

STRATEGIC FOREIGN LANGUAGES EXPANSION PROGRAM (S-FLEP)

Request for Proposals and
Application Guidelines

CFDA: 12.557



Department of Defense
Education Activity (DoDEA)

Defense Language and National
Security Education Office (DLNSEO)

Deadline for Receipt of Proposals:
Friday, April 27, 2012

Strategic Foreign Languages Expansion Program (S-FLEP)
Invitational Grant Program, Notice Inviting Applications for Fiscal Year (FY) 2012

Catalog of Federal Domestic Assistance (CFDA) Number: 12.557

Dates:

March 8, 2012	Applications Available (by invitation from DoDEA only)
April 27, 2012	Deadline for Transmittal of Applications
June 15, 2012	Grants Awarded

Funding Opportunity Description

Background: Department of Defense Education Activity (DoDEA) in partnership with the Defense Language and National Security Education Office (DLNSEO) aspire to expand, strengthen and coordinate strategic foreign language programs for military dependent students. This opportunity seeks proposals from military-connected school districts/local educational agencies (LEAs) to strengthen strategic foreign language education and build a collaborative outcomes-based curriculum across language programs nationally.

Purpose: The DODEA/DLNSEO Strategic Foreign Languages Expansion Program (S-FLEP) will improve strategic foreign language education in the military-connected schools. These grants are designed to improve access to foreign language education learning; such as bi-literacy; dual language immersion; and language enrichment, and secondary course offerings in strategic languages and their cultures.

Grants projects will focus on the following areas: increased student achievement in foreign language; differentiated instruction by grade level and ability; articulation of foreign language programming between schools and school districts, proficiency-based student outcomes measures; and employing tools such as peer tutors, technology, and coaching to support teachers in providing high-level language instruction.

Funded projects must use nationally recognized, research-based best practices to improve foreign language instruction and achievement, and collaborate to develop strategies that ease the challenges of transitions and relocation for military dependent students. Competitive projects will have an evaluation plan that uses multiple sources to measure both program implementation, progress and outcomes.

Authorization: Section 574 (d) of P.L. 109-364, as amended by Section 553 of P.L. 110-417; Title 10 U.S.C. Section 2192(b) and Title 10 U.S.C. Section 2193a

Definition of *Military Dependent Student*: The term, *Military Dependent Student*, is defined as an elementary or secondary school student who is a dependent of a member of the Armed Forces.

Award Information:

Type of Award:	Discretionary
Allowable Submissions	Each LEA may submit one proposal.
Project Length:	38 months over 3 project years – renewed annually
Project Period:	June 15, 2012 – August 31, 2015
Estimated Available Funds:	\$3,000,000
Estimated Number of Awards:	Up to 10
Size of Awards:	\$100,000 – 350,000, applicants must justify higher amount proposed program costs in their proposal and budget narrative submissions

Eligibility: Awards will be made to LEAs on behalf of their eligible school(s). LEAs must have a Military Dependent Student population of at least five percent at the district level. Participating schools must have a Military Dependent Student population of at least 30 percent. S-FLEP projects may be implemented at any grade level.

Funding: The anticipated individual grant funding range is from \$100,000 – \$500,000 for the total 38 month/3 year award period. Successful applicants will justify all program-funding requests through their proposal narrative, itemized budget and budget narrative submissions. DoDEA/DLNSEO will target funding to applications that demonstrate high-quality programming that impact the greatest number of military dependent students at eligible (target) school(s).

The funding formula is based on the number of Military Dependent Students at eligible (target) school(s). For example, an LEA with 101-200 Military Dependent Students may propose any amount between \$100,000 and \$200,000.

Although funding is focused on serving military dependent student enrollments, DoDEA/DLNSEO anticipate that proposed programs will serve all students — military and non-military — at the target schools.

Total Military Dependents Students at Target School(s)	Minimum Award	Maximum Award
150 or fewer	\$100,000	\$150,000
151-250	\$150,000	\$200,000
251-350	\$200,000	\$250,000
350 or Above	\$250,000	\$350,000

Expectations: Applicant proposals should address one or more of the following strategies:

- Provide foreign language learning opportunities to military dependent students enrolled in public schools at all grade levels.
- Develop articulated foreign language curricula that tracks with military dependent students from K through 12th grade, and across schools and school districts.
- Institute or strengthen foreign language high school graduation requirements .
- Incorporate technology, such as computer-assisted instruction, language laboratories, distance learning, or blended-learning to promote foreign language learning and teaching. However, the technology should supplement, not supplant teacher/student interaction and instruction.
- Create financial support or stipends for high school students to enroll in, and complete higher level foreign language courses in high school (e.g., Advance Placement courses) or those offered through a local institution of higher education.
- Enhance professional development opportunities to foreign language educators.
- Create public-private partnerships that build a foreign language academic and cultural pipeline.
- Create a continuum of foreign language learning from kindergarten through 12th grade.
- Develop school-based elementary dual immersion programs. School-based immersion programs commit to a minimum of 50% subject-matter schooling through a second language, followed by content-based or subject matter language learning throughout secondary education.
- Incorporate formalized student assessment into the school foreign language programs (e.g., National Online Early Language Learning Assessment, Standards-based Measurement of Proficiency, etc).
- Institute school-based foreign language program and district-based curriculum evaluation

Applicant proposals can request grants support for the teaching of more commonly taught languages, such as Spanish, French, German and Italian and Japanese. Projects emphasizing the teaching and learning of strategic foreign languages and their corresponding cultures, such as Arabic, Chinese (Mandarin), Hindi, Persian, Portuguese, Russian, Swahili, Turkish, and Urdu will receive competitive priority points.

Each LEA may submit a total of one proposal.

Page Limit: The application narrative is where the applicant addresses the selection criteria that reviewers use to evaluate your application. The application narrative, excluding the cover page and appendices, may not exceed ten (10) pages total. The following standards must be used:

- A page is 8.5" x 11", one side only, with 1" margins at the top, bottom, and both sides.
- Double space all text in the application narrative. However, titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs may be single spaced.
- Use a 12-point font; titles may be larger; charts, tables, figures, and graphs may use a 10-point font.
- Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial. An application submitted in any other font (including Times Roman or Arial Narrow) may not be accepted.

Evaluation Criteria: The Project Narrative describes, in sufficient detail, how the project will be implemented and includes the Evaluation Criteria in Sections A-G below. The application will be reviewed and scored according to the quality of the responses to the requirements stated in Sections A-F, and Section G if submitted..

A: Needs Assessment

(10 points)

- Provide relevant school district data or background information, including the connection to the military installation(s).
- Include an overview of current foreign language offerings/efforts including how academic performance is currently measured.
- Explain the successes and/or challenges of current or past efforts to strengthen foreign language programs, if applicable.
- Cite multiple sources, primarily quantitative data, to confirm the need.

B: Project Goals

(10 points)

- Include clearly stated goals that (1) relate to the program's purpose and selected languages; (2) lead to the desired results, and (3) are achievable through the project's interventions and strategies.
- Include outcomes that are (1) measurable and reasonable and (2) related to baseline school, district, and state data as well as the relevant literature.

- Specify outcome timeframes, measurement tools, and target populations. Measurement tools may be an above school-level assessment(s), such as norm-or criterion-referenced standardized state or national test that measures foreign language achievement in reading, writing, listening, and speaking. Any available baseline data or outcomes should be referenced. The proposal timeframe should be sufficient for strategies to achieve the expected results.

C: Project Plan

(30 points)

- Include strategies that have demonstrated effectiveness in improving student achievement in foreign languages and strategic foreign languages. The research base should be summarized in this section and details, including references and links should be provided in the appended bibliography.
- Address the issues identified in the needs assessment (section A). If applicable, an explanation of how the project fits into the district or school’s improvement plan, curriculum standards, or the LEA’s strategic plan should be included.
- Incorporate strategies for sustained teacher professional development and capacity building related to each goal.

Notes:

- The strategies, actions, and a timeline for each goal should be presented. Strategies should work as interrelated parts of a whole
- Actions are specific steps to accomplish the strategies that occur at specific times and usually involve *direct services* to students, educators, or other stakeholders. Strategies must be aligned with the goals and outcomes listed above. A well-written strategy section should answer:
 - What strategies are employed?
 - Why the strategies were selected?
 - How the strategies help achieve the stated outcomes?
 - What evidence shows the strategies to be effective?
 - *If applicable*, how the strategies work together to achieve the outcomes?
- Describe actions for each strategy. The section outlining actions may be framed with a chart shown in the example below.

<i>Strategies</i>	<i>Actions</i>
<i>Goal 1: Improve <grade levels></i>	<i>student achievement in <foreign language></i>

<i>Strategies</i>	<i>Actions</i>
#1: <i>Strategy Name</i>	
#2: <i>Strategy Name</i>	

D: Project Evaluation

(25 points)

Each project should conduct a third-party evaluation. The evaluation should focus on (1) the fidelity of program implementation, (2) formative or process evaluation activities that provide information to guide program improvement, and (3) a summative evaluation to assess how the outcomes have addressed the academic needs specific to the program design. The evaluation should help shape the project from inception. The evaluation plan must:

- Pose questions, in each of the three areas above that the evaluation will answer.
- Describe the data and the data collection process (including multiple sources).
- Describe how the data will be analyzed.
- Identify who will conduct the evaluation.
- Indicate what resources will be expended in the evaluation.
- Explain how the data will be used, particularly to inform decisions involving curriculum and instruction at the classroom, school, and/or district levels.

Notes:

- The evaluation concept should provide a broad framework regarding the data collection sources, the available resources, and how the data will inform decisions involving curriculum and instruction at the classroom, school and/or system levels.
- Data collection instruments should include standardized forms (such as validated surveys and assessment protocols for foreign language) wherever possible.
- Applicants/Grantees must disaggregate data at the grade and school level for the military dependent student population.
- Grantees will be required to submit quarterly reports regarding evaluation activities.

E: Management Plan**(10 points)**

- Indicate the Project Director who will be responsible for day-to-day management of the grant.
- Discuss the school(s)/district's capacity to implement a comprehensive foreign language program.
- Provide information on the qualifications and roles of the project leader(s), including their estimated time commitment to the project. The third-party evaluator's qualifications and roles should be briefly described.
- Append résumés of project leaders—each being 1-2 pages in length. If the third-party evaluator has not been determined, then his or her role and qualifications should be described.

F: Budget Narrative and Sustainability**(10 points)**

- Align budget with proposed project plan, goals, and activities.
- Provide a narrative justification for the items included in the proposed budget.
- Describe existing resources and other support the LEA expects to receive for the proposed project.
- Identify how project leaders will track budget expenditures.
- Describe how project activities may be sustained after completion of the grant period.

Note:

→ For budgeting purposes, the grant years are:

Year 1: June 15, 2012 – August 31, 2013

Year 2: September 1, 2013 – August 31, 2014

Year 3: September 1, 2014 – August 31, 2015

G: Strategic Language Competitive Priority**(5 points)**

- Applicants may receive up to 5 priority points for proposals that develop new or enhance existing strategic foreign language programming for the teaching and learning of Arabic, Chinese (Mandarin), Hindi, Persian, Portuguese, Russian, Swahili, Turkish, and Urdu. Competitive priority points will be determined by how well applicants respond to the following:

- Justification for the selection of the strategic language and how the language selection fits with the goals of the school district;
- Sustainability plan for how language instruction will continue beyond the grant period;
- Incorporation of national standards and curriculum for the strategic language in effectiveness in improving student achievement in foreign languages and strategic foreign languages;
- Collaborate to institute strategies that have demonstrated effectiveness in improving student achievement in strategic foreign language learning;
- Only applications that address the competitive priority will receive priority points.

Required Application Components: Applications must be submitted no later than **Friday, April 27, 2012 by 11:59 PM (EDT)**. Only electronic submissions through www.grants.gov will be accepted.

Applications must include the following required 10 application components:

1. **Cover page:** Cover page must include contact information, names of military installations served, focus areas, enrollment data, and authorized signature. (See Appendix A) The cover page does not count toward the narrative ten (10) pages total.
2. **Abstracts:** Both a 50-word and a 200-word project abstract are required. Abstracts must provide a clear overview of the project's purpose, design, and goals. Both abstracts may be placed on the same page in the application. Abstracts do not count toward the narrative ten (10) pages total.
3. **Table of Contents:** Proposals should include an accurate table of contents. The table of contents does not count toward the narrative ten (10) pages total.
4. **Project Narrative:** The project narrative must not exceed 10 pages (excluding supporting documents and appendices) and should include sections A through F listed under the EVALUATION CRITERIA section of this announcement, section G is optional.
5. **Appendices:** Supporting documents should include needs data, current course offerings, résumés of key personnel, and bibliography. Letters of support may be included. The appendices do not count toward the narrative ten (10) pages total.
6. **Evaluation design matrix:** The evaluation design matrix illustrates goals and strategies as outlined in the evaluation plan. (See Appendix B) The evaluation design matrix does not count toward the narrative ten (10) pages total.
7. **SF 424:** Standard Form 424 – Application for Federal Assistance is required.

8. **SF 424A:** Standard Form 424A – Budget Information for Non-Construction Programs is required. All sections on this form must be completed. Totals should match the detailed budget.
9. **SF 424B:** Standard Form 424B – Assurances for Non-Construction Programs is required.
10. **Certifications:** Applicants must complete the Certification Regarding Lobbying form (Appendix C) and the Certification regarding Debarment, Suspension, and Other Responsibility Matters (www.grants.gov).

— IMPORTANT —
Grants.gov Submission Procedures

To facilitate your use of Grants.gov, this document includes important submission procedures you need to be aware of to ensure your application is received in a timely manner and accepted.

ATTENTION – Adobe Forms and PDF Files Required

Applications submitted to Grants.gov will be posted using Adobe forms. Therefore, applicants will need to download the latest version of Adobe reader (at least Adobe Reader 8.1.2). Information on computer and operating system compatibility with Adobe and links to download the latest version is available on Grants.gov. We strongly recommend that you review these details on www.Grants.gov before completing and submitting your application.

In addition, applicants should submit their application a day or two in advance of the closing date as detailed below. Also, applicants are required to upload their attachments in .pdf format only. (See details below under “Attaching Files – Additional Tips.”) If you have any questions regarding this matter please email the Grants.gov Contact Center at support@grants.gov or call 1-800-518-4726.

REGISTER EARLY – Grants.gov registration may take five or more business days to complete. You may begin working on your application while completing the registration process, but you cannot submit an application until all of the Registration steps are complete. For detailed information on the Registration Steps, please go to: http://www.grants.gov/applicants/get_registered.jsp. [Note: Your organization will need to update its Central Contractor Registry (CCR) registration annually.]

SUBMIT EARLY – We strongly recommend 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. The time it takes to upload an application will vary depending on a number of factors including the size of the application and the speed of your Internet connection, and the time it takes Grants.gov to process the application will vary as well. If Grants.gov rejects your application (see step three below), you will need to resubmit successfully before 4:30:00 p.m. EST on the deadline date.

Note: To submit successfully, you must provide the DUNS number on your application that was used when your organization registered with the CCR (Central Contractor Registry).

VERIFY SUBMISSION IS OK – You will want to verify that Grants.gov and DoDEA receive your Grants.gov submission and that it was validated successfully. To see the date/time your application was received, login to Grants.gov and click on the Track My Application link. For a successful submission, the date/time received should be earlier than 4:30:00 p.m. EST 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 4:30:00 p.m. Washington, D.C. 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 Grants.gov site: http://www.grants.gov/applicants/applicant_faqs.jsp#54. For more detailed information on troubleshooting Adobe errors, you can review the Adobe Reader Error Messages document at <http://www.grants.gov/assets/AdobeReaderErrorMessages.pdf>. 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 email to confirm whether your application has been received timely and validated successfully.

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 <http://www.grants.gov/contactus/contactus.jsp>, or use the customer support available on the Web site: http://www.grants.gov/applicants/applicant_help.jsp.

Electronic submission is required. You must submit an electronic application before 4:30:00 p.m.

Helpful Hints When Working with Grants.gov

Please note, once you download an application from Grants.gov, you will be working offline and saving data on your computer. Please be sure to note where you are saving the Grants.gov file on your computer. You will need to logon to Grants.gov to upload and submit the application. **You must provide on your application the DUNS number that was used when your organization registered with the CCR.**

Please go to http://www.grants.gov/applicants/applicant_help.jsp for help with Grants.gov. For additional tips related to submitting grant applications, please refer to the Grants.gov Submit Application FAQs found on the Grants.gov http://www.grants.gov/help/submit_application_faqs.jsp.

Dial-Up Internet Connections

When using a dial up connection to upload and submit your application, it can take significantly longer than when you are connected to the Internet with a high-speed connection, e.g. cable modem/DSL/T1. While times will vary depending upon the size of your application, it can take a few minutes to a few hours to complete your grant submission using a dial up connection. **If you do not have access to a high-speed connection and electronic submission is required, you may want to consider following the instructions in the Federal Register notice to obtain an exception to the electronic submission requirement no later than two weeks before the application deadline date.**

MAC Users

For MAC compatibility information, review the Operating System Platform Compatibility Table at the following Grants.gov link: http://www.grants.gov/help/download_software.jsp. **If electronic submission is required and you are concerned about your ability to submit electronically as a non-windows user, please follow instructions in the Federal Register notice to obtain an exception to the electronic submission requirement no later than two weeks before the application deadline date.**

Attaching Files – Additional Tips

Please note the following tips related to attaching files to your application, especially the requirement that applicants **only include .pdf files** in their application:

Ensure that you **attach .pdf files** for any narrative attachments. PDF files are the only approved file type accepted. Do not upload any password protected files to your application. Any attachments uploaded that are not .pdf files or are password protected files will not be read. If you need assistance converting your files to a .pdf format, please refer to this Grants.gov webpage with links to conversion programs: http://www.grants.gov/help/download_software.jsp#pdf_conversion_programs

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 limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application. We recommend you keep your file names to less than 50 characters. In addition, applicants should avoid including special characters in their file names (for example, %, *, /, etc.) Both of these conditions (lengthy file names and/or special characters including in the file names) could result in difficulties opening and processing a submitted application.

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 totals 1 to 2 MB. Therefore, you may want to check the total size of your package before submission.

Appendix A: Cover Page

**Defense Language and National Security Education Office (DLNSEO)
 Department of Defense Education Activity (DoDEA)
 Strategic Foreign Language Expansion Program (S-FLEP)**

Full Application

LEA Name

Project Title

LEA Street Address

City, State, Zip

Tel: --- --- ----

Web: www.-----

Project Director:

Name:

Title:

Tel: --- --- ----

Email: -----@-----

Alternative Point of Contact:

Name:

Title:

Tel: --- --- ----

Email: -----@-----

Total Funds Requested:

Military Installations Served: Name(s):

Grant Grade Levels and Foreign Languages(s):

See the enrollment chart example below:

District Enrollment	# of Schools	Enrollment, SY11-12			Percentage of Military
		Military	Other	Total	
Green County School District	7	1,000	1,400	2,400	41.7%

Target School(s) Enrollment	Grades	Enrollment, SY11-12			Percentage of Military
		Military	Other	Total	
Target elementary school	K-5	1,000	1,400	2,400	41.7%
Target middle school	6-8	500	1,500	2,000	25.0%
Target School Totals	K-8	1,500	2,900	4,400	34.1%

Name and Title (Superintendent or Authorized Representative)

Date

Appendix B: Evaluation Design Matrix

Name of LEA

EVALUATION DESIGN MATRIX

Goal 1: Include the goal title and statement. *Complete the charts below for each goal:*

Fidelity of Implementation			
<i>Evaluation Question(s)</i>	<i>Data Collection Activities</i>	<i>Data Collection Instruments</i>	<i>Data Collection Schedule</i>

Process/Formative			
<i>Evaluation Question(s)</i>	<i>Data Collection Activities</i>	<i>Data Collection Instruments</i>	<i>Data Collection Schedule</i>

Summative: List interim or yearly project outcomes for this goal			
<i>Evaluation Question(s)</i>	<i>Data Collection Activities</i>	<i>Data Collection Instruments</i>	<i>Data Collection Schedule</i>