2 CFR 200, Subpart E](#) Costs Principles, items that are proposed for cost share must be allowable, reasonable and allocable.

**IV. PROGRAM DESCRIPTION**

Since 2009, over three million public school students in 39 states have been impacted by this program. Additionally, the House and Senate Appropriations Committees have expressed concern about the lack of military personnel with advanced language skills and believe this could be addressed by promoting foreign language study programs targeting elementary and secondary students. As a result, the National Defense Authorization Act for Fiscal Year 2020 authorized the development of a competitive grant program to provide support to eligible entities for the establishment, improvement, or expansion of world language study for students at public schools in an LEA that hosts a unit of the Junior Reserve Officers’ Training Corps (JROTC).<sup>1</sup> To this end, DoDEA provides a competitive grant program to domestic public schools that identify a need focused on academic mastery, narrowing learning gaps for students that transition, and/or providing consistent access to educational programs. This funding opportunity has two applicable programs, Military-Connected Local Educational Agencies for Academic and Support Programs (MCASP) and the World Language Advancement and Readiness Program (WLARP). Applicants can apply for funding to implement MCASP and/or WLARP at

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<sup>1</sup> Section 1751, Public Law 116-92, Dec. 20, 2019.

their respective LEA. Please note that even if an eligible LEA applies for both programs, an applicant will only be awarded a grant under one program, not both. The determination of which program the applicant will be awarded will be at DoDEA's discretion. The following provides a description of both programs for LEAs to select for funding.

**MCASP:** Project scope for MCASP applicants may range in size and complexity. Efforts may have an emphasis on hands on, problem-based learning activities, education outcomes, convergence of multiple curricular disciplines, and/or career pathways/opportunities. The following are examples of successfully funded prior proposals:

- a. Engaging students where disciplines converge, including programs that meaningfully integrate science, technology, engineering and mathematics (STEM) subjects as well as other disciplines such as Career and Technical Education (CTE), arts & humanities.
- b. Designing innovative learning experiences to teach literacy, mathematics, computer science, and/or other CTE courses.
- c. Developing partnerships to implement education and outreach programs with a holistic approach to understanding real-world applications.
- d. Filling gaps in schools that lack necessary infrastructure through innovative programming and/or novel interventions to address student achievement gaps in any curricular subject.

**WLARP:** To be successful in national security efforts and effectively collaborate with global populations, world language skills are a critical defense competency. [Experts indicate that students learning languages starting at the K-12 levels develop higher language proficiency than those starting in college](#); therefore, introducing elementary and secondary students to world languages is critical to developing and sustaining the pipeline of individuals with skills needed to address national security and economic competitiveness needs. As a result, the Department of Defense (DoD) is committed to increasing world language skills and cultural knowledge capability and capacity by identifying and training students who could become potential service members with high aptitude to learn world languages. The goal of any proposed effort under this announcement must provide solutions that will establish, improve, or expand world language study for PK-12 public school students in an LEA that hosts a unit of the JROTC. For this effort, world language is defined as American Sign Language (ASL) and/or any of the languages included on the DoD Strategic Language List (SLL) as defined in DoD Directive 5160.41E, [Defense Language, Regional Expertise, and Culture Program](#), and can be found at Appendix D of this announcement.

Applicants seeking funding for WLARP should include in their application a project narrative that focuses on one or more of the following scope areas:



- Establish and implement programs that showcase a meaningful integration of world language(s) across subject areas. Projects under this scope would include world language immersion or partial world language immersion of any of the languages included on the DoD SLL (Appendix D) and/or ASL.
- Establish and implement an exploratory pilot program that seeks to create new world language experiences for students. For example, this type of project may link native speakers of languages other than English within the LEA with the target schools in order to promote two-way language learning. The language used for this scope must be included on the DoD SLL (Appendix D) and/or ASL.
- Improve or expand content-based instruction in the target school's current world language program of one or more of the languages included on the DoD SLL (Appendix D) and/or ASL.
- Effectively use technology, such as computer-assisted instruction or distance (virtual) learning, to establish or expand course offerings of one or more world languages included on the DoD SLL (Appendix D) and/or ASL.

Applicants can see examples of successful projects funded in the past by visiting [dodeagrants.org](http://dodeagrants.org) and checking the map at the bottom of the homepage.

All MCASP and WLARP applications should:

- Address the program description.
- Demonstrate potential to make a substantial impact.
- Create meaningful content and participant experiences that meet the intent of either the MCASP or WLARP program.
- Collect a set of program-specific measures of performance to include capture of participation rates and measures of effectiveness appropriate to the goals of the project.
- Provide a clear overview and rationale for how grant funding will be allocated.
- Contain a strategy for program sustainability once the period of performance of this award ends.

### Authorization

Authority for this competitive grant is provided by the following: 2007 National Defense Authorization Act (NDAA), Section 574(d) (now Section 574(c)) of Public Law 109-364, Oct. 17, 2006 (made permanent through Section 552, Public Law 115-91, Dec. 12, 2017); and 2020 NDAA Section 1751 of P.L. 116-92. This publication also constitutes a Notice of Funding Opportunity (NOFO) as contemplated in the Department of Defense Grants and Agreements Regulations (DoDGARS) 32 CFR 22.315 – Merit-based, competitive procedures. DoDEA will not issue paper copies of this announcement. DoDEA reserves the right to select for award all, some, or none of the applications in response to this announcement.

Application packages to include project narratives and budgets (or any other material)

submitted in response to this NOFO will not be returned. DoDEA will treat all applications as sensitive competitive information and will disclose their contents only for the purposes of DoDEA's evaluation of the grant applications.

Awards will take the form of individual grants, not cooperative agreements. According to 2 CFR 200.1, a **subaward** is defined as an award provided by a pass-through entity to a subrecipient for the subrecipient to carry out most of a Federal award received by the pass-through entity. No subawards will be considered under this NOFO. Any grant awarded under this announcement will be governed by the award terms and conditions that conform to DoD's implementation of OMB circulars applicable to financial assistance. Terms and conditions will include revisions to reflect DoD implementation of new OMB guidance in 2 CFR Part 200, "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards."

The applicant must meet the minimum standards for receiving federal funds, as defined in 32 CFR 22.415, which states that to be qualified, a potential recipient must do the following:

- 1) Have the management capability and adequate financial and technical resources, given those that would be made available through the grant or cooperative agreement, to execute the program of activities envisioned under the grant or cooperative agreement.
- 2) Have a satisfactory record of executing such programs or activities (if a prior recipient of an award).
- 3) Have a satisfactory record of integrity and business ethics.
- 4) Be otherwise qualified and eligible to receive a grant under applicable laws and regulations.

The applicant must agree to abide by all federal rules and regulations regarding performance and financial management, including, but not limited to 2 CFR 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. Any inconsistencies in the requirements of award will be resolved in the following order of precedence:

- 1) Federal statutes.
- 2) Federal regulations.
- 3) [2 CFR part 200, "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards"](#)
- 4) 2 CFR part 1104, "Implementation of Governmentwide Guidance for Grants and Cooperative Agreements"
- 5) Award-specific terms and conditions.
- 6) DoD General Terms and Conditions.

## **V. APPLICATION CONTENTS AND FORMAT**

Applications will only be received electronically, as editable PDFs, Word documents, or Excel spreadsheets through <https://www.grants.gov/> no later than 11:59 PM Eastern Time on **April 18, 2025**. Applications are NOT to be submitted via email. Access to complete instructions may be found at the following URL: <https://grants.gov/applicants/grant-applications/how-to-apply-for-grants>

**Award Notification:** It is anticipated that final selections for award will be made no later than September 30, 2025.

### **Address to Request Application Package**

All relevant materials are available with this announcement on Grants.gov.

### **Content and Form of Application Submission**

Applications submitted under this NOFO must seek to address unclassified efforts. As a corollary, no classified applications shall be submitted. Application submissions will be protected from unauthorized disclosure in accordance with applicable laws and DoD regulations. All eligible applications will be merit reviewed and rank ordered for potential award, inclusive of risk assessment. Failure to follow the below directions will result in the submitted application not being considered for funding.

An application must include all elements related to (1) and (2) below. Elements (3) and (4) are optional and not included in the merit review process nor the total package page limit. Any non-requested elements submitted as part of a full application package will be removed from the application prior to merit review. See full details of each element below the list.

1. Required Federal Forms
2. Project Narrative
3. References Cited
4. Letter(s) of Support and Supporting Documents

### **1. Required Federal Forms**

Prospective applicants must complete the mandatory forms in accordance with the instructions provided on the forms and the additional instructions below. Files that are attached to the forms must be in Adobe Portable Document Format (.pdf) unless otherwise specified in this announcement. At the time of application submission, applicants must complete and submit the following federal forms with signatures of the Authorized Representative of the submitting LEA:

- SF-424, Application for Federal Assistance
- SF-424-A, Budget Information, Non-Construction Programs
- SF-424-B, Assurances for Non-Construction Programs

## 2. Project Narrative

Submit **Project Narrative** as an editable PDF using the following format:

- 1) Paper Size – 8.5 x 11-inch paper
- 2) Margins – 1 inch
- 3) Spacing – single spaced
- 4) Font – Times New Roman, 12-point
- 5) Page limit – The project narrative cannot exceed 30 pages. *While this page limit does not include cover page, abstract, table of contents or appendices that may provide additional context for narrative claims, the entire package (narrative + appendices) cannot exceed 60 pages.*
- 6) The project narrative components should include the following (scoring criteria are detailed in Appendix E):
  - Overview Materials (including cover page with enrollment numbers, abstract, and Table of Contents)
  - Executive Summary (< 500 words)
  - Needs Assessment and Rationale for the Project
  - Project Goals
  - Planning/Implementation Years Narrative
  - Logic Model
  - Professional Learning Plan
  - Project Evaluation Plan
  - Sustainability Plan
  - Appendix A: Key Personnel Qualifications
  - Appendix B: Budget Narrative and Detail Budget Table

### Overview Materials (pass/fail):

***Applicants must use the template for the application found in Appendix A of this NOFO for submission of your grant project proposal.***

- **Cover Page** must include all contact information (including mailing address), names of military installations served, which program LEA is applying for funding (either MCASP or WLARP), project focus (scope) area(s), enrollment data for eligible/target schools, JROTC unit located within school district (if WLARP applicant), and an authorized signature.

- **Abstract** of no longer than 250 words is required. The abstract is placed on the cover page and should be a concise overview of the objectives of the project, project activities, location of the project, expected outcome(s), and the proposed rationale/impact for the work. NOTE: Project abstracts of applications that receive funding may be posted on program-related websites and/or included in notices that DoDEA may send to members of Congress.
- **Table of Contents** lists the elements in the grant proposal narrative with the corresponding section and page numbers.

**Executive Summary (pass/fail):**

The executive summary should be a concise overview of the project's key points and objectives, with no more than 500 words. It should be brief and to the point, summarizing the essential details of the project. The executive summary should clearly state the problem the project addresses and outline the proposed solution, while also emphasizing the potential impact and significance of the project for the target population.

**Needs Assessment and Rationale for the Project** (see Table 7 for scoring criteria)

**Project Goals** (see Table 8 for scoring criteria)

**Planning and Implementation Years Narrative** (see Table 9 for scoring criteria)

**Logic Model** (see Table 10 for scoring criteria)

**Professional Learning Plan** (see Table 11 for scoring criteria)

**Project Evaluation Plan – including template** (see Table 12 for scoring criteria)

**Sustainability Plan** (see Table 13 for scoring criteria)

**Appendix A: Key Personnel Qualifications (pass/fail – see table 14 for scoring criteria)** – Key personnel are individuals who are essential to the successful implementation of a federal award. For all DoDEA grants, the key personnel are specifically identified as the Project Director and External Evaluator. The Project Director (PD) is primarily responsible for the overall administration and reporting of the project funded by the award. Here are some key responsibilities of the PD:

1. **Leadership and Direction:** The PD leads the project, ensuring it aligns with the terms, conditions, and objectives of the award.
2. **Compliance:** Ensures adherence to all applicable federal regulations, monitoring, and reporting requirements.

3. **Financial Management:** Works with school district finance office to ensure that funds are used appropriately and in accordance with the terms of the award.
4. **Reporting:** Submits required performance and financial reports and ensures timely communication with the DoDEA.

It is recommended that the PD is employed by the district and lives within the commuting area of the targeted schools to ensure oversight and timely monitoring of grant requirements. It is required that the PD is at minimum 0.5 full time equivalent (FTE) for the duration of the grant.

Describe key personnel involved in the grant to include expectations for the project director and external evaluator. This portion of the narrative should address how key personnel will do the following:

- a) Use background knowledge and experience to direct a project with the chosen focus to include addressing project barriers and challenges (e.g., poor staff investment, school leadership turnover, low band width for technology devices) collaboratively with district and/or school staff. (Project Director)
- b) Utilize the project plan activities and tools presented in the logic model and planning/implementation year narrative to continually monitor and redirect strategy **and** professional learning implementation. (Project Director)
- c) Provide the external evaluator with formative and summative project data to analyze project progress and student outcomes. (Project Director)
- d) Use different types of metrics (e.g., quantitative, qualitative), conduct higher-level analyses, and effectively use data visualization to show progress toward goal(s), as evidenced in performance reporting (i.e., planning year report, annual reports, and closeout report). (External Evaluator)
- e) Use collaborative and participatory approaches to work with project staff by providing actionable information to improve strategy and professional learning implementation for ongoing implementation and sustainability. (External Evaluator)
- f) List support staff positions including names/roles, if known.

**Append a document as Appendix A—not to exceed two pages in length—listing the qualifications for the project director and external evaluator.** *If either is yet to be determined (TBD), append a description of the criteria that will be used to advertise the position(s). Resumes of key personnel can be attached as an additional appendix and will not be included in merit review.*

**Appendix B: Budget Narrative and Detail Budget Table (pass/fail – see Table 15 for scoring criteria)** - The application must include a cost proposal detailing direct labor (personnel), fringe benefits, travel, contracts, equipment, supplies, and indirect costs. The cost proposal is a **budget narrative** explaining and

justifying budget figures in detail. A Microsoft Excel file shall be provided to support the narrative so the Government can determine reasonableness and should address the following:

- a. Overview and rationale for how grant funds (and any matching funds) will be allocated. Justifications for costs must be explicitly stated.
- b. Existing resources and other support the LEA expects to receive for the proposed project. They may include any resources or support (monetary or in-kind) that applicants expect to receive from community partners. A letter of support from the community partner (if applicable) should be included as a separate appendix. The letter should provide details about the resources and/or support that will be provided to the applicant as part of the project. This will not be included in merit review.
- c. Role/position for each person being funded through the grant and how their scope of work is reasonable for grant funding.
- d. Estimates for implementing and maintaining strategies and action items, as well as district standards for inventory control for supplies and equipment.

The detailed budget table must include all figures, calculations, and supporting documentation to determine cost allowability, allocability, and reasonableness. It should outline costs per unit item and provide evidence (e.g., quotes, websites, invoices) for all allocable costs. Ensure links have appropriate access permissions (unlocked) and are viable. The Grants Officer must be able to verify that all proposed costs are allocable, allowable, and reasonable. The budget should be detailed enough for DoDEA staff and the review panel to assess the project's proposed effort, including all anticipated expenses. Note that food and beverage costs, except for subsistence during authorized travel (per diem), are not allowable under this NOFO. Failure to provide detailed cost data for the entire grant period may result in application denial. Additional information may be requested by DoDEA if needed. Refer to Appendix C in this NOFO for a sample Detail Budget Table.

The detailed budget table must be submitted as an appendix (labeled as Appendix B) in Microsoft Excel and clearly referenced within the budget narrative. It should identify and justify the costs of the proposed work, correlating with the budget narrative and sustainability section. The table must include a total 5-year summary and a detailed year-by-year breakdown by cost category, separated into Federal and non-Federal categories (if applicable). It should be detailed enough to clearly understand the cost breakdown and calculations used to derive line-item subtotals in each object class of the SF-424A budget. The following direct cost funding budget category requirements apply to all awarded grants under this announcement:

- a) Personnel: This includes individual labor categories or persons, with

associated labor hours and unburdened direct labor rates. Provide escalation rates for out years. All DoDEA grants require at least a part-time (0.5 FTE) Project Director to serve as key personnel. Example of allowable personnel costs under this NOFO include:

- Project Director Salary
- Instructional Coach and Content Specialist Salaries
- Substitute Teacher Costs
- Stipends and/or Honorariums
- Extra Staff Hours

Any support positions required for grant implementation must be clearly outlined in both the budget narrative and detail budget table. Salaries of administrative and clerical staff are normally indirect costs (and included at an indirect cost rate). Direct charging for administrative/clerical services is appropriate only if they meet all three of the following conditions:

- (1) The administrative or clerical services are integral to a Federal award;
- (2) Individuals involved can be specifically identified with a Federal award; and
- (3) The costs are not also recovered as indirect costs.

Direct charging of administrative and/or clerical support costs may be appropriate if an extensive level of support (significantly greater than normal and routine) is needed for grant planning and implementation. Budgets proposing direct charging of administrative or clerical salaries must be supported with a budget justification which adequately describes the major project and the administrative and/or clerical work to be performed. See [2 CFR 200.430](#), Compensation – personal services for additional information.

- b) Fringe Benefits: These are allowances and services provided by employers to their employees in addition to regular salaries and wages. These benefits include costs of leave, employee insurance, pensions, and unemployment benefit. Other fringe benefits include Costs for employer contributions or expenses for social security, employee life, health, unemployment, and worker's compensation insurance, pension plan costs, and other similar benefits are allowable if they are permitted under established recipients' written policies. The application should show the rates and calculation of the costs for each rate category. Fringe benefits are only allowable to be charged to the grant for employees who are working on this grant. The overall cost of each type of benefit to include the percentage rate at which it is paid must be listed in the applicant's detail budget table. See [2 CFR 200.431](#), Compensation – fringe benefits, for additional information.



- c) Travel: As a condition of accepting this grant award, the LEA is required to attend the Annual DoDEA Community of Practice (CoP) meeting. This meeting serves as the post-award orientation meeting. The purpose of this meeting is to ensure that both the grant recipient and the awarding agency are on the same page regarding the grant's terms and conditions, reporting requirements, and overall expectations. The meeting also provides grant professionals with resources to build the capacity of grant professionals. The project director is required to attend this meeting, which is expected to occur in November 2025. Any additional staff who are essential to the project may also attend at the district's discretion. Applicants may allocate up to \$10,000 in their travel budget for this meeting attendance. This meeting is held annually. Recipients are required to attend the meeting only in the calendar year they receive the award. However, all active grant recipients are welcome to attend the meeting annually. Any remaining funds not expended for the COP may be reallocated to other grant expenditures or used for other proposed travel. All other proposed travel costs (i.e. for training and professional learning) must include the following for each trip: the purpose of the trip, origin and destination if known, approximate duration, the number of travelers, and the estimated cost per trip. This must be justified based on the organization's historical average cost per trip or other reasonable basis for estimation. Such estimates and the resultant costs claimed must conform to the applicable Federal cost principals. If the actual trip details are unknown, applicants should state the basis for the proposed travel costs. Applicant should refer to their written travel policy for guidance regarding acceptable travel cost. In the absence of an acceptable, written recipient policy regarding travel costs, the rates and amounts established under 5 U.S.C. 5701-11 ("Travel and Subsistence Expenses; Mileage Allowances"), or by the [General Services Administration federal travel per diem rates](#). Please note: no overseas student travel will be funded in any way through the grant award. See [2 CFR 200.475](#) for additional information.
- d) Equipment: Equipment is defined by 2 CFR 200.1 as tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost that equals or exceeds the lesser of the capitalization level established by the recipient for financial statement purposes, or \$10,000 or more per unit. An applicant is expected to be familiar with the management requirements and disposition of equipment as listed in the 2 CFR 200.313 and 2 CFR 200.439 if the LEA chooses to acquire equipment for grant implementation. All equipment, if procured, will be tracked annually through the completion of the Tangible Personal Property Report (SF-428). This is a standard federal form for awarding agencies to collect information on tangible property (i.e., equipment). The form consists of cover sheet (SF-428) and three attachments to be used as

required: Annual Report, SF-428-A; Final (Award Closeout) Report, SF-428-B; and a Disposition Request/Report, SF-428-C. A Supplemental Sheet, SF-428-S, may be used to provide details on individual items. Please note: no vehicles or trailers, to include fifth wheels, will be funded through this NOFO.

- e) Supplies: Per the [2 CFR 200.1](#), supplies are all tangible personal property other than those described in the definition of equipment. For example, a computing device is considered a supply if the acquisition cost is below \$10,000, per unit item, regardless of the length of its useful life. All materials and supplies needed to achieve application goals should be itemized in a Microsoft Excel spreadsheet and attached to NOFO submission. The itemized list should include all proposed materials and supplies including quantities, unit prices, and the basis for the estimate (e.g., quotes, prior purchases, catalog price lists, accessible links, etc.).
- f) Contractual: A contract, as defined by [2 CFR 200.1](#) and [2 CFR 200.331](#), is a legal instrument through which a recipient purchases goods and services necessary for the project under the Federal award. Procurement standards are outlined in 2 CFR 200.317-200.327. All procurement transactions must be conducted in a manner that provides full and open competition and is consistent with the standards set forth in 200.319 and 200.320. Grants will be evaluated by an external third-party evaluator, with up to 5% of the total grant award funds allocated for this purpose. The evaluator must not be a current employee of the LEA. To promote new methodologies, objectivity, talent, inclusion, diversity, creativity, and accountability, returning grantees may not use the same evaluator for more than two active DoDEA grants. Evaluators should be selected competitively from organizations such as local colleges, universities, research/evaluation organizations, or through professional websites like the [American Evaluation Association](#). Consultants are allowable under this NOFO. If consultants are used, provide a detailed breakdown of their hours, proposed hourly rate, current resume, other proposed costs. Federal employees cannot be paid as contractors.
- g) Other Direct Costs: Provide an itemized list of all other proposed other direct costs such as professional learning fees, report and publication costs, and the basis for the estimate (e.g., quotes, prior purchases, catalog price lists, accessible links, etc.). Examples include:
- Professional Learning Fees – e.g., Conference, Course Registration Fees
  - Digital Subscriptions – e.g., software subscriptions
  - Participation & Entrance Fees – e.g., Science Center Entrance Fees
  - Membership – e.g., professional learning association membership
  - eSports set up and licensing
- h) Indirect Costs: If a cost has been incurred for common or joint objectives of an organization and cannot be readily identified with a particular cost

objective or if the cost can benefit more than one program, it is considered an indirect cost. Some examples of indirect cost include insurance against theft and damage to computer equipment purchased with grant funds and costs of an employee personal assistance program to provide mental health, alcohol, and drug counseling and referral services. Under this NOFO, applicants may elect to charge a de minimis rate of up to 15 percent of modified total direct cost for their indirect cost allocation. If the applicant has an indirect rate that has been approved/negotiated by a Government agency, provide a copy of the memorandum/agreement for DoDEA to determine allowability of use for the approved/negotiated rate. See [2 CFR 200.414](#), Indirect Cost, for additional information.

**References Cited (optional):** If literature references are cited in the project narrative, then a References Cited section should be included as an appendix. Each reference should include the names of all authors in the same sequence in which they appear in the publication, the article title, publication or publication title, volume number, page numbers, and year of publication.

**Letter(s) of Support and Supporting Documents (optional):** If substantive partnerships are described in the project narrative, letters of commitment could be provided as an appendix, but are not required and will not be included in the merit review. There is no specified format or content required for the letter(s) of support other than being authored by the appropriate representative and supporting commitment to the applicant and his or her project. Commitment may include (but is not limited to) funding, related materials and/or computer investments, technical advisement, and organizational or infrastructure support. The letter(s) can include all commitments and investments made by the representative towards the applicant and the overall statement about the relevance of the MCASP and/or WLARP project.

## **VI. SUBMISSION REQUIREMENTS AND DEADLINE**

### [Grants.gov Application Submission and Receipt Procedures](#)

Applicants can only respond to this NOFO via Grants.gov. The deadline to submit completed required forms, written project narrative and detailed budget is Friday, April 18, 2025, by 11:59PM Eastern Time.

### [How to Register to Apply through Grants.gov](#)

*Instructions:* Applicants should read the registration instructions carefully and prepare the information requested before beginning the registration process. Reviewing and assembling the required information before beginning the registration process will alleviate last-minute searches for required information. The registration process can take up to four weeks to complete. Therefore, registration should be done in sufficient time to ensure it does not impact your ability to meet required application submission deadlines.

- 1) Register with the System for Award Management (SAM) and obtain a Unique Entity ID (UEI). This is one of the data elements mandated by Public Law 109-282, the Federal Funding Accountability and Transparency Act (FFATA), for all federal awards. The federal government's primary database for complying with FFATA reporting requirements is [www.sam.gov](http://www.sam.gov). OMB designated [www.sam.gov](http://www.sam.gov) as the central repository to facilitate applicant and recipient use of a single public website that consolidates data on all federal financial assistance. Under the law, it is mandatory to obtain a UEI number and register in [sam.gov](http://sam.gov) before submitting an application. Applicants must enter the UEI number in the data entry field labeled "UEI" on the SF-424 form.
- 2) Register with SAM: In addition to having an UEI number, organizations applying online through [Grants.gov](http://Grants.gov) must register with SAM. Failure to register with SAM will prevent your organization from applying through [Grants.gov](http://Grants.gov). For more detailed instructions for registering with SAM, refer to: <https://sam.gov/content/home>
- 3) Create a [Grants.gov](http://Grants.gov) Account: The next step is to create an account with [Grants.gov](http://Grants.gov). Applicants must know their organization's UEI number to complete this process. Completing this process automatically triggers an email request for applicant roles to the organization's E-Business Point of Contact (EBiz POC) for review. The EBiz POC is a representative from your organization who is the contact listed for SAM. To apply for grants on behalf of your organization, you will need the Authorized Organizational Representative (AOR) role. More detailed instructions may be found at the following URL: <https://www.grants.gov/register>
- 4) Authorize [Grants.gov](http://Grants.gov) Roles: After creating an account on [Grants.gov](http://Grants.gov), the EBiz POC receives an email notifying them of your registration and request for roles. The EBiz POC will then log in to [Grants.gov](http://Grants.gov) and authorize the appropriate roles, which may include the AOR role, thereby giving you permission to complete and submit applications on behalf of the organization. You will be able to submit your application online any time after you have been approved as an AOR.
- 5) When applications are submitted through [Grants.gov](http://Grants.gov), the name of the organization's AOR that submitted the application is inserted into the signature line of the application, serving as the electronic signature. The EBiz POC must authorize individuals who are able to make legally binding commitments on behalf of the organization as an AOR; **this step is often missed, and it is crucial for valid and timely submissions.**

How to Submit an Application via [Grants.gov](http://Grants.gov)

[Grants.gov](http://Grants.gov) applicants can apply online using Workspace. For an overview of Workspace, refer to the following URL: <https://www.grants.gov/applicants/workspace-overview>

### **Timely Receipt Requirements and Proof of Timely Submission**

*Online Submission.* All applications must be received by 11:59 pm Eastern time on April 18, 2025. Proof of timely submission is automatically recorded by Grants.gov. An electronic date/time stamp is generated within the system when the application is successfully received by Grants.gov. The applicant AOR will receive an acknowledgement of receipt and a tracking number (GRANTXXXXXXXX) from Grants.gov with the successful transmission of their application. Applicant AORs will also receive the official date/time stamp and Grants.gov Tracking number in an email serving as proof of their timely submission.

When DoDEA successfully retrieves the application from Grants.gov, and acknowledges the download of submissions, Grants.gov will provide an electronic acknowledgment of receipt of the application to the email address of the applicant with the AOR role. Applications received by Grants.gov after the established due date for the program will be considered late and will not be considered for funding by DoDEA.

#### Certifications and Assurance

- 1) SAM registration and annual renewal require attestation to general certification and assurances. Please ensure your district's SAM registration is active at time of application. Applicants may be requested to submit additional certifications and assurances even if they have submitted the annual renewal. DoDEA will inform applicants if additional certifications are needed.
- 2) All potential conflicts of interest, including financial, that could cause bias or lack of fairness in determining the application, evaluation, selection, or administration of a notice of funding must be included.

## **VII. APPLICATION REVIEW INFORMATION**

### Background

If awarded, in case of disagreement with any requirements of award, the recipient shall contact the DoDEA Grants Officer who issued the grant to resolve the issue. The recipient shall not assess any costs to the award or accept any payments until the issue is resolved.

Applicants should be aware of the following:

- Information regarding the application packages can be found at the following URL: <https://grants.gov/applicants/grant-applications/how-to-apply-for-grants>
- Grant applications will be reviewed only if they (1) meet the criteria specified by this NOFO and (2) are submitted through Grants.gov.
- DoDEA may make award(s) based on initial applications received, without discussions or technical assistance. Therefore, each initial application should contain

the applicant's best terms from a cost and technical standpoint. DoDEA reserves the right (though it is under no obligation to do so), however, to enter discussions and/or technical assistance with one or more applicants to obtain clarifications, additional detail, or to suggest refinements in the project description, budget, or other aspects of an application prior to making an award determination.

### Review Criteria

DoDEA will use peer reviewers to assist in the merit review of applications. Peer reviewers who are not U.S. Government employees must sign non-disclosure agreements before receiving full or partial copies of applications and reports submitted by the applicants. Awards under this NOFO will be made to Applicants based on the criteria listed in Appendix E. The primary basis for selecting applications for award will be project narrative, relevance to the subject of this announcement, proposed cost realism and reasonableness, and the availability of funds to support the effort. Any proposed cost sharing becomes a binding term of any award. DoDEA reserves the right to request and require additional supporting information and documentation prior to and after it makes the selection determination. DoDEA reserves the right to remove applicants from award consideration if the parties fail to reach agreement on award terms, conditions, or cost/price within a reasonable time; or if the applicants fail to provide additional information within requested DoDEA deadline.

### Review and Selection Process

#### **Review Process**

Applications will be evaluated in accordance with evaluation criteria stated above and an internal risk assessment. The ultimate approval for award of applications under this announcement will be made by the DoDEA Director.

*Applicants will receive an additional **5 competitive priority points** during merit review if one of the following criteria apply: (1) applicant has never received a DoDEA grant or (2) applicant will not have an active DoDEA grant award by June 1, 2025, and has a successful past performance rating.*

Military child education (PK-12) plays a significant role in readiness and retention of Service members and their families. The Department focuses on military family quality of life, including PK-12 education, in a variety of ways. One effort is through engagement with state policymakers on a variety of initiatives. The success of policy advocacy depends on state policies being implemented with fidelity. Adoption and implementation of state policies intended to support military-connected children supports DoD efforts to assist in improving educational outcomes for military children. State policies included Advance Enrollment, Open Enrollment and Purple Star Schools. For the purposes of this announcement, they are defined as follows:

- **Advanced enrollment** supports military children obtain their school and course registration ahead of arrival at the new location. States can help by waiving proof of residency requirements until the student arrives in the new state on military transfer orders.
- **Open enrollment** is a form of K-12 public school choice that allows students to attend a different school than the one to which they are assigned based on their place of residence.
- **Purple Star Schools** programs encourage local education agencies to implement practices that assist military children and recognize military service and civic responsibility.

*To address concerns that lack of funding affects adoption and implementation of advanced enrollment, open enrollment, and purple star schools, DoDEA will **assign 5 competitive priority points** during merit review to districts that have implemented one or more of these efforts.*

Applicants' proposals will be awarded based on the following:

- 1) Merit-reviewed score based on the criteria listed in Appendix E, inclusive of risk assessment. This ranked list is sent to the DoDEA Director for proposed funding approval.
- 2) Applicants for proposed funding undergo both a DoDEA procurement grant award decision review and a legal sufficiency review prior to making award.
- 3) After receiving legal sufficiency, grants are awarded based on availability of funding.

Project narratives and budgets submitted under this NOFO will be protected from unauthorized disclosure. Restrictive notices notwithstanding, one or more support contractors may be utilized as subject-matter-expert technical consultants. Each support contractor employee that has access to submitted applications submitted in response to this NOFO will be required to sign a nondisclosure statement prior to receipt of any application submissions.

### **Handling of Selection Information**

Generally, submission information will not be disclosed except as necessary for evaluation.

### **RISK REVIEW**

In accordance with [2 CFR 200.206](#) DoDEA will conduct a risk assessment of all potential recipients. In addition to the elements listed in 2 CFR 200.206, DoDEA may include other criteria to determine various types of risk (e.g., key personnel, past performance, Personally Identifiable Information (PII), etc.).

If any award under this NOFO will be more than the simplified acquisition threshold during its period of performance, following applies:

(i) DoDEA must review and consider any information about the applicant that is in the responsibility/qualification records available in *SAM.gov* (see [41 U.S.C. 2313](#)).

(ii) The applicant can review and comment on any information in the responsibility/qualification records available in *SAM.gov*.

(iii) Before DoDEA makes an award decision in the risk review required by [2 CFR 200.206](#) DoDEA will consider any comments by the applicant, along with information available in the responsibility/qualification records in *SAM.gov*.

## **VIII. AWARD NOTICES**

### **Funding Amount and Period of Performance**

Under this NOFO, DoDEA intends to award multiple grants, subject to the availability of funds. Each individual award will be for a minimum of \$500,000 and may be up to a maximum of \$2,000,000 for a period of up to five (5) years. DoDEA expects projects to be completed within the performance period. All projects awarded under this NOFO will have a period of performance end date of May 31, 2030. Proposed project costs must be no more than \$2,000,000 for all years of the project, including direct and indirect costs. Please note that applicants are required to use the first year of their award as a planning year. During this year, such activities as refining project and evaluation plans, providing professional learning, securing necessary resources, and hiring or revising staff positions should occur.

### **Monitoring and Support**

During the first year of award, all grantees will be required to meet with DoDEA to establish a monitoring review plan. During the initial monitoring meeting, each grantee will be given a risk designation (e.g., Level 3 -high, Level 2 -moderate, Level 1 -low). Designation can change throughout the life of the grant and is comprised of an analysis of any of the elements listed below, in addition to district request:

- History of unsatisfactory performance,
- Material violations of the terms and conditions,
- Large cost disallowances,
- Serious deficiencies in program or business management systems, and
- Inexperience (first time grant awarded).

Any first-time awardee will receive a DoDEA Grant Program Mentor for the planning year to support grant compliance and help the project director build capacity.



### Award Notification

DoDEA award/modification documents will be emailed to the identified project director and are available via the DoD Electronic Document Access System (EDA) within the Procurement Integrated Enterprise Environment (PIEE). EDA is a Web-based system that provides secure online access, storage and retrieval of awards and modifications to DoD employees and vendors. Allow five business days for your registration to be processed. EDA will notify you by email when your account is approved. To access awards after your registration has been approved, log into <https://piee.eb.mil/>, select "EDA," select either EDA location, select "Contracts," select your search preference, enter the Contract Number (or, if applicable, enter the Grant Number in the Contract Number field), and select "View." Registration questions may be directed to the EDA help desk toll free at 866-618-5988, commercial at 801-605-7095, or via email at [disa.ogden.esd.mbx.cscassig@mail.mil](mailto:disa.ogden.esd.mbx.cscassig@mail.mil) (Subject: EDA Assistance).

**IMPORTANT:** In some cases, EDA notifications are appearing in recipients' Junk Email folder. If you are experiencing issues receiving EDA notifications, please check your junk email. If found, please mark EDA notifications as "not junk." If you do not currently have access to EDA, you may complete a self-registration request as a "Vendor" via <https://piee.eb.mil/> following the steps below:

1. Click "Accept"
2. Click "Register" (top right)
3. Click "Agree"
4. In the "What type of user are you?" drop down, select "Vendor"
5. Select the systems you would like to access (iRAPT at a minimum)
6. Complete the User Profile and follow the site instructions

## **IX. POST-AWARD REQUIREMENTS AND ADMINISTRATION**

### Administrative and National Policy Requirements

#### DoD REQUIRED ELEMENTS

Institutions of higher education that partner with eligible LEAs must certify compliance with 10 U.S.C 983, Institutions of Higher Education That Prevent ROTC Access Or Military Recruiting On Campus: Denial Of Grants And Contracts From Department Of Defense, Department Of Education, And Certain Other Departments And Agencies, and 32 C.F.R. 216 Military Recruiting and Reserve Officer Training Corps Program Access to Institutions of Higher Education.

### Reporting

After receiving an award notice, Project Directors without a [dodeagrants.org](https://dodeagrants.org) login should email [info@dodeagrants.org](mailto:info@dodeagrants.org) to create one. Grant recipients must submit semesterly performance reports and an annual performance and financial report. By accepting the award, applicants agree to submit these reports via the [DoDEA Grants](#)

### [Online Reporting System.](#)

**Quarterly Invoice:** This report requirement is fulfilled with the completion of the Standard Form (SF) 270 which is to be accompanied by any grant advance payment or reimbursement request via an attachment on the Wide Area Workflow system. The SF 270 includes information on current expenses and invoices for the submitted period.

**Performance Reports (Semester Reports):** A template will be provided to each awarded grantee. It will include information on programmatic goals to include major successes or major problems that warrant DoDEA attention. This report will be submitted through our DoDEA grants online reporting system (dodeagrants.org) for each fall and spring school year semesters.

**Annual Reports (Annual Performance & Annual Financial):** Two reports are required annually by October 31<sup>st</sup>, a performance report and a financial report. The annual performance report is narrative written by the external evaluator not to exceed 5 pages and should include a cover sheet with grant number, name of external evaluator who authored report and date report was written. The report should include a listing of all activities conducted that year and be explicit about how those activities relate to the grant goals. Additionally, the report should use relevant data to determine if the grant goal baselines are being established, on target or not on target to be met. Appendix that will help to tell the full impact of activities for the reporting cycle are allowable as attachments. The annual financial report requirement is completed through the submission of the SF-425 on the DoDEA grants online reporting system (SF 425).

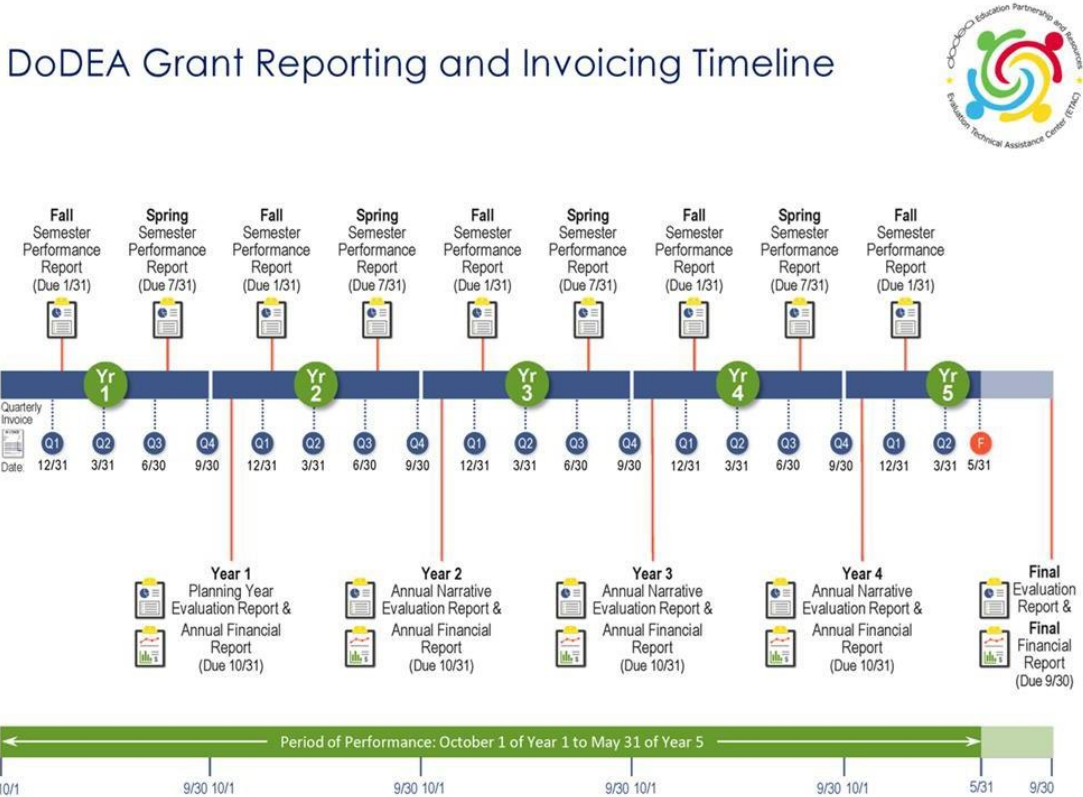
**Final (Closeout) Performance Report & Final (Closeout) Financial Report (Last year of grant award only):** The closeout performance report written by the external evaluator (not to exceed 10 pages) details the full programmatic accomplishments summarized from prior annual reports and a forecast for ongoing program sustainability after the end of the period of performance. The report should clearly state whether the goal(s) were fully met, partially met, or not met. Include, as feasible, examples of educational materials produced, success stories, accomplishments, links to digital materials, and other resultant material from the award. Contents for the Final Performance Report must include the following:

- Cover page with grant number, author, and date
- Executive Summary
- Methodology and Evaluation Questions
- Outputs, Outcomes, Impacts, Transformative Results
- Challenges Encountered
- Lessons Learned
- Sustainability Efforts
- Recommendations for Future Grantees and/or DoDEA  
*What would be replicable or helpful for other grantees to know?*

*What promising practices were revealed through the grant efforts?*

The closeout (final) financial report requirement is complete through the submission of the final SF-425 on the [DoDEA Grants Online Reporting System](#). Table 2 outlines the deliverables timeline as stated above.

Table 2. DoDEA Grant Reporting and Invoicing Timeline



Further guidance will be provided to grantees upon award.

Additionally, the period of performance, the post award reporting requirements, Award Terms and Conditions for Recipient Integrity and Performance Matters (2 U.S.C. 200 Appendix XII) and [2 CFR 180.335](#) and [180.350](#) are applicable as follows:

a. Reporting of Matters Related to Recipient Integrity and Performance

- (1) General Reporting Requirement. If the total value of your currently active grants, cooperative agreements, and procurement contracts from all Federal awarding agencies exceeds \$10,000,000 for any period of time during the period of performance of this Federal award, then you as the recipient during that period of time must

maintain the currency of information reported to the SAM that is made available in the designated integrity and performance system (currently the Federal Awardee Performance and Integrity Information System (FAPIIS)) about civil, criminal, or administrative proceedings described in paragraph 2 of this award term and condition. This is a statutory requirement under section 872 of Public Law 110-417, as amended (41 U.S.C. 2313). As required by section 3010 of Public Law 111-212, all information posted in the designated integrity and performance system on or after April 15, 2011, except past performance reviews required for Federal procurement contracts, will be publicly available.

- (2) Proceedings About Which You Must Report. Submit the information required about each proceeding that:
  - a. Is in connection with the award or performance of a grant, cooperative agreement, or procurement contract from the Federal Government;
  - b. Reached its final disposition during the most recent five-year period; and
  - c. Is one of the following:
    - A criminal proceeding that resulted in a conviction, as defined in paragraph 5 of this award term and condition;
    - A civil proceeding that resulted in a finding of fault and liability and payment of a monetary fine, penalty, reimbursement, restitution, or damages of \$5,000 or more;
    - An administrative proceeding, as defined in paragraph 5. of this award term and condition, which resulted in a finding of fault and liability and your payment of either a monetary fine or penalty of \$5,000 or more or reimbursement, restitution, or damages in excess of \$100,000; or
    - Any other criminal, civil, or administrative proceeding if:
      - (a) It could have led to an outcome described in paragraph 2.c.(i), (ii), or
      - (b) of this award term and condition;
      - (c) It had a different disposition arrived at by consent or compromise with an acknowledgment of fault on your part; and
      - (d) The requirement in this award term and condition to disclose information about the proceeding does not conflict with applicable laws and regulations.
- 3) Reporting Procedures. Enter in the SAM Entity Management area the information that SAM requires about each proceeding described in paragraph 2 of this award term and condition. You do not need to submit the information a second time under assistance awards that you received if you already provided the information through SAM because you were required to do so under Federal procurement contracts that

you were awarded.

- 4) Reporting Frequency. During any period when you are subject to the requirement in paragraph 1 of this award term and condition, you must report proceedings information through SAM for the most recent five-year period, either to report new information about any proceeding(s) that you have not reported previously or affirm that there is no new information to report. Recipients that have Federal contract, grant, and cooperative agreement awards with a cumulative total value greater than \$10,000,000 must disclose semiannually any information about the criminal, civil, and administrative proceedings.
- 5) Definitions. For purposes of this award term and condition:
  - a. Administrative proceeding means a non-judicial process that is adjudicatory in nature to decide of fault or liability (e.g., Securities and Exchange Commission Administrative proceedings, Civilian Board of Contract Appeals proceedings, and Armed Services Board of Contract Appeals proceedings). This includes proceedings at the Federal and State level but only in connection with performance of a Federal contract or grant. It does not include audits, site visits, corrective plans, or inspection of deliverables.
  - b. Conviction, for purposes of this award term and condition, means a judgment or conviction of a criminal offense by any court of competent jurisdiction, whether entered upon a verdict or a plea, and includes a conviction entered upon a plea of nolo contendere.
  - c. Total value of currently active grants, cooperative agreements, and procurement contracts includes:
    - Only the Federal share of the funding under any Federal award with a recipient cost share or match; and
    - The value of all expected funding increments under a Federal award and options, even if not yet exercised.

## **IX. OTHER INFORMATION**

### **Pre-Award Costs**

The amount available through this announcement will be dependent upon final FY 2025 budgetary decisions. Publication of this notice does not obligate DoDEA to award any specific project or to obligate any available funding. If any applicant incurs any costs prior to receiving an award agreement from the authorized DoDEA Grants Officer or DoDEA Grant Program Manager, the applicant does so solely at the LEA's own risk of such costs not being included under an award if an award is made to the applicant. Pre-award costs are not allowed under this award unless prior written approval has been given

by the DoDEA Grants Officer or DoDEA Grant Program Manager in accordance with 2 CFR 200.458 and 200.407.

#### Pre-Award Technical Assistance

Applicants whose applications are recommended for award may be contacted by the DoDEA Grant Program Office or a Grants Officer to discuss additional information required for award. This may include representations and certifications, revised budgets or budget explanations, certificate of current cost or pricing data, and/or other information as applicable to the proposed award.

#### Relevant Details

- The notification email must not be regarded as an authorization to commit or expend funds.
- The Government is not obligated to provide any funding until a Government Grants Officer signs the award document.
- The document signed by the Grants Officer is the official and authorizing award instrument.
- Applicants who did not receive an award are not entitled to a debrief.

#### Certification regarding Restrictions on Lobbying

Grant and Cooperative Agreement awards greater than \$100,000. Grant applicants require a certification of compliance with a national policy mandate concerning lobbying by electronic submission of SF424 as a part of the electronic application submitted via Grants.gov (complete Block 17):

- a. No Federal appropriated funds have been paid or will be paid by or on behalf of the applicant, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the Federal contract, grant, loan, or cooperative agreement, the applicant shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- c. The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all

subrecipients shall certify and disclose accordingly.

- d. This certification is a material representation of fact upon which reliance was placed

when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering this transaction imposed by Section 1352, title 31, U.S.C. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### Code of Conduct

Applicants for grants are required to comply with [2 CFR 200.318\(c\)](#). Conflicts of interest to prevent real or apparent conflicts of interest in the award and administration of any contracts supported by federal funds. This provision will be incorporated into all grants awarded under this NOFO.



**Appendix A: Cover Page Sample and Application Template for Narrative**

Department of Defense Education Activity (DoDEA)  
 Application for Announcement: HE125425R5000  
 Grant Program Applying for: WLARP  
 PROJECT TITLE: Language Expansion for 6-12  
 SCHOOL DISTRICT NAME: XYZ Public Schools  
 SCHOOL ADDRESS: 123 Main Street, Anytown, USA 12233

<b>Project Director</b>	<b>Alternate Point of Contact</b>	<b>Evaluator</b>
Name: John Smith	Name: Jane Jones	Name: Don Kith
Title: Language Coordinator	Title: Director of Learning	Title: Evaluator
Phone: 123-456-7890	Phone: 123-456-7899	Phone: 123-789-0456
Email: jsmith@usdxyz.net	Email: jjones@usdxyz.net	Email: kith.evaluate1@data.edu

Unique Entity Identifier (provided by SAM): **1 2 3 4 5 6 7 A 8**

Total Funds Requested: **\$750,000.00**

Military Installations Served: **Fort XYZCCR**

Competitive Points Applicant? **No**

*If Yes, please select Competitive Points criteria as described on pages 22-23 of this announcement:*

<input type="checkbox"/> Applicant has never received a DoDEA Grant	<input type="checkbox"/> Advanced Enrollment
<input type="checkbox"/> Applicant will not have an active DoDEA Grant by June 1, 2025 and has a successful past performance rating	<input type="checkbox"/> Open Enrollment
	<input type="checkbox"/> Purple Star School(s)

Is this a World Language Advancement and Readiness Program (WLARP) Application? **Yes**

If this is a WLARP application, provide name of High School, Address, and Service JROTC Unit in the district: **XYZ High School, 4545 High Street, Town, State, Army JROTC**

<b>Eligible Grant Schools</b>	<b>Grades</b>	<b>Enrollment SY 23-24</b>			<b>Percentage of military-connected students</b>
		<b>Military</b>	<b>Non-Military</b>	<b>Total</b>	
ABC Middle School	6-8	100	150	250	40%
XYZ Middle School	6-8	150	100	250	60%
XYZ High School	9-12	450	50	500	90%
Total for Grant Proposal	6-12	700	300	1000	NA

//signature of Samantha Smith, Superintendent//

SAMANTHA SMITH, XYZ School District Superintendent

Printed name of Authorized School District Representative, Signature, Date Project

Application Template for Project Narrative:

See Appendix E for scoring criteria

### **Overview Materials**

[insert cover page including enrollment numbers, Abstract of no more than 250 words, and Table of Contents]

### **Executive Summary**

[insert executive summary of no more than 500 words]

### **Needs Assessment and Rationale**

[Insert needs assessment and rationale narrative here]

### **Project Goals**

[Insert project goals narrative here]

### **Project Planning and Implementation Years**

[Insert planning and implementation years narrative here]

### **Logic Model**

[Insert logic model here]

### **Professional Learning Plan**

[insert professional learning plan here]

### **Project Evaluation Plan**

[Insert project evaluation narrative and template here]

### **Sustainability Plan**

[Insert sustainability plan narrative here]

### **Appendix A: Key Personnel**

[Insert key personnel narrative here]

### **Appendix B: Budget Narrative and Detail Budget Table**

[Insert budget narrative and Detail Budget Table here]

### **Additional Appendices**

[Insert any additional supplemental information here – *this will not be included in merit review*]

### Sample Abstract

XYZ school district serves families stationed at a nearby military base. Many military-connected students face reading difficulties due to frequent relocations and deployments. Their high resilience and adaptability can sometimes mask their need for reading intervention. Additionally, the base hosts a program that supports families of service members with disabilities or exceptionalities requiring ongoing medical, educational, or other supports. Consequently, the school district serves a disproportionate number of military-connected students in special education programs, many of whom need additional support and specialized instruction to become proficient readers.

The proposed project aims to strengthen literacy assessment systems, core instruction in primary grades, and tiered interventions in grades 3-12 to help military-connected students acquire essential literacy skills. Data analysis reveals a significant portion of students reading below grade level, highlighting the urgency to address foundational literacy gaps. The project's goals include universal prevention, urgent intervention, and emergency remediation strategies tailored to different grade levels, ensuring all military-connected students achieve reading proficiency. The project seeks to equip educators with the necessary tools and training to effectively address literacy challenges, thereby enhancing educational outcomes and opportunities for military-connected students. (Abstract developed with the assistance of CoPilot, 2025)

**Appendix B: Application Templates**

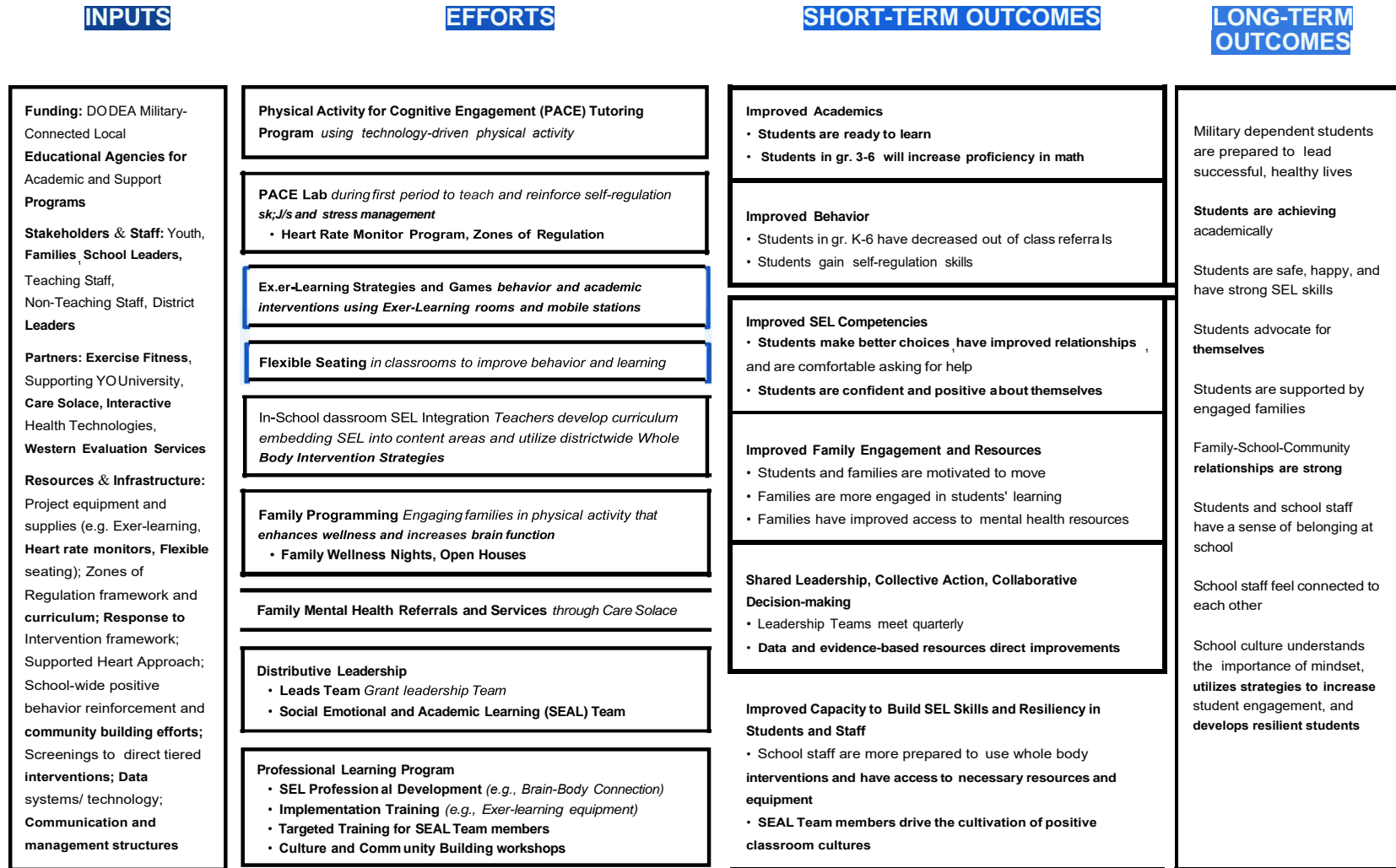
Logic Model

NOTE: The template below is to be considered a description of what could be included in a logic model. There are many ways to approach a logic model, and the next two pages show samples of acceptable logic models for active DoDEA grants.

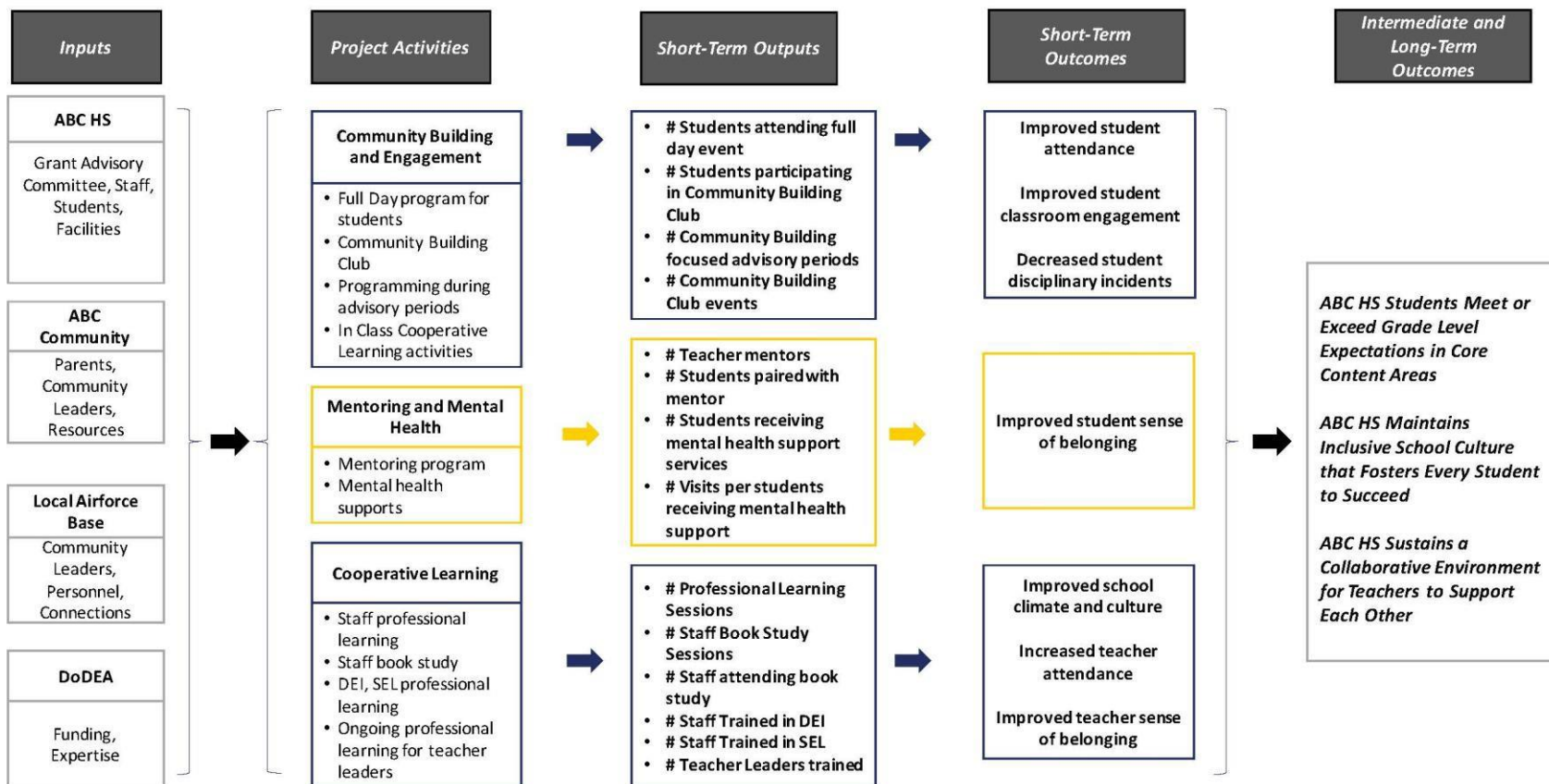
<b>District:</b> (insert district name)			<b>Project Title:</b> (insert project name)		
<b>Assumptions:</b> the beliefs about the program (underlying theories)					
<b>External Factors:</b> the environment in which the program exists					
<b>Goal 1:</b> (insert goal 1 verbiage)					
<b>Goal 2:</b> (insert goal 2 verbiage, if applicable)					
<b>Goal 3:</b> (insert goal 3 verbiage, if applicable)					
<b>Inputs</b>	<b>Activities</b>	<b>Outputs</b>	<b>Short-term Outcomes</b>	<b>Medium-term Outcomes</b>	<b>Long-term Outcomes (Impacts)</b>
<i>Resources for your proposal:</i>	<i>What you do with the resources:</i>	<i>These are direct products of activities:</i>	<i>Changes in learning:</i>	<i>Changes in action:</i>	<i>Changes in conditions:</i>
<ul style="list-style-type: none"> <li>• Personnel</li> <li>• Finances</li> <li>• Evaluation</li> <li>• Supplies/Equipment</li> <li>• Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Activities that use resources to create and deliver outputs</li> </ul>	<ul style="list-style-type: none"> <li>• Workshops</li> <li>• Trainings</li> <li>• Documents</li> <li>• Publications</li> <li>• Participants</li> <li>• Policies</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Skills</li> <li>• Abilities</li> <li>• Attitudes</li> <li>• Awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviors</li> <li>• Practices</li> <li>• Social action</li> <li>• Policies</li> <li>• Motivations</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental</li> <li>• Social</li> <li>• Economic</li> <li>• Civic</li> </ul>
<b><i>Your Planned Work</i></b>			<b><i>Your Intended Results</i></b>		

# Project PACE Logic Model

**Target Population:** ABC School District - Eastern Elementary School, Southern School, Northern Elementary School



Sample Logic Model #2



## Evaluation Plan Template

Ensure alignment to the Evaluation Plan narrative.

<b>Summative Questions</b>	<b>Data Collection Sources/ Instruments*</b>	<b>Data Collection Timeline</b>	<b>Analytical Techniques/Methods</b>
To what extent did the project meet its goals?	Quantitative: Qualitative:	Year 1: Years 2-5:	
What aspects of the project were successful?	Quantitative: Qualitative:	Year 1: Years 2-5:	
What can be learned from the project:	Quantitative: Qualitative:	Year 1: Years 2-5:	
<b>Formative Questions</b>	<b>Data Collection Sources/ Instruments*</b>	<b>Data Collection Timeline</b>	<b>Analytical Techniques/Methods</b>
To what extent are participants (e.g., military-connected students) improving?	Quantitative: Qualitative:	Year 1: Years 2-5:	
What are barriers to success and how did the project address these barriers?	Quantitative: Qualitative:	Year 1: Years 2-5:	
What are the potential recommendations for moving forward with sustainability and/or scalability?	Quantitative: Qualitative:	Year 1: Years 2-5:	

*\*Data collection sources/instruments can be a combination of quantitative and qualitative, or pending the evaluation design, can be one or the other. Successful grant projects can share a broader story of impact when both are included, as appropriate.*

**Appendix C: Sample Detail Budget Table \***

Please submit this table as an excel file with multiple sheets to show the 5-year budget and each single year budget.

<b>Local Education Agency:</b>	XYZ Public Schools	<b>State:</b>	VA	<b>Project Title:</b>	<b><u>Language Expansion for 6-12</u></b>
Detailed Budget					
<b>Total Number of Military-Connected Students at Target School(s)</b>	700	<b>Total Funding Requested</b>	\$750,000.00		
<b>Budget Category</b>	<b>Description</b>	<b>Federal Amount Requested</b>	<b>Percentage of Federal Total</b>	<b>Non-Federal Funds</b>	<b>Goal, Strategy, and/or Action Impacted by the Budget</b>
<i>Personnel</i>					
Project Director	.5 FTE - Salary at \$37,500 per year x 5 years to meet the salary needs for all project initiatives (Link to Labor Agreement is here)	\$187,500.00	25.0%		G1, S1, S2, S3
College Course Completion for teachers	\$1248 per course. If a course is 48 hours in length x \$26 CBA Rate - \$1248 per class. 6 teachers will take 1 course per year for 4 years = 24 college courses completed. 24 x \$1248 (Link to labor agreement is here)	\$29,952.00	4.0%		G1, S3



German Teacher for New Program	.5 FTE - Salary at \$37,500 per year x 4 years for implementation of the German Language (Link to Labor Agreement is here)		0.0%	\$150,000.00	G1, S1, S3
AAPPL Proctor Compensation	10 teachers x 4 hours x \$26 per hour x 5 years (Link to Labor Agreement is here)		0.0%	\$5,200.00	G1, S2
Stipends for teachers to attend professional learning focused on AAPPL strengths and weaknesses as identified through data analysis.	\$26/hour x 52 hours (divided up among 11 teachers) x 4 years = \$5408 (Link to Labor Agreement is here)	\$5,408.00	0.7%		G1, S1, S2
Stipends for teachers to attend summer training focused on how to use technology for international classroom collaboration.	\$26/hour x 10 teachers for a total of 52 hours divided up among the 10 teachers = \$1352 (Link to Labor Agreement is here)	\$1,352.00	0.2%		G1, S2, S3
Stipends for teachers' summer experiences focused on cultural immersive experiences in the target language.	12 hours x \$26/hour x 13 teachers = \$4056 (Link to Labor Agreement is here)	\$4,056.00	0.5%		G1, S1, S2
Personnel Total		\$228,268.00	30.4%	\$155,200.00	

<i>Fringe Benefits</i>					
Fringe Benefits Project Director	Note: Reportable Earnings on \$37,500 per year = \$41,208.79. All percentages except Medicare are on reportable earnings. Medicare (1.45%) \$544, TRS Federal (10.41%) \$4290, TRS EE (9%) \$3709, TRS District (0.58%) \$239, THIS District (0.92%) \$379, Life \$14, Dental & Vision \$657, Medical \$7731 = \$17563/year for 5 years =	\$87,815.00	11.7%		G1, S1, S2, S3
Fringe Benefits German Teachers	Note: Reportable Earnings on \$37,500 per year = \$41,208.79. All percentages except Medicare are on reportable earnings. Medicare (1.45%) \$544, TRS Federal (10.41%) \$4290, TRS EE (9%) \$3709, TRS District (0.58%) \$239, THIS District (0.92%) \$379, Life \$11 = \$9172/year for 4 years =		0.0%	\$36,688.00	G1, S1, S3

Fringe Benefits on Incentives to Complete College Courses	Note: Reportable Earnings on \$29952 per year = \$32914. All percentages except Medicare are on reportable earnings. Medicare (1.45%) \$434, TRS Federal (10.41%) \$3426, TRS EE (9%) \$2962, TRS District (0.58%) \$191, THIS District (0.92%) \$303 = \$7316/year for 4 years =		0.0%	\$29,264.00	G1, S3
Fringe Benefits on stipends for teachers to attend professional learning focused on AAPPL strengths and weaknesses as identified through data analysis.	Note: Reportable Earnings on \$1352 = \$1485.71. All percentages except Medicare are on reportable earnings. Medicare (1.45%) \$20, TRS Federal (10.41%) \$155, TRS EE (9%) \$134, TRS District (0.58%) \$9, THIS District (0.92%) \$14 = \$331 per year for 4 years =	\$1,324.00	0.2%		G1, S1, S2
Fringe Benefits for teachers to attend summer training focused on how to use technology for international classroom collaboration.	Note: Reportable Earnings on \$1352 = \$1485.71. All percentages except Medicare are on reportable earnings. Medicare (1.45%) \$20, TRS Federal (10.41%) \$155, TRS EE (9%) \$134, TRS District (0.58%) \$9, THIS District (0.92%) \$14	\$331.00	0.0%		G1, S1, S2
<b>Fringe Benefit Total</b>		<b>\$89,470.00</b>	<b>11.9%</b>	<b>\$65,952.00</b>	

<b><i>Travel</i></b>					
DoDEA Grant CoP Meeting (Year 1 Only)	DoDEA-required meeting with project director and other staff member (preferably business/finance LEA staff member)	\$4,439.00	0.6%		G1, S1, S2, S3
DoDEA Region CoP Meeting	2 staff members to attend DoDEA Regional in years 1-5. For each year, hotel \$700, Per diem of \$30/day for 3 days, transportation \$310 = \$1100/year x 5 years = \$5500	\$5,500.00	0.7%		G1, S1, S2, S3
Travel Total		\$9,939.00	1.3%	\$ -	
<b><i>Equipment (any single item priced at \$10,000 or more)</i></b>					
			0.0%		
Total Equipment		\$ -	0.0%	\$ -	
<b><i>Supplies (any single item priced at less than \$10,000)</i></b>					
Textbooks and Supplies for teachers to take College Classes in Targeted Language taught by Professor in Target Country	\$200 per class x 24 classes (Link to textbooks is here)	\$4,800.00	0.6%		G1, S3

Chromebooks + Cart	35 Chromebooks at \$380 each + \$815 for cart and \$485 for setup = \$14600 (Amazon link for Chromebook is here)		0.0%	\$14,600.00	G1, S1, S2, S3
Surface Pro 7 Intel Core I7 16 Gig, 256 Gigabytes Laptops for Teachers to Support Classroom Exchange Program	\$1550 per laptop x 11 teachers (Amazon link for pro is here)		0.0%	\$17,050.00	G1, S1, S2, S3
TVs for Classroom Collaborate Exchange Program	\$1240 per TV x 10 Classrooms (Link to TVs is here)	\$12,400.00	1.7%		G1, S2, S3
Headphones for Dialogues - Students in Foreign Countries	40 per classroom x 10 classrooms x \$15 per set (Link to headphones is here)	\$6,000.00	0.8%		G1, S2
Textbooks for German Classes	Classroom Set + Digital Copies - for 110 students for all 4 levels of German. Each book at \$129 (Link to textbooks is here)		0.0%	\$14,190.00	G1, S2
Textbook for French Classes	Classroom Set + Digital Copies - for 165 students for all 3 levels of French. Each book at \$92		0.0%	\$15,180.00	G1, S2
Textbooks for Spanish	Classroom Set + Digital Copy for 896 Spanish Students in levels 1-3 and 90 in Level 4 x \$143 each book	\$140,998.00	18.8%		G1, S2

Textbooks for Mandarin Chinese	Classroom Set + Digital Copy for 80 Chinese Students in Levels 1-3 at the cost of \$125 per books (Link to textbooks is here)	\$10,000.00	1.3%		G1, S2
Applications for Speaking, Listening, Reading and Writing in Target Language	Each Application x 11 Teachers (US = International Chinese) x \$100 per teacher (Link to textbooks is here)		0.0%	\$1,100.00	G1, S2, S3
Whiteboards for Classroom interaction for listening and writing	30 per classroom x 20 sets x \$180 per set - Year 1 and Year 4 = \$180 x 10 year one and \$180 x 10 (Year 4) (Link to Amazon is here)		0.0%	\$3,600.00	G1, S2
Supplies Total		\$174,198.00	23.2%	\$65,720.00	
<b>Contractual</b>					
External Evaluator	301 hours at \$125/hour = \$37,625 + 5 visits to High School at \$75 per trip	\$37,500.00	5.0%	\$500.00	G1, S1, S2, S3
Approved Pre-award cost for Program Development for Grant Proposal	Assisted with Data Compilation to write the grant (refer to Grant Program Manager Email for pre-award cost)	\$1,625.00	0.2%		G1, S1, S2, S3
Contractual Total		\$39,125.00	5.2%	\$500.00	
<b>Other</b>					
Field trips to cultural museums	45 students per year after Year 2, 3, and 4 at cost of \$2,000 per student = 135 students x \$1,000 (Link to field trip which shows fees is here)	\$135,000.00			G1, S1, S2, S3

College Courses for Teachers - Tuition	24 courses x \$3000 tuition per course (Link to course showing price is here)	\$72,000.00	9.6%		G1, S3
AAPPL Exam Fees	AAPPL Exam Fees for students enrolled in World Language 3 and 4. \$20 per student x 20 students per year x 5 year (Link to site showing price is here)	\$2,000.00			G1, S2
Other Total		\$209,000.00	27.9%	\$-	
Indirect Costs					
None charged to grant			0.0%		
Indirect Cost Total		\$-	0.0%		
<b>Total 5 Year Budget</b>		<b>\$750,000.00</b>	<b>100.0%</b>	<b>\$287,372.00</b>	

\*Applicants can add subcategories as needed. Include project costs for all five grant years, matching amounts to SF 424A: Budget for Non-Construction Programs. Provide a yearly breakdown using the Sample Detail Budget Table (one table for all five years and individual tables for each year, totaling six tables). Ensure all entries align with project goals and strategies.

**Appendix D: Approved List of Foreign Languages**

- 1) Acholi
- 2) American Sign Language (ASL)
- 3) Amharic
- 4) Arabic
- 5) Arabic-Levantine
- 6) Arabic-Yemeni
- 7) Azerbaijani
- 8) Balochi
- 9) Bengali
- 10) Burmese
- 11) Chinese (Mandarin)
- 12) French
- 13) German
- 14) Hausa
- 15) Hebrew
- 16) Hindi
- 17) Indonesian
- 18) Japanese
- 19) Kirghiz
- 20) Korean
- 21) Kurdish
- 22) Malay
- 23) Persian-Afghan (Dari)
- 24) Persian-Iranian (Farsi)
- 25) Portuguese
- 26) Punjabi
- 27) Pushtu-Afghan
- 28) Romanian
- 29) Russian
- 30) Serbo-Croatian
- 31) Spanish
- 32) Somali
- 33) Swahili
- 34) Tadjik
- 35) Tagalog
- 36) Thai
- 37) Turkish
- 38) Ukrainian
- 39) Urdu
- 40) Uzbek
- 41) Vietnamese



**Appendix E: Scoring Criteria**

**Table 6. Scoring Criteria**

<b>Project Narrative</b> <i>30-page limit for core content</i> <i>60-page limit for the whole package</i>		<b>Maximum Points</b>	<b>Criteria</b>	
<b>60-page limit</b>	<b>Overview Materials:</b> Cover Page including enrollment numbers, Abstract, and Table of Contents	Pass/Fail <i>Risk Assessment</i>	NA	
	<b>Executive Summary:</b> less than 500 words	Pass/Fail <i>Risk Assessment</i>	NA	
	<b>30-page limit</b>	Needs Assessment and Rationale for the Project	10	Table 7
		Project Goals	10	Table 8
		Planning/Implementation Years Narrative	20	Table 9
		Logic Model	10	Table 10
		Professional Learning Plan	20	Table 11
		Project Evaluation Plan (including template)	15	Table 12
		Sustainability Plan	15	Table 13
	<b>Appendix A:</b> Key Personnel Qualifications	Pass/Fail <i>Risk Assessment</i>	Table 14	
<b>Appendix B:</b> Budget Narrative and Detail Budget Table	Pass/Fail <i>Risk Assessment</i>	Table 15		
<b>Total Possible Points (without competitive points)</b>		<b>100</b>	NA	
<b>Total Possible Points (with competitive points* added)</b> *see pages 22-23 of announcement for details		<b>110</b>	NA (DoDEA determined)	

**Table 7. Criteria for Needs Assessment and Rationale (10 pts)**

<b>Criteria for Needs Assessment and Rationale</b>
<b>Data-Driven Rationale:</b> The needs assessment should provide a clear rationale supported by data that is directly aligned with the project goal(s). For example, if the project aims to improve math scores for military-connected students in grades 6-8, the data should demonstrate an achievement gap or need in that specific area.
<b>Comprehensive Population Inclusion:</b> The needs assessment should include all populations impacted by the project, such as military-connected students and any relevant groups. This ensures that the project addresses the needs of all affected students and provides a holistic view of the target population.
<b>Specific Data on Military-Connected Students:</b> The assessment should provide specific data that supports the needs of military-connected students. This could include data showing that military-connected students are performing below the general student population at the grade level, school, LEA, and/or state levels.
<b>Analysis of Past Efforts and Lessons Learned:</b> The needs assessment should describe specific successes and challenges from previous district efforts, such as past DoDEA grants, and the lessons learned from these experiences. This helps to build on past initiatives and avoid repeating previous mistakes.
<b>Professional Learning and Staff Needs:</b> The assessment should include information on past and current professional learning efforts for staff in the proposed focus area. It should also present the challenges and needs of the staff that must be addressed to improve student outcomes in the focus area. This ensures that the project is supported by a well-prepared and capable staff.

**Table 8. Criteria for Project Goals (10 pts)**

<b>Criteria for Project Goals</b>
<b>Focus and Alignment with Needs Assessment:</b> The project should have no more than three goals that are clearly focused on improving student outcomes. These goals must align with the findings of the needs assessment, ensuring that they address the most critical areas of need identified.
<b>Relevance to Academic Achievement:</b> Goals should specifically reference academic achievement metrics. This includes measures such as state assessments, graduation rates, Advanced Placement (AP) exam scores, and college entrance exam scores, as well as qualitative measures, demonstrating a clear focus on enhancing educational outcomes.
<b>Feasibility and Reasonableness of Desired Outcomes:</b> Desired outcomes should be reasonable and achievable based on past performance data and the information provided in the needs assessment. The goals should be ambitious yet attainable, with a clear rationale for how they will be met.
<b>Use of Baseline Data and Evaluation:</b> The project should utilize baseline data to set measurable outcomes. The plan should include methods for analyzing this data to inform the effectiveness of the strategies employed. This ensures that the project's impact can be accurately assessed and adjusted as needed.
<b>Strategic Alignment and Replicability:</b> Each goal should have no more than three strategies that align with the goal and the identified needs. The project should also include details on how the outcomes and strategies can guide possible replication of successful activities or approaches in other contexts.

**Table 9. Criteria for Planning/Implementation Years Narrative (20 pts)**

<b>Criteria for Planning/Implementation Years (<i>narrative</i>)</b>
<b>Partner Identification and Communication:</b> Identify partners and sustainability planning team members, including points of contact at each target school and leadership; Include a communication plan for all relevant partners, detailing frequency, content, milestones, and implementation benchmarks; Include an updated communication plan to maintain information flow and encourage partner input and involvement regarding project implementation progress and student outcomes
<b>Professional Learning:</b> Provide or arrange for appropriate professional learning opportunities to prepare staff to implement strategies with fidelity; Provide various types of professional learning opportunities (e.g., job-embedded coaching, demonstration classrooms, coach-supported PLCs, ongoing sessions from experts) and determine when they should be implemented; Include methods to monitor and revise professional learning efforts based on data
<b>Collaboration with Evaluator:</b> Collaborate with the evaluator to determine a plan and timeline for implementation activities, data collection methods, and tools necessary to monitor and revise implementation as needed; Collaborate with the external evaluator to provide strategy and professional learning data collected from each target school; Use project data to monitor and redirect project activities as needed
<b>Financial and Internal Controls:</b> Include a viable plan with the district’s business office regarding financial processes related to grant management and processes to track budget expenditures; Provide a plan of action for internal controls and monitoring processes, including formal and informal networks to implement problem-solving procedures to overcome implementation barriers
<b>Implementation Activities and Monitoring:</b> Determine key implementation activities to support each strategy and when these activities should be implemented; The effectiveness of these activities will be established after the award

**Table 10. Criteria for Logic Model (10 pts)**

<b>Criteria for Logic Model</b>
<b>Clarity and Coherence:</b> The logic model should be clear and easy to understand, with a logical flow from inputs to outcomes. It should coherently link resources, activities, outputs, and outcomes, demonstrating how each component contributes to the overall goals of the project.
<b>Alignment with Goals and Objectives:</b> The logic model should align with the stated goals and objectives of the grant application. It should clearly show how the proposed activities and outputs will lead to the desired short-term, intermediate, and long-term outcomes.
<b>Feasibility and Realism:</b> The logic model should present a realistic and feasible plan. The proposed activities should be achievable within the given timeframe and with the available resources. It should also consider potential challenges and include strategies to address them.
<b>Measurable Outcomes:</b> The logic model should include specific, measurable outcomes that can be used to assess the success of the project. These outcomes should be clearly defined and linked to the activities and outputs, with appropriate indicators for monitoring progress.
<b>Partner Involvement:</b> The logic model should demonstrate how partners are involved in the project. This includes identifying key partners, outlining their roles and responsibilities, and showing how their input and feedback will be incorporated into the project’s implementation and evaluation.

**Table 11. Criteria for Professional Learning Plan (20 pts)**

<b>Criteria for Professional Learning Plan</b>
<b>Alignment with Educational Goals:</b> The professional learning plan should align with the project goals and the overall educational goals and objectives of the school or district. It should clearly demonstrate how the proposed professional learning activities will support and enhance instructional practices to achieve project goals.
<b>Implementation and Timeline:</b> The plan should include a detailed implementation timeline that outlines when and how the professional learning activities will take place. This timeline should be realistic and consider the school calendar, allowing for adequate time for preparation, delivery, and follow-up.
<b>Monitoring and Evaluation:</b> The plan should include methods for monitoring and evaluating the effectiveness of the professional learning activities. This involves setting clear, measurable goals and using data to assess whether these goals are being met. Continuous feedback mechanisms should be in place to make necessary adjustments and improvements.
<b>Involvement and Support:</b> The plan should demonstrate how teachers, administrators, district leaders and/or possibly parents are involved in the development and implementation of the professional learning activities. It should also show how the plan will be supported by school/district leadership and how it will foster a culture of continuous professional growth.
<b>Comprehensive and Diverse Learning Opportunities:</b> The plan should offer a variety of professional learning opportunities that cater to different learning styles and needs. This can include, but is not limited to, workshops, job-embedded coaching, peer collaboration, online courses, relevant conferences, and/or ongoing sessions from experts. The diversity of opportunities ensures that all staff members can benefit and apply new strategies effectively.

**Table 12. Criteria for Project Evaluation Plan (15 pts)**

<b>Criteria for Project Evaluation Plan (<i>narrative and template</i>)</b>
<b>Comprehensive Evaluation Questions and Methods:</b> The evaluation plan should include a proportional set of summative and formative questions (no more than three each) and appropriate evaluation methods and tools. There should be a clear intent to disaggregate military-connected student data, as appropriate. This ensures that both the overall impact and the ongoing progress of the project are effectively assessed.
<b>Outcome Analysis and Goal Tracking:</b> The plan should show evidence of analyzing outcomes to determine if project goals are on target, not on target, or if baseline data is being established throughout the life of the grant. This helps in tracking progress and making necessary adjustments to stay aligned with project goals.
<b>Continuous Monitoring and Adjustment:</b> The plan should demonstrate evidence of analyzing successes and challenges throughout the life of the grant, with opportunities to monitor and adjust based on data. This ensures that the project can respond to emerging issues and capitalize on successful strategies.
<b>Recommendations for Improvement and Sustainability:</b> The plan should include opportunities to

make recommendations for improving or maintaining outcomes in the next year and for sustaining the project in the final year. This ensures that the project has a clear path for continuous improvement and long-term sustainability.

**Alignment with Reporting Requirements:** The evaluation plan should align with DoDEA expectations for reporting, including annual evaluation reports and the final closeout report. This ensures that the project meets all necessary reporting standards and provides comprehensive documentation of its progress and outcomes.

**Table 13. Criteria for Sustainability Plan (15 pts)**

<b>Criteria for Sustainability</b>
<b>Initial and Ongoing Refinement of Sustainability Plan:</b> The sustainability plan should provide a detailed description of the initial plan and outline how the district will continue to refine and improve the plan throughout the life of the grant. This ensures that the plan is dynamic and responsive to changing needs and circumstances.
<b>Use of Project Data for Sustainability:</b> The plan should include information on how project data will be used to build and revise the sustainability plan. This demonstrates a data-driven approach to ensuring the project's long-term viability and effectiveness.
<b>Identification of Sustainability Needs and Partners:</b> The plan should identify the sustainability needs of the project, including potential partners such as military installations, businesses, and community organizations, as well as financial needs. This ensures that the project has the necessary resources and support to continue beyond the grant period.
<b>Succession Planning for Staffing:</b> The plan should include a clear succession plan for staffing to ensure continuity of the project. This involves identifying key roles and responsibilities and planning for transitions to maintain project momentum and effectiveness.
<b>Mitigation Strategies for Barriers to Sustainability:</b> The plan should include strategies to mitigate potential barriers to sustainability. This involves identifying possible challenges and outlining proactive measures to address them, ensuring the project can overcome obstacles and remain sustainable.

**Table 14. Criteria for Key Personnel (Risk Assessment)**

<b>Criteria for Key Personnel (Project Director, External Evaluator)</b>
<b>Project Director's Expertise and Problem-Solving Skills:</b> The Project Director should use their background knowledge and experience to effectively direct the project, including addressing barriers and challenges (e.g., poor staff buy-in, school leadership turnover, low bandwidth for technology devices) collaboratively with district and/or school staff. This ensures that the Project Director is capable of navigating and mitigating potential issues that may arise during the project.
<b>Monitoring and Implementation Oversight:</b> The Project Director should utilize the project plan activities and tools presented in the planning and implementation year templates to continually monitor and redirect strategy and professional learning implementation. This criterion ensures that the Project Director is actively engaged in overseeing the project's progress and making necessary adjustments to stay on track.
<b>Data Management and Analysis:</b> The Project Director should provide the external evaluator with

formative and summative project data to analyze project progress and student outcomes. This involves collecting, managing, and sharing relevant data to facilitate thorough evaluation and continuous improvement of the project.
<b>Evaluator's Analytical and Visualization Skills:</b> The External Evaluator should use different types of metrics (e.g., quantitative, qualitative), conduct higher-level analyses, and effectively use data visualization to show progress toward goals. This ensures that the evaluator can comprehensively assess the project's impact and communicate findings clearly.
<b>Collaborative and Participatory Evaluation Approaches:</b> The External Evaluator should use collaborative and participatory approaches for working with project staff, providing actionable information to improve strategy and professional learning implementation for ongoing implementation and sustainability. This criterion emphasizes the importance of involving project staff in the evaluation process and using feedback to enhance project outcomes.
<b>Format:</b> The narrative is no more than two pages in length and is submitted as Appendix A.

**Table 15. Criteria for Budget Narrative and Detail Budget Table (Risk Assessment)**

<b>Criteria for Budget Narrative and Detail Budget Table</b>
<b>Clear Overview and Rationale:</b> The budget narrative should provide a clear overview and rationale for how grant funds (and any cost matching funds) will be allocated across each budget category (Personnel, Fringe, Travel, Supplies, Contractual, Other, and Indirect Costs). This ensures that the allocation of funds is justified and aligns with the project goals.
<b>Alignment Between Narrative and Budget Table:</b> There should be a strong alignment between the budget narrative and the detailed budget table. Each item in the budget table should be clearly explained and justified in the narrative, ensuring consistency and transparency in how funds will be used.
<b>Detailed Role and FTE Identification:</b> The budget narrative and table should identify the role/position and Full-Time Equivalent (FTE) for each person involved in the project, ensuring that the scope of their involvement is reasonable and necessary for the project's success. The narrative should include a clear description of each role's responsibilities and how they contribute to the project.
<b>Cost Per Unit and Evidence of Allocable Costs:</b> The budget table should outline the cost per unit item and provide evidence (e.g., quotes, websites, invoices) for all allocable costs. This includes accessible links to sources of cost estimates, ensuring transparency and accuracy in the budgeting process.
<b>Format:</b> The budget narrative is labeled as Appendix B and included in the submission document. The budget table is submitted as an MS Excel file and labeled as Appendix B.