



U.S. Department of Health and Human Services
on behalf of the U.S. Department of Education

Promise Neighborhoods

Assistance Listing Number: 84.215N

FY 2026 Grant Competition

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Program Information

The Administration for Children and Families at the U.S. Department of Health and Human Services (HHS) is soliciting applications in support of the administration of the Promise Neighborhoods (PN) program on behalf of the U.S. Department of Education (ED). The purpose of the PN program is to significantly improve the academic and developmental outcomes of children and youth living in the most distressed communities of the United States, including ensuring school readiness, high school graduation, and access to a community-based continuum of high-quality services. The program serves neighborhoods with high concentrations of individuals with low incomes; multiple signs of distress, which may include high rates of poverty, childhood obesity, academic challenges, and juvenile delinquency, adjudication, or incarceration; and adverse childhood experiences; and also serves schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) of the Elementary and

Secondary Education Act, as amended (ESEA). All strategies in the continuum of solutions must be accessible to children with disabilities and English learners.

Assistance Listing Number: 84.215N.

Program Authority: [20 U.S.C. 7273-7274](#).

OMB Control Number: 1894-0006.¹

For Further Information: Rich Wilson.

Phone: (202) 453-6709. Email:

PromiseNeighborhoods@ed.gov.

Type of Award: Discretionary grants.

Estimated Available Funds: \$52,000,000.

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

Estimated Range of Awards: \$4,000,000 to \$6,000,000 for implementation awards.

Estimated Average Size of Awards: \$6,000,000 for implementation awards.

Estimated Number of Awards: 9 implementation awards.

Project Period: 60 months for implementation awards.

¹ According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 216 hours per response, including time for reviewing instructions, searching existing data sources, gathering, and maintaining the data needed, and completing and

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

Application Deadline: August 6, 2026.

governing the grant competition. ED is not bound by any estimates in this notice.

Note: This application notice and instructions is the official document

Eligibility

Eligible Applicants

Under section 4622 of the ESEA, an eligible entity must be one of the following:

- (a) An institution of higher education (IHE), as defined in section 102 of the Higher Education Act of 1965, as amended (HEA) ([20 U.S.C. 1002](#));
- (b) An Indian Tribe or Tribal organization, as defined in section 4 of the Indian Self-Determination and Education Assistance Act ([25 U.S.C. 5304](#)); or
- (c) One or more nonprofit entities working in formal partnership with not less than one of the following entities:
 - (i) A high-need local educational agency (LEA).
 - (ii) An IHE, as defined in section 102 of the HEA ([20 U.S.C. 1002](#)).
 - (iii) The office of a chief elected official of a unit of local government.
 - (iv) An Indian Tribe or Tribal organization, as defined under section 4 of the Indian Self-Determination and Education Assistance Act ([25 U.S.C. 5304](#)).

Note: If you are a nonprofit organization, under [34 CFR 75.51](#), you may demonstrate your nonprofit status by providing (1) proof that the Internal Revenue Service currently recognizes the applicant as an organization to which contributions are tax deductible under section 501(c)(3) of the Internal Revenue Code; (2) a statement from a State taxing body or the State attorney general certifying that the organization is a nonprofit organization operating within the State and that no part of its net earnings may lawfully benefit any private shareholder or individual; or (3) a certified copy of the applicant's certificate of incorporation or similar document if it clearly establishes the nonprofit status of the applicant.

Costs

Cost Sharing or Matching

Under section 4623(d)(1)(A) of the ESEA, to be eligible for a grant under this competition, an applicant must demonstrate a commitment from one or more entities in the public or private sector, which may include Federal, State, and local public agencies, philanthropic organizations, and private sources, to provide matching funds.

An applicant proposing a project that meets Absolute Priority 1—Non-Rural and Non-Tribal Communities must obtain matching funds or in-kind donations equal to at least 100 percent of its grant award.²

An applicant proposing a project that meets Absolute Priority 2—Rural Applicants or Absolute Priority 3—Tribal Communities must obtain matching funds or in-kind donations equal to at least 50 percent of its grant award.³

Eligible sources of matching funds include sources of funds used to pay for solutions within the pipeline services, initiatives supported by the LEA, or public health services for children in the neighborhood. At least 10 percent of an applicant's total match must be cash or in-kind contributions from the private sector, which may include philanthropic organizations or private sources.⁴

Applicants must demonstrate a commitment of matching funds in the application. Applicants must specify the source of the funds or contributions and, in the case of a third-party in-kind contribution, describe how the value was determined for the donated or contributed goods or service.⁵ Applicants must demonstrate the match commitment by including letters in their applications explaining the type and quantity of the match commitment with original signatures from the executives of organizations or agencies providing the match. If an application does not include this information, the applicant will be deemed ineligible and will not be reviewed in the peer review process.

ED may consider decreasing the matching requirement in the most exceptional circumstances, on a case-by-case basis.⁶ An applicant that is unable to meet the matching requirement must include in its application a request to ED to reduce the matching requirement, including the amount of the requested reduction, the total remaining match

² Section 4623(d)(1)(A) of the ESEA

³ Section 4623(d)(1)(C) of the ESEA

⁴ Section 4623(d)(1)(B) of the ESEA

⁵ Section 4623(d)(1)(B) of the ESEA

⁶ Section 4623(d)(1)(D) of the ESEA

contribution, and a statement of the basis for the request. ED will grant this request only if an applicant demonstrates a significant financial hardship.⁷

An applicant should review the ED's cost-sharing and cost matching regulations, which include specific limitations, in [2 CFR 200.306](#), and the cost principles regarding donations, capital assets, depreciations, and allowable costs, in subpart E of [2 CFR part 200](#).

Indirect Cost Rate Information

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

Administrative Cost Limitation

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

Subgrantees

The grantee may award subgrants to entities it has identified in an approved application or that it selects through a competition under procedures established by the grantee.

Submission Requirements and Deadlines

Applications Available	May 8, 2026
Notice of Intent to Apply Deadline	June 22, 2026
Application Deadline	August 6, 2026
Deadline for Intergovernmental Review	October 6, 2026

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

⁷ Id.

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

Priorities

This notice includes three absolute priorities and three competitive preference priorities. Absolute Priorities 1 to 3 are from the Final Priorities, Requirements, Definitions, and Selection Criteria for this program published in the *Federal Register* on January 19, 2021 ([86 FR 5009](#)) (PN NFP). Absolute Priority 2 is from [34 CFR 75.227](#). Competitive Preference Priority 1 is from the Secretary's Supplemental Priorities and Definitions on Evidence-Based Literacy, Education Choice, and Returning Education to the States (2025 Supplemental Priorities), published in the *Federal Register* on September 9, 2025 ([90 FR 43514](#)). Competitive Preference Priorities 2 and 3 are from the Secretary's Supplemental Priority and Definitions on Meaningful Learning Opportunities (Meaningful Learning Opportunities Supplemental Priority), published in the *Federal Register* on February 12, 2026 ([91 FR 6625](#)).

Absolute Priority: Absolute Priorities 1, 2, and 3 constitute their own funding categories. ED intends to award grants under each of these funding categories, provided that applications of sufficient quality are submitted. To ensure that applicants are considered for the correct type of grant, applicants must clearly identify the specific absolute priority that the proposed project addresses in the abstract.

Competitive Preference Priorities: An application may receive a maximum of 5 additional points each under Competitive Preference Priorities 1, 2 and 3, for a maximum of 15 additional points. ED will not review or award points for the competitive preference priority if an applicant fails to clearly identify it as a competitive preference priority that it wishes ED to consider for purposes of awarding competitive preference priority points.

<i>Priority Type</i>	<i>Priority Title</i>	Required	Priority Language	Points
<i>Absolute Priority 1</i>	<i>Non-Rural and Non-Tribal Communities</i>	Yes, Absolute Priority 1, 2, or 3	To meet this priority, an applicant must propose to implement a PN strategy that serves one or more non-rural or non-Tribal communities.	Not applicable
<i>Absolute Priority 2</i>	<i>Rural Communities</i>	Yes, Absolute Priority 1, 2, or 3	Under this priority, an applicant must demonstrate one or more of the following: (a) The applicant proposes to serve a local educational agency (LEA) that is eligible	Not applicable

Priority Type	Priority Title	Required	Priority Language	Points
			<p>under the Small Rural School Achievement (SRSA) program or the Rural and Low-Income School (RLIS) program authorized under Title V, Part B of the ESEA.</p> <p>(b) The applicant proposes to serve a community that is served by one or more LEAs with a locale code of 32, 33, 41, 42, or 43.</p> <p>(c) The applicant proposes a project in which a majority of the schools served have a locale code of 32, 33, 41, 42, or 43.</p> <p>(d) The applicant is an institution of higher education (IHE) with a rural campus setting, or the applicant proposes to serve a campus with a rural setting. Rural settings include any of the following: Town-Fringe, Town-Distant, Town-Remote, Rural-Fringe, Rural-Distant, Rural-Remote, as defined by the National Center for Education Statistics (NCES) College Navigator search tool.</p> <p><i>Note:</i> To determine whether a particular LEA is eligible for SRSA or RLIS, refer to ED's website. Applicants are encouraged to retrieve locale codes from NCES School District search tool, where LEAs can be looked up individually to retrieve locale codes, and the Public School search tool, where individual schools can be looked up to retrieve locale codes. Applicants are encouraged to retrieve campus</p>	

<i>Priority Type</i>	<i>Priority Title</i>	<i>Required</i>	<i>Priority Language</i>	<i>Points</i>
			settings from the NCES College Navigator search tool , where IHEs can be looked up individually to determine the campus setting.	
<i>Absolute Priority 3</i>	<i>Tribal Communities</i>	Yes, Absolute Priority 1, 2, or 3	To meet this priority, an applicant must propose to implement a PN strategy that serves one or more Indian Tribes (as defined in this notice).	Not Applicable
<i>Competitive Preference Priority 1</i>	<i>Promoting Evidence-Based Literacy</i>	No	<p>Projects or proposals to do one or more of the following:</p> <ul style="list-style-type: none"> (a) Advance, increase, or expand evidence-based literacy instruction (as defined in this notice), or (b) Focus on evidence-based literacy instruction (as defined in this notice). <p><i>Note:</i> An applicant must identify at least one, but no more than two, citations for the purposes of meeting the evidence requirements under this competitive preference priority. An applicant must ensure that all evidence is available to ED from publicly available sources and provide links or other guidance indicating where it is available.</p>	Up to 5 points
<i>Competitive Preference Priority 2</i>	<i>Meaningful Learning Opportunities—High-Quality Interventions or Accelerated Learning Supports for Students and Supporting Families</i>	No	<p>Projects or proposals that are designed to do one or more of the following:</p> <ul style="list-style-type: none"> (a) Expand high-quality interventions or accelerated learning supports for students based on strong, moderate, or promising evidence (as defined in 34 CFR 77.1) aimed at improving student outcomes through one or more of the following priority areas: 	Up to 5 points

<i>Priority Type</i>	<i>Priority Title</i>	Required	Priority Language	Points
			<ul style="list-style-type: none"> <li data-bbox="943 243 1295 583">(i) Providing remedial or accelerated learning opportunities focused on individualized, differentiated, and scaffolded supports for students to access grade-level (or above grade-level) content; <li data-bbox="943 590 1295 1398">(ii) Implementing, expanding, or scaling high-impact tutoring programs that occur during the regular school day, are aligned with practices to accelerate student learning in literacy and mathematics, and which include innovative delivery models or approaches, that may include outcomes-based contracting, artificial intelligence (AI), technology-enabled platforms, or strategic partnerships and staffing; or <li data-bbox="943 1404 1295 1514">(iii) Leveraging outcomes-based contracting or grantmaking. <li data-bbox="846 1520 1295 1812">(b) Supporting families in providing meaningful at-home learning, which can include providing resources, educational materials, and access to learning platforms to support student learning needs. 	

<i>Priority Type</i>	<i>Priority Title</i>	<i>Required</i>	<i>Priority Language</i>	<i>Points</i>
<i>Competitive Preference Priority 3</i>	<i>Meaningful Learning Opportunities—Career Connected Learning</i>	No	<p>Projects or proposals that are designed to do one or more of the following:</p> <ul style="list-style-type: none"> (a) Provide career-connected learning through one or more of the following priority areas: <ul style="list-style-type: none"> (i) Providing career and academic advising and mentorship opportunities for all students; (ii) Integrating career-connected and work-based learning into K-12 education, including approaches to help all students connect core academic instruction with real-world career skills and foster career awareness, exploration, and preparation throughout their education journey; or (iii) Supporting vocational rehabilitation for students with disabilities (pre-employment transition services and transition services). 	Up to 5 points

Application Requirements

Applicants must meet the following application and program requirements from section 4624 of the ESEA and the PN NFP.

Application Requirements: The application requirements are as follows:

(a) A plan to significantly improve the academic outcomes of children living in the geographically defined area (neighborhood) that is served by the eligible entity by providing pipeline services that address the needs of children in the neighborhood, as identified by the needs analysis, and that is supported by effective practices.

(b) A description of the neighborhood the eligible entity will serve.

Note: Applicants may propose to serve multiple, non-contiguous geographically defined areas. In cases where target areas are non-contiguous, the applicant should explain its rationale for including non-contiguous areas.

(c) An analysis of the needs and assets of the neighborhood, including:

(i) The size and scope of the population affected;

(ii) A description of the process through which the needs analysis was produced, including a description of how parents, families, and community members were engaged in such analysis;

(iii) An analysis of community assets and collaborative efforts (including programs already provided from Federal and non-Federal sources) within, or accessible to, the neighborhood, including, at a minimum, early learning opportunities, family and student supports, local businesses, LEAs, and IHEs;

(iv) The steps that the eligible entity is taking at the time of the application to address the needs identified in the needs analysis; and

(v) Any barriers the eligible entity, public agencies, and other community-based organizations have faced in meeting such needs.

(d) A description of all information the entity used to identify the pipeline services to be provided, which shall not include information that is more than three years old. This description should address how the eligible entity plans to collect data on children served by each pipeline service and increase the percentage of children served over time.

(e) A description of how the pipeline services will facilitate the coordination of the following activities:

(i) Providing early learning opportunities for children, including by:

(1) Providing opportunities for families to acquire the skills to promote early learning and child development; and

(2) Ensuring appropriate diagnostic assessments and referrals for children with disabilities and children aged 3 through 9 experiencing developmental delays, consistent with the Individuals with Disabilities Education Act (IDEA) ([20 U.S.C. 1400](#) et seq.), where applicable.

- (ii) Supporting, enhancing, operating, or expanding rigorous, comprehensive, effective educational improvements, which may include high-quality academic programs, expanded learning time, and programs and activities to prepare students for postsecondary education admissions and success.
- (iii) Supporting partnerships between schools and other community resources with an integrated focus on academics and other social, health, and familial supports.
- (iv) Providing social, health, nutrition, and mental health services and supports, for children, family members, and community members, which may include services provided within the school building.
- (v) Supporting evidence-based programs that assist students through school transitions, which may include expanding access to postsecondary education courses and postsecondary education enrollment aid or guidance, and other supports for at-risk youth.

(f) Each applicant must submit, as part of its application, a preliminary memorandum of understanding, signed by each organization or agency with which it would partner in implementing the proposed PN program. Within the preliminary memorandum of understanding, all applicants must detail each partner's financial, programmatic, and long-term commitment with respect to the strategies described in the application. Under section 4624(c) of the ESEA, applicants that are nonprofit entities must submit a preliminary memorandum of understanding signed by each partner entity or agency, which must include at least one of the following: A high-need LEA; an IHE, as defined in section 102 of the HEA ([20 U.S.C. 1002](#)); the office of a chief elected official of a unit of local government; or an Indian Tribe or Tribal organization as defined in section 4 of the Indian Self-Determination and Education Assistance Act ([25 U.S.C. 5304](#)).

(g) A description of the process used to develop the application, including the involvement of family and community members. In addressing this paragraph, an applicant must provide a description of the process used to develop the application, which must include the involvement of an LEA(s) (including but not limited to the LEA's or LEAs' involvement in the creation and planning of the application and a signed

Memorandum of Understanding) and at least one public elementary or secondary school that is located within the identified geographic area that the grant will serve.

(h) A description of the strategies that will be used to provide pipeline services (including a description of which programs and services will be provided to children, family members, community members, and children within the neighborhood) to support the purpose of the PN program.

(i) An explanation of the process the eligible entity will use to establish and maintain family and community engagement, including:

- (i) Involving representative participation by the members of such neighborhood in the planning and implementation of the activities of each grant awarded;
- (ii) The provision of strategies and practices to assist family and community members in actively supporting student achievement and child development;
- (iii) Providing services for students, families, and communities within the school building; and
- (iv) Collaboration with IHEs, workforce development centers, and employers to align expectations and programming with postsecondary education and workforce readiness.

(j) Measurable annual objectives and outcomes for the grant, in accordance with the metrics described in the Promise Neighborhoods Performance Indicators for each year of the grant.

k) An explanation of how the eligible entity will continuously evaluate and improve the continuum of high-quality pipeline services to provide for continuous program improvement and potential expansion.

(l) In addressing the application requirements in paragraphs (c), (d), and (e), an applicant must clearly demonstrate needs, including a segmentation analysis, gaps in services, and any available data from within the last 3 years to demonstrate needs. The applicant must also describe proposed activities that address these needs and the extent to which these activities are evidence-based (as defined in this notice). The applicant must also describe its experience, or its partner organizations' experience, if applicable, providing these activities, including any data demonstrating effectiveness.

Program Requirements

Each applicant that receives a grant award for the PN competition must use the grant funds to implement the pipeline services and continuously evaluate the success of the program and improve the program based on data and outcomes.⁸ Applicants may use not less than 50 percent of grant funds in year one, and not less than 25 percent of grant funds in year two, for planning activities to develop and implement pipeline services.

Each eligible entity that receives a grant under this program must prepare and submit an annual report to ED that includes the following: (1) information about the number and percentage of children in the neighborhood who are served by the grant program, including a description of the number and percentage of children accessing each support service offered as part of the pipeline of services; and (2) information relating to the metrics established under the Promise Neighborhood Performance Indicators.

In addition, grantees must make these data publicly available, including through electronic means. To the extent practicable, and as required by law, such information must be provided in a form and language accessible to parents and families in the neighborhood served under the PN grant. Data on academic indicators pertinent to the PN program already will be, in most cases, part of statewide longitudinal data systems.

Selection Criteria

The selection criteria for this competition are from [34 CFR 75.210](#). Selection criteria outline how the application will be scored. The maximum possible total score an application can receive for addressing the criteria is 100 points. The maximum possible score for addressing each criterion is indicated in parentheses following the criterion.

- (a) *Quality of the project design (up to 40 points)*: The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers:
- (i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified, measurable, and ambitious yet achievable within the project period, and aligned with the purposes of the grant program. (Up to 10 points)
 - (ii) The extent to which the design of the proposed project demonstrates meaningful community engagement and input to ensure that the project is appropriate to

⁸ Section 4624(d) of the ESEA

successfully address the needs of the target population or other identified needs and will be used to inform continuous improvement strategies. (Up to 10 points)

(iii) The quality of the logic model or other conceptual framework underlying the proposed project, including how inputs are related to outcomes. (Up to 10 points)

(iv) The extent to which the proposed project's logic model or other conceptual framework was developed based on engagement of a broad range of community members and partners. (Up to 10 points)

(b) *Quality of the management plan (Up to 30 points):* The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers:

(i) The feasibility of the management plan to achieve project objectives and goals on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (Up to 10 points)

(ii) The adequacy of plans for ensuring the use of quantitative and qualitative data, including meaningful community member and partner input, to inform continuous improvement in the operation of the proposed project. (Up to 10 points)

(iii) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. (Up to 10 points)

(c) *Adequacy of resources (Up to 30 points):* The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers:

(i) The adequacy of support for the project, including facilities, equipment, supplies, and other resources, from the applicant or the lead applicant organization. (Up to 10 points)

(ii) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (Up to 10 points)

(iii) The level of initial matching funds or other commitment from partners, indicating the likelihood for potential continued support of the project after Federal funding ends. (Up to 10 points)

Performance Measures

ED has established performance indicators (*i.e.*, performance measures) for the PN program under section 4624(h) of the ESEA and [34 CFR 75.110](#). Performance indicators established by the Secretary include improved academic and development outcomes for children, including indicators of school readiness, high school graduation, postsecondary education and career readiness, and other academic and developmental outcomes. These outcomes promote data-driven decision-making and access to a community-based continuum of high-quality services for children living in the most distressed communities of the United States, beginning at birth. All grantees will be required to submit data annually against these performance measures as part of their annual performance report.

Applications must describe:

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

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

ED establishes the following performance indicators under section 4624(h) of the ESEA and [34 CFR 75.110](#):

Result	Indicator	Recommended Source
1. Children enter kindergarten ready to succeed in school	1. Number and percentage of children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning as determined using developmentally appropriate early learning measures	Administrative data from LEA.
2. Students are proficient in core academic subjects	2.1. Number and percentage of students at or above grade level according to State mathematics assessments in at least the grades required by the ESEA (third through eighth grades and once in high school) 2.2. Number and percentage of students at or above grade level	

Result	Indicator	Recommended Source
	according to State English language arts assessments in at least the grades required by the ESEA	
3. Students successfully transition from middle school grades to high school	3.1. Attendance rate of students in sixth, seventh, eighth, and ninth grade as defined by average daily attendance 3.2. Chronic absenteeism rate of students in sixth, seventh, eighth, and ninth grades	
4. Youth graduate from high school	4. 4-year adjusted cohort graduation rate	
5. High school graduates obtain a postsecondary degree, certification or credential	5.1. Number and percentage of Promise Neighborhood students who enroll in a 2-year or 4-year college or university after graduation 5.2. Number and percent of Promise Neighborhood students who graduate from a 2-year or 4-year college or university or vocational certification completion	Third party data such as the National Student Clearinghouse.
6. Students are healthy	6. Number and percentage of children who consume five or more servings of fruits and vegetables daily	Neighborhood survey, school climate survey or other reliable data source for population level data collection.
7. Students feel safe at school and in their community	7. Number and percentage of children who feel safe at school and traveling to and from school as measured by a school climate survey	
8. Students live in stable communities	8. Student mobility rate (as defined in the notice)	
9. Families and community members support learning in PN schools	9.1. Number and percentage of parents or family members that read to or encourage their children to read three or more times a week or reported their child reads to themselves three or	

Result	Indicator	Recommended Source
	more times a week (birth-eighth grade) 9.2. Number and percentage of parents/family members who report talking about the importance of college and career (ninth-12th grade)	
10. Students have access to 21st century learning tools	10. Number and percentage of students who have school and home access to broadband internet and a connected computing device	

Application Submission Information

Pre-Application Webinar

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

Registration

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

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

SAM.gov

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

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

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

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

Grants.gov

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

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

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

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

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

Intergovernmental Review

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

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

Verify Submission

Verify that Grants.gov received your application submission on time and that it was validated successfully. To see the date/time your application was received, log in to Grants.gov and click on the Track My Application link. For a successful submission, the

date/time received should be earlier than 11:59:59 p.m. Eastern Time, on the deadline date, AND the application status should be: Validated, Received by Agency, or Agency Tracking Number Assigned.

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

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

Helpful Hints When Working with Grants.gov

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

Submission Problems – What should you do?

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

Application Review Information

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

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

- (c) Concerning the applicant's failure under any ED program to submit a performance report or its submission of a performance report of unacceptable quality.

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

In addition, in making a competitive grant award, ED requires various assurances including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from ED ([34 CFR 100.4](#), [104.5](#), [106.4](#), [108.8](#), and [110.23](#)).

Under section 4623 of the ESEA, we consider the following additional factor in selecting an application for an award:

- (a) ED must ensure that at least 15% of grant funding is awarded to eligible entities that propose to carry out activities in rural areas unless ED does not receive enough applications of sufficient quality.

Definitions

The definition for “pipeline services” is from section 4622 of the ESEA. The definitions of “graduation rate,” “Indian Tribe,” “indicators of need,” “regular high-school diploma,” “representative of the geographic area to be served,” “segmentation analysis,” “student achievement,” and “student mobility rate” are from the PN NFP. The definitions of “evidence framework,” “evidence-based literacy instruction,” “experimental study,” and “quasi-experimental study” are from the 2025 Supplemental Priorities. The remaining definitions are from [34 CFR 77.1](#).

Continuous improvement means using plans for collecting and analyzing data about a project component's implementation and outcomes (including the pace and extent to which project outcomes are being met) to inform necessary changes throughout the project. These plans may include strategies to gather ongoing feedback from participants and stakeholders on the implementation of the project component.

Evidence framework means an approach to providing a determination about whether an activity, strategy, or intervention meets each aspect of the definition of strong evidence or moderate evidence (as defined in [20 U.S.C. 7801\(21\)\(A\)\(i\)\(I-II\)](#)), as applicable.

(a) An evidence framework must include each of the following:

- (i) Whether or not a study is an experimental study or quasi-experimental design study;
- (ii) Whether or not a study shows a positive, statistically significant effect on student outcomes or other relevant outcomes;
- (iii) Whether or not a study uses outcome measures that demonstrate validity and reliability, that do not give an unfair advantage to participants in one condition over another, and that are measured consistently for the groups or participants that are being compared;
- (iv) Whether or not a study design is otherwise of high quality, including whether it minimizes factors outside the intervention that could affect student or other relevant outcomes (confounds) and whether random assignment (if used) was done with integrity; and
- (v) Whether or not study implementation and analysis is appropriate, including whether groups or participants being compared demonstrate baseline equivalence on key individual and other relevant characteristics, whether differences in baseline equivalence are statistically controlled, and by considering the impact on the validity of the study of any changes to the sample over time.

(b) An evidence framework may be implemented or verified by one or more of the following:

- (i) An organization with relevant expertise that has demonstrated to the Department that it has a rigorous, transparent (*i.e.*, publicly accessible) process for determining each aspect identified in (a);
- (ii) By peer reviewers with statistical expertise who apply an evidence framework consistent with each aspect identified in (a) in reviewing support for an applicant's assertion that relevant information is strong evidence or moderate evidence, as applicable; or
- (iii) By the Department or peer reviewers with statistical expertise who affirm an applicant's assertion that relevant information is strong evidence or moderate

evidence because it is supported by study ratings included in the What Works Clearinghouse in one or more of:

- (A) a practice guide;
- (B) an intervention report; or
- (C) individual studies otherwise assessed to meet strong evidence or moderate evidence.

Evidence-based means an activity, strategy, or intervention that—

- (a) Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
 - (i) Strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (ii) Moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (iii) Promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Evidence-based literacy instruction means literacy instruction that relates to explicit, systematic and intentional instruction in phonological awareness, phonic decoding, oral and sign language, vocabulary, language structure, reading fluency, reading comprehension, and writing; promotes knowledge-rich materials; and is backed by one or more of the following, as supported by an evidence framework (as defined in this notice):

- (a) strong evidence, meaning an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on at least one well-designed and well-implemented experimental study (strong evidence as defined in [20 U.S.C. 7801\(21\)\(A\)\(i\)\(I\)](#)) or
- (b) moderate evidence, meaning an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on at least one well-designed and well-implemented quasi-experimental study (moderate evidence as defined in [20 U.S.C. 7801\(21\)\(A\)\(i\)\(II\)](#)).

Note: In any discretionary grant program competition in which the definition of “evidence-based literacy instruction” is used as proposed, the Secretary may use the entire definition

or one or more of the subparts of the definition that are most relevant for the grant program competition.

Experimental study (for the purposes of Competitive Preference Priority 1) means a study that is designed to compare outcomes between two groups (such as students) that are otherwise equivalent except for their assignment to either a treatment group receiving an activity, strategy, intervention, process, product, practice, or policy as compared with a control group that does not. Experimental studies can support claims of strong evidence. Randomized controlled trials and single-case design studies are specific types of experimental studies that meet this definition.

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

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

Graduation rate means the four-year adjusted cohort graduation rate or extended-year adjusted cohort graduation rate as defined in section 8101(25) and (23) of the ESEA.

High-quality instructional materials (HQIM) means standards-aligned, content-rich instructional tools that provide a coherent scope and sequence for grade-level academic content. HQIM provide a full suite of resources for teachers, students, and families—including lesson plans, instructional units, and embedded formative assessments. HQIM

utilize evidence-based instructional strategies and provide implementation supports for educators to ensure the learning needs of all students are met.

Indian Tribe means an Indian Tribe or Tribal organization as defined in section 4 of the Indian Self-determination Act ([25 U.S.C. 5304\(e\)](#)).

Indicators of need means currently available data that describe—

(a) Education need, which means—

- (i) All or a portion of the neighborhood includes or is within the attendance zone of a low-performing school that is a high school, especially one in which the graduation rate (as defined in this notice) is less than 60 percent or a school that can be characterized as low-performing based on another proxy indicator, such as students' on-time progression from grade to grade; and
- (ii) Other indicators, such as significant achievement gaps between subgroups of students (as identified in section 1111(b)(2)(B)(xi) of the ESEA), within a school or LEA, high teacher and principal turnover, or high student absenteeism; and

(b) Family and community support need, which means—

- (i) Percentages of children with preventable chronic health conditions (e.g., asthma, poor nutrition, dental problems, obesity) or avoidable developmental delays;
- (ii) Immunization rates;
- (iii) Rates of crime, including violent crime;
- (iv) Student mobility rates;
- (v) Teenage birth rates;
- (vi) Percentage of children in single parent or no-parent families;
- (vii) Rates of vacant or substandard homes, including distressed public and assisted housing; or
- (viii) Percentage of the residents living at or below the Federal poverty threshold.

In-demand Industry Sector or Occupation, as defined in section 3(23) of the Workforce Innovation and Opportunity Act (WIOA), means (i) an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses,

or the growth of other industry sectors; or (ii) an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate.

Logic model (also referred to as a theory of action) means a framework that identifies key project components of the proposed project (*i.e.*, the active “ingredients” that are hypothesized to be critical to achieving the relevant outcomes) and describes the theoretical and operational relationships among the key project components and relevant outcomes.

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

- (a) A practice guide prepared by the WWC using version 2.1, 3.0, 4.0, 4.1, or 5.0 of the WWC Handbooks reporting “strong evidence” or “moderate evidence” for the corresponding practice guide recommendation;
- (b) An intervention report prepared by the WWC using version 2.1, 3.0, 4.0, 4.1, or 5.0 of the WWC Handbooks reporting “Tier 1 strong evidence” of effectiveness or “Tier 2 moderate evidence” of effectiveness or a “positive effect” on a relevant outcome based on a sample including at least 20 students or other individuals from more than one site (such as a State, county, city, local educational agency (LEA), school, or postsecondary campus), or a “potentially positive effect” on a relevant outcome based on a sample including at least 350 students or other individuals from more than one site (such as a State, county, city, LEA, school, or postsecondary campus), with no reporting of a “negative effect” or “potentially negative effect” on a relevant outcome; or
- (c) A single experimental study or quasi-experimental design study reviewed and reported by the WWC most recently using version 2.1, 3.0, 4.0, 4.1, or 5.0 of the WWC Handbooks, or otherwise assessed by the Department using version 5.0 of the WWC Handbook, as appropriate, and that—
 - (i) Meets WWC standards with or without reservations;
 - (ii) Includes at least one statistically significant and positive (*i.e.*, favorable) effect on a relevant outcome;
 - (iii) Includes no overriding statistically significant and negative effects on relevant outcomes reported in the study or in a corresponding WWC intervention report prepared under version 2.1, 3.0, 4.0, 4.1, or 5.0 of the WWC Handbooks; and

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

Pipeline services means a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in postsecondary education, and career attainment. Such services shall include, at a minimum, strategies to address through services or programs (including integrated student supports) the following:

- (a) High-quality early childhood education programs.
- (b) High-quality school and out-of-school-time programs and strategies.
- (c) Support for a child's transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce, including any comprehensive readiness assessment determined necessary.
- (d) Family and community engagement and supports, which may include engaging or supporting families at school or at home.
- (e) Activities that support postsecondary and work-force readiness, which may include job training, internship opportunities, and career counseling.
- (f) Community-based support for students who have attended the schools in the area served by the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the workforce.
- (g) Social, health, nutrition, and mental health services and supports.
- (h) Juvenile crime prevention and rehabilitation programs.

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

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

- (a) A practice guide prepared by the WWC reporting “strong evidence”, “moderate evidence”, or “promising evidence” for the corresponding practice guide recommendation;
- (b) An intervention report prepared by the WWC reporting “Tier 1 strong evidence” of effectiveness, or “Tier 2 moderate evidence” of effectiveness, or “Tier 3 promising evidence” of effectiveness, or a “positive effect,” or “potentially positive effect” on a relevant outcome, with no reporting of a “negative effect” or “potentially negative effect” on a relevant outcome; or
- (c) A single study assessed by the Department, as appropriate, that—
 - (i) Is an experimental study, a quasi-experimental design study, or a well-designed and well-implemented correlational study with statistical controls for selection bias (such as a study using regression methods to account for differences between a treatment group and a comparison group);
 - (ii) Includes at least one statistically significant and positive (i.e., favorable) effect on a relevant outcome; and
 - (iii) Includes no overriding statistically significant and negative effects on relevant outcomes reported in the study or in a corresponding WWC intervention report.

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

Quasi-experimental design study (for the purposes of Competitive Preference Priority 1) means a study using a design that attempts to approximate an experimental study by identifying a comparison group that is similar to the treatment group in important respects. Cross-sectional group designs, comparative interrupted time series, difference-in-difference designs, and growth curve designs are specific types of quasi-experimental studies that meet this definition. This type of study can meet the definition of moderate evidence but not strong evidence.

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

Recognized Postsecondary Credential means credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree, as defined in section 3(53) of WIOA.

Regular high school diploma has the meaning set out in section 8101(43) of the ESEA.

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

Representative of the geographic area proposed to be served means that residents of the geographic area proposed to be served have an active role in decision-making and that at least one-third of the applicant's governing board or advisory board is made up of—

- (a) Residents who live in the geographic area proposed to be served, which may include residents who are representative of the ethnic and racial composition of the neighborhood's residents and the languages they speak;
- (b) Residents of the city or county in which the neighborhood is located but who live outside the geographic area proposed to be served, and who earn less than 80 percent of the area's median income as published by the U.S. Department of Housing and Urban Development;
- (c) Public officials who serve the geographic area proposed to be served (although not more than one-half of the governing board or advisory board may be made up of public officials); or
- (d) Some combination of individuals from the three groups listed in paragraphs (a), (b), and (c) of this definition.

Segmentation analysis means the process of grouping and analyzing data from children and families in the geographic area proposed to be served according to indicators of need or other relevant indicators to allow grantees to differentiate and more effectively target interventions based on the needs of different populations in the geographic area.

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

- (a) A practice guide prepared by the WWC using version 2.1, 3.0, 4.0, 4.1, or 5.0 of the WWC Handbooks reporting “strong evidence” for the corresponding practice guide recommendation;

- (b) An intervention report prepared by the WWC using version 2.1, 3.0, 4.0, 4.1, or 5.0 of the WWC Handbooks reporting “Tier 1 strong evidence” of effectiveness or a “positive effect” on a relevant outcome based on a sample including at least 350 students or other individuals across more than one site (such as a State, county, city, local educational agency (LEA), school, or postsecondary campus), with no reporting of a “negative effect” or “potentially negative effect” on a relevant outcome; or
- (c) A single experimental study reviewed and reported by the WWC most recently using version 2.1, 3.0, 4.0, 4.1, or 5.0 of the WWC Handbooks, or otherwise assessed by the Department using version 5.0 of the WWC Handbook, as appropriate, and that—
 - (i) Meets WWC standards without reservations;
 - (ii) Includes at least one statistically significant and positive (*i.e.*, favorable) effect on a relevant outcome;
 - (iii) Includes no overriding statistically significant and negative effects on relevant outcomes reported in the study or in a corresponding WWC intervention report prepared under version 2.1, 3.0, 4.0, 4.1, or 5.0 of the WWC Handbooks; and
 - (iv) Is based on a sample from more than one site (such as a State, county, city, LEA, school, or postsecondary campus) and includes at least 350 students or other individuals across sites. Multiple studies of the same project component that each meet the requirements in paragraphs (c)(i) through (iii) of this definition may together satisfy the requirement in this paragraph (c)(iv).

Student achievement means—

- (a) For tested grades and subjects—
 - (i) A student's score on the State's assessments under the ESEA; and
 - (ii) As appropriate, other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms and programs; and
- (b) For non-tested grades and subjects, alternative measures of student learning and performance, such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

Student mobility rate is calculated by dividing the total number of new student entries and withdrawals at a school, from the day after the first official enrollment number is collected

through the end of the academic year, by the first official enrollment number of the academic year.

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

Award Requirements

Terms and Conditions

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

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

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

your award may contain further terms and conditions, as necessary, to ensure grantee compliance with applicable laws, regulations, and administrative priorities.

Applicable Regulations

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

Note: The regulations in [34 CFR part 79](#) apply to all applicants except federally recognized Indian Tribes.

Note: The regulations in [34 CFR part 86](#) apply to IHEs only.

Continuation Awards

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

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

Application Checklist

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

1. Standard Documents

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

2. Budget Information

- ED Budget Information for Non-Construction Programs (SF-424A)

3. Abstract Form

- Project Abstract

4. Project Narrative

- Application Narrative (Project Narrative Attachment Form)

5. Budget Narrative

- Budget Narrative Attachment Form

6. Other Attachment Forms

- Reference List
- Resumes/Vitae
- Letters
- Supplementary Information
- Other Appendices

7. Assurances and Certifications

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

Part 1: Standard Documents

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

These forms require basic identifying information about the applicant and the application. Please provide all requested applicant information (including name, address, e-mail address and UEI). **When applying electronically via Grants.gov,**

you will need to ensure that the UEI on your application is the same as the UEI your organization used when it registered with the System for Award Management.

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

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

Part 2: Budget Information

Budget Information for Non-Construction Programs (SF-424A)

The SF-424A Budget Information Form is required. This part of your application contains information about the Federal funding you are requesting. The form requires high level, total funding requests for each year of the project, but only requires detailed information for Year 1 of the project. You will provide information on all years of the project, including an itemized budget breakdown for each year of the proposed project, in your Budget Narrative. Specific instructions for completing the Budget Narrative are provided within this application notice and instructions under Budget Narrative. Budget Narrative attachments are not included in the page count.

Instructions for completing SF-424A:

The SF-424A has six sections (A-F). While the form includes several sections and boxes, please use the information below to complete only the necessary sections.

Section A – Budget Summary

- *Section A-Budget Summary:* Enter the name of the grant program for which you are requesting funds in 1(a).
- *Section A-Budget Summary:* 1(b): Enter the Assistance Listing Number (84.215N).
- *Section A-Budget Summary:* 1(e) “Federal”: Include the total amount requested for the entire performance period. The amount you enter here will auto populate in 5 (e).

- *Section A-Budget Summary: 1(f) “Non-Federal”*: Only include an amount in this section if you propose to include non-Federal financial resources as part of this project, including any non-Federal funds to meet any program cost sharing requirements. If not including non-Federal financial resources, leave this blank or include 0.
- *Section A-Budget Summary: 1(g)*: If using Grants.gov form, the total amount included here will be auto-calculated based on what is included in 1(e) and 1(f).

Section B – Budget Categories

Section B-Budget Categories:

- *Line 6. Object Class Categories*: The categories listed here (a-k) are the categories you will need to further describe in the Budget Narrative. For this section, only include the total amount by category for Year 1 of the project. You will provide a breakdown by category for each year of the project in the Budget Narrative. If using Grants.gov, line 6 column (1) will be auto-populated with the name of the program for which you are requesting funding.
 - *Personnel (line 6a.)*: Enter project personnel salaries and wages only. Include fees and expenses for consultants on line 6f or 6h.
 - *Fringe Benefits (line 6b)*: The organization’s normal fringe benefits contribution may be charged to the program. Leave this line blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost.
 - *Travel (line 6c)*: Indicate the travel costs of employees and participants only. Include travel of persons such as consultants on line 6f or 6h.
 - *Equipment (line 6d)*: Indicate the cost of tangible, non-expendable personal property that has a usefulness greater than one year and acquisition costs that are the lesser of the capitalization level established by the applicant entity for financial statement purposes or \$10,000 per article. Lower limits may be established to maintain consistency with the applicant’s policy.
 - *Supplies (line 6e)*: Show all tangible, expendable personal property. Direct supplies and materials differ from equipment in that they are consumable, expendable, and of a relatively low unit cost. Supplies

purchased with grant funds should directly benefit the grant project and be necessary for achieving the goals of the project.

- *Contractual (line 6f)*: The contractual category should include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal procurement system. Include consultant fees, expenses, and travel costs in this category if the consultant's services are obtained through a written binding agreement or contract.
- *Construction (line 6g)*: Construction funds are not authorized, unless specified by the program.
- *Other (line 6h)*: Indicate all direct costs not covered on lines 1-6. For example, include costs such as space rental, required fees, honoraria and travel (where a contract is not in place for services), training, and communication and printing costs. If applicable, include stipends under other. If stipends are included under other, do not include stipends when calculating the indirect cost. Do not include costs that are included in the indirect cost rate.
- *Total Direct Costs (line 6i)*: The sum of lines 6a-6h. If using Grants.gov, this number is auto-calculated.
- *Indirect Costs (line 6j)*: Enter the amount of indirect cost in accordance with the program requirements, negotiated indirect cost rate agreement, or the 15% de minimis rate. Costs must be consistently charged as either indirect or direct costs but may not be double charged or inconsistently charged as both. For more information, please see the grantor agency requirements. If not applicable, leave blank.
- *Total Cost (line 6i and 6j)*: This number should be equal to sum of lines 6i-6j (total of direct costs + indirect costs). If using Grants.gov, this number is auto-calculated. The sum for column one, labeled Project Year 6 (1), should also be equal to item 15a on the application cover sheet (SF Form 424).

- *Line 7. Program Income*: You may leave this field blank.

Section C – Non-Federal Resources

This section should only be completed if you are proposing a cost share or if the program for which you are applying requires a Non-Federal cost share. If the program includes a

cost share, provide a breakdown by including the dollars that will come from the applicant, State, and other sources, as applicable.

Section D – Forecasted Cash Needs

- Do not complete. The PN program is not using this section for this competition.

Section E – Budget Estimates of Federal Funds Needed for Balance of the Project

This section collects information for future funding periods. While the columns are labeled First (b) through Fourth (e), this is the section where you will include the **total** amount of Federal funds requested for Years 2-5, for five-year projects. You are only including the **total** amount of Federal funds requested for the outyears beyond Year 1. The total amount in Section D. line 13 plus the total amount in the outyears should match the project total requested in Section A line 5 (e).

- *Line 16 Column (a) Grant Program:* If using Grants.gov, this box will be auto-populated with the name of the program you included in Section A Line 1.
- *Line 16 Column (b) First:* Include the total amount requested for the first outyear. **Year 2 of the project.** Ensure this amount matches what is in your Budget Narrative.
- *Line 16 Column (c) Second:* Include the total amount requested for the second outyear. **Year 3 of the project.** Ensure this amount matches what is in your Budget Narrative.
- *Line 16 Column (d) Third:* Include the total amount requested for the third outyear. **Year 4 of the project.** Ensure this amount matches what is in your Budget Narrative.
- *Line 16 Column (e) Fourth:* Include the total amount requested for the fourth outyear. **Year 5 of the project.** Ensure this amount matches what is in your Budget Narrative.

Section F – Other Budget Information

- *Line 21. Direct Charges:* You may leave this field blank.
- *Line 22. Indirect Charges:* Enter the type of indirect rate (provisional, predetermined, final or fixed) or 15% de minimis rate that will be in effect during the funding period, the estimated amount of the base to which the rate is applied, and the total indirect expense.

Line 23. Remarks: You may leave this field blank.

Part 3: Abstract Form

The project abstract should not exceed two double spaced pages and should include a concise description of the following information:

- Project objectives and activities
- Proposed project outcomes
- Number of participants to be served
- Number and location of proposed sites (Note to PN applicants” that should include names of schools and zipcode(s) of neighborhood(s) to be served)
- How the absolute priority is addressed by the project
- If applicable, which competitive preference priorities are being addressed by the project

Note: Grants.gov may include a note that indicates that the project abstract may not exceed one page; however, an abstract of more than one page may be uploaded.

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

Part 4: Project Narrative

This section should be attached as a single document to the Project Narrative Attachment Form and should be organized in the following manner and include the following parts in order to expedite the review process.

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

Table of Contents

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

Application Narrative

ED encourages applicants to limit this section of the application to the equivalent of no more than 50 pages. The recommended page limit does not apply to the cover sheet; the budget section, including the narrative budget justification; the assurances and certifications; or the one- abstract, the resumes, the bibliography,

or the letters of support. However, the recommended page limit does apply to the **Project Narrative**.

Part 5: Budget Narrative

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

Each application must also provide a Budget Narrative for requested Federal funds. The Budget Narrative for requested Federal funds should provide a justification of how the money requested for each budget item will be spent, and the total amounts for each project year should match the total amounts in Section E – Budget Estimates of Federal Funds Needed for Balance of the Project in SF-424A.

This section requires an itemized budget breakdown for each project year and the basis for estimating the costs of personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs and any other projected expenditures. Be sure to complete an itemized budget breakdown and narrative for each year of the proposed project. Below is a breakdown of the categories to be included in the Budget Narrative for each project year:

- *Personnel:* List all staff positions by title including roles and responsibilities. For each position give the annual salary, the percentage of time devoted to the project, and the amount of each position's salary funded by the grant.
- *Fringe Benefits:* The institution's normal fringe benefits contribution may be charged to the program. Leave this line blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost.
- *Travel:* For grantee staff only, specify the purpose, number of staff traveling, mileage, per diem, estimated number of in-state and out-of-state trips, and other estimated costs for each type of travel.
- *Equipment:* Identify each item of equipment you expect to purchase that has an estimated acquisition cost of \$10,000 or more per unit (or if your capitalization level is less than \$10,000, use your capitalization level) and a useful lifetime of more than one year (see [2 CFR Part 200.1](#) for the definition of Equipment). List the item, quantity, and the unit cost per item.

- *Supplies*: Identify the cost of supplies (e.g., general office supplies, desk/chairs, laptops/printers, other specialty items) in the detailed budget per category. Except for general office supplies, list the item, quantity, and the unit cost per item. Supplies include all tangible personal property other than “equipment” (see [2 CFR Part 200.1](#) for the definition of Supplies). Items with a unit cost of less than \$10,000 are supplies, not “equipment.”
- *Contractual*: The contractual category should include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal procurement system. Include consultant fees, expenses, and travel costs in this category if the consultant’s services are obtained through a written binding agreement or contract.
- *Construction*: Construction funds are not authorized.
- *Other*: Indicate all direct costs not covered elsewhere. For example, include such costs as space rental, required fees, honoraria and travel (where a contract is not in place for services), training, and communication and printing costs. List items, such as stipends or incentives, not covered elsewhere. Do not include costs that are included in the indirect cost rate.
- *Indirect Costs*: Include the amount of indirect cost in accordance with the program requirements, negotiated indirect cost rate agreement, or the 15% de minimis rate. Costs must be consistently charged as either indirect or direct costs but may not be double charged or inconsistently charged as both.
- *Total Cost*: This number should be total direct costs + indirect costs.

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

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

Note: Applicants are encouraged to review the Cost Principles described in [2 CFR part 200 subpart E](#) of the Guidance for Federal Financial Assistance.

Part 6: Other Attachment Forms

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

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

Suggested order:

- Reference List
- Resumes/Vitae
- Letters
- Supplementary Information
- Other Appendices

Part 7: Assurances and Certifications

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

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

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

Attaching Files – Additional Tips

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

- When you submit your application electronically, you must upload any narrative sections and all other attachments to your application as files in Portable Document Format (PDF). ED recommends applicants submit all documents as read-only flattened PDFs, meaning any fillable PDF files must be saved and submitted as non-fillable PDF files and not as interactive or fillable PDF files, to better ensure applications are processed in a more timely, accurate, and efficient manner.

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