



U.S. Department of Labor
on behalf of the U.S. Department of Education

National Professional Development

Assistance Listing Number: 84.365Z

FY 2026 Grant Competition

Posted May 15, 2026

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Program Information

The Employment and Training Administration at the U.S. Department of Labor (DOL) is soliciting applications in support of the administration of the National Professional Development (NPD) program on behalf of the U.S. Department of Education (ED) and the Secretary of Education. The NPD program provides grants to public and private nonprofit institutions of higher education (IHEs) and public and private entities with relevant experience and capacity, in consortia with State educational agencies (SEAs) and/or local educational agencies (LEAs) to implement pre-service and in-service professional development activities intended to improve instruction for English learners (ELs) and assist education personnel working with ELs to meet high professional standards. Grants from this program may be used to support professional development opportunities designed to enhance classroom instruction for ELs and help educational staff working with these students meet high professional standards, including requirements for certification and licensure for teachers in language

instruction programs or those serving ELs. Funding can also be directed toward effective pre-service or in-service training programs that improve the qualifications and skills of educational personnel involved in educating ELs, including uncertified staff and educational paraprofessionals, as well as other initiatives aimed at boosting the effectiveness of teachers and school leaders in addressing the needs of ELs.

Assistance Listing Number: 84.365Z.

Program Authority: [20 U.S.C. 6861](#).

OMB Control Number: 1894-0006.¹

For Further Information: Cynthia Hunter, 202-987-1670, Cynthia.Hunter@ed.gov

Type of Award: Discretionary grants.

Estimated Available Funds: \$49,000,000.

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: \$500,000 to \$1,000,000, per year.

Maximum Award: \$1,000,000 per year.

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 20 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.

Estimated Number of Awards: 10-13.

Project Period: Up to 60 months.

Application Deadline: July 14, 2026

Note: This application notice and instructions is the official document governing the grant competition.

Contingent upon the quality of applications, ED anticipates making awards for the 60-month project period using available funding. ED is not bound by any estimates in this notice.

Eligibility

Eligible Applicants

To be considered for an award under this competition, an applicant must be an IHE (as defined in this notice), or public or private entity with relevant experience and capacity, in consortia with LEAs or SEAs.

Costs

Cost Sharing or Matching

This competition does not require cost sharing or matching.

Indirect Cost Rate Information

This program uses a training indirect cost rate. This limits indirect cost reimbursement to an entity's actual indirect costs, as determined in its negotiated indirect cost rate agreement, or eight percent of a modified total direct cost base, whichever amount is less. For more information regarding training indirect cost rates, see [34 CFR 75.562](#). 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.

Limitation on Awards

To maximize student population needs and geographic diversity, the number of awards per single entity will be limited to one per Unique Entity Identifier number.

Subgrantees

A grantee under this competition may not award subgrants to entities to directly carry out project activities described in its application.

Submission Requirements and Deadlines

Applications Available	May 15, 2026
Notice of Intent to Apply Deadline	May 29, 2026
Application Deadline	July 14, 2026
Deadline for Intergovernmental Review	September 12, 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.

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](#).

Program Description

Priorities

This notice includes one absolute priority, two competitive preference priorities and one invitational priority. The absolute priority is from section 3131 of the ESEA ([20 U.S.C. 6861](#)). The competitive preference priorities are from the Final Priorities and Definitions - Secretary’s Supplemental Priorities and Definitions on Evidence-Based Literacy, Education Choice, and Returning Education to the States (2025 Secretary’s Supplemental Priorities), published in the *Federal Register* on September 9, 2025 ([90 FR 43514](#)).

Absolute Priority: ED considers only applications that meet the absolute priority.

Competitive Preference Priorities: An application may receive a maximum of 5 additional points under Competitive Preference Priority 1 and 10 additional points under Competitive Preference Priority 2, for a maximum of 15 additional points under the

competitive preference priorities. ED will not review or award points for a 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.

Invitational Priorities: For FY 2026 and any subsequent year in which we make awards from the list of unfunded applications from this competition, these priorities are invitational priorities. Under [34 CFR 75.105\(c\)\(1\)](#) we do not give an application that meets one or more of these invitational priorities a competitive or absolute preference over other applications.

Priority Type	Priority Title	Required	Priority Language
<i>Absolute Priority 1</i>	<i>Providing Professional Development to Improve Instruction for ELs.</i>	Yes	Projects that provide professional development activities that will improve classroom instruction for ELs and assist educational personnel working with ELs to meet high professional standards, including standards for certification and licensure as teachers who work in language instruction educational programs or serve ELs.
<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>Note: 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. Potential applicants can consider whether evidence-based practices described in the What Works Clearinghouse Practice Guides are appropriate for inclusion in their project.</p>

<p><i>Competitive Preference Priority 2</i></p>	<p><i>Returning Education to the States</i></p>	<p>No</p>	<p>Projects or proposals that will be carried out by:</p> <ul style="list-style-type: none"> (a) An Indian Tribe (as defined in 25 U.S.C. 5304(e)), Tribal organization (as defined in 25 U.S.C. 5304(l)), or Tribal educational agency (as defined in 20 U.S.C. 7452(b)(3)), or (b) Entities identified, designated, or endorsed by a Governor or chief State education official for purposes of implementing the project or proposal. <p>Note: For the purposes of this notice, the entities defined in paragraph (a) are considered public entities. As required by 20 USC 6861, these entities must have relevant experience and capacity and be in consortia with LEAs or SEAs.</p> <p>Note: Paragraph (b) applies to all eligible applicants, including institutions of higher education (IHEs).</p>
<p><i>Invitational Priority</i></p>	<p><i>Development of a collaborative framework for measuring teacher pedagogical practices to enhance student outcomes</i></p>	<p>No</p>	<p>Proposals that seek to identify how English language acquisition instructional strategies, including the specific changes in adult teaching behaviors, can positively influence student outcomes or professional development programs that seek to enhance student learning by evaluating the use of pedagogical methods in the classroom. When developing professional development programs consideration should be given to how programs can evaluate which teaching practices most effectively foster student learning and academic success. Programs should involve collaboration among teachers, instructional leaders, and educational professionals at both district and state levels. Together, these stakeholders should work to define, observe, and assess teaching practices, maintaining a shared commitment to improving EL student</p>

			outcomes. Systematic measurement of teaching practices enables schools to directly connect instructional approaches with student performance. This process underpins evidence-based decisions regarding professional development, instructional enhancements, and policy formulation aimed at supporting student achievement.
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Selection Criteria

Selection criteria outline how the application will be scored. The maximum possible score an application can receive for addressing the selection criteria is 100 points (not including competitive preference priority points). The maximum possible score for addressing each criterion is indicated in parentheses following the criterion. The selection criteria for this competition are from [34 CFR 75.210](#). When scoring applications, reviewers will be provided with and may consider the suggested scoring rubric included in the Appendix.

- (a) *Quality of the project design (up to 35 points)*: The Secretary considers the quality of the design for the proposed project. In determining the quality of the design for 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 7 points)
 - (ii) The extent to which the proposed project will provide support, resources, or services; or otherwise address the needs of the target population, including addressing the needs of underserved populations most affected by the issue, challenge, or opportunity, to be addressed by the proposed project and close gaps in educational opportunity. (Up to 7 points)
 - (iii) The likely benefit to the intended recipients, as indicated by the logic model or other conceptual framework, of the services to be provided. (Up to 7 points)
 - (iv) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to build recipient and project capacity in ways that lead to

improvements in practice among the recipients of those services. (Up to 7 points)

- (v) The likelihood that the services to be provided by the proposed project will lead to meaningful improvements in the achievement of students as measured against rigorous and relevant standards. (Up to 7 points)

(b) *Quality of the management plan (Up to 20 points):* The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the 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 20 points)

(c) *Significance (Up to 15 points):* The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers one or more of the following factors:

- (i) The likelihood that the proposed project will result in systemic change that supports continuous, sustainable, and measurable improvement. (Up to 5 points)

- (ii) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially contributions toward improving teaching practice and student learning and achievement. (Up to 5 points)

- (iii) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge and an evidence-based project component. (Up to 5 points)

(d) *Quality of the project evaluation or other evidence-building (Up to 30 points):* The Secretary considers the quality of the evaluation or other evidence-building of the proposed project. In determining the quality of the evaluation or other evidence-building, the Secretary considers:

- (i) The extent to which the methods of evaluation or other evidence-building are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (Up to 10 points)

- (ii) The extent to which the methods of evaluation or other evidence-building include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quality data that are quantitative and qualitative. (Up to 10 points)

(iii) The extent to which the methods of evaluation or other evidence-building will provide performance feedback and provide formative, diagnostic, or interim data that is a periodic assessment of progress toward achieving intended outcomes. (Up to 10 points)

Performance Measures

For the purposes of ED reporting under [34 CFR 75.110](#), ED has established a set of performance measures.

Applications must describe:

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

Program Measure	Description
Program Performance Measure 1	The number of pre-service program participants enrolled annually.
Program Performance Measure 2	The percentage of participants who have attained initial State certification/licensure or endorsement in EL instruction.
Program Performance Measure 3	The percentage of participants receiving <i>initial certification</i> or endorsement who demonstrate an increase in student achievement as measured by district grade level learning objectives.
Program Performance Measure 4	The number of participants completing the NPD funded professional development.
Program Performance Measure 5	Number of participants completing the NPD funded professional development who demonstrate use of evidence based instructional EL strategies, as measured by classroom observation, instructional artifacts, and student language and cultural efficacy.

All grantees will be expected to submit an annual performance report that includes data addressing these performance measures to the extent that they apply to the grantee's project.

Application Submission Information

Pre-Application Webinar

ED will hold a pre-application meeting via webinar for prospective applicants. For information about the pre-application webinar, visit the [NPD 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](#) which may take approximately one week to complete, but could take upwards of several weeks to complete, depending upon the completeness and accuracy of the data entered into the SAM database by an applicant. 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.

For more information or assistance, click on "[Applicant Registration Page](#)."

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, ED 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](#)).

Definitions

The definitions of “ambitious,” “continuous improvement,” “evaluation,” “evidence-based,” “evidence-building,” “logic model,” “project component,” “public,” “quality data,” and “relevant outcome,” are from [34 CFR 77.1](#). The definitions of “evidence framework,” “evidence-based literacy instruction,” “experimental study,” and “quasi-experimental design study” are from the 2025 Supplemental Priorities. The definition of “language instruction educational program” is from section 3201 of the ESEA. The definitions of “English learner” and “institution of higher education” are from section 8101 of the ESEA.

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.

English learner, when used with respect to an individual, means an individual—

- (a) Who is aged 3 through 21;
- (b) Who is enrolled or preparing to enroll in an elementary school or secondary school;
- (c)
 - (i) Who was not born in the United States or whose native language is a language other than English;
 - (ii)
 - I. Who is a Native American or Alaska Native, or a Native resident of the outlying areas; and

- II. Who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (d) Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
 - (i) The ability to meet the challenging State academic standards;
 - (ii) The ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) The opportunity to participate fully in society. (Section 8101 of the ESEA)

Evaluation means an assessment using systematic data collection and analysis of one or more programs, policies, practices, and organizations intended to assess their implementation, outcomes, effectiveness, or efficiency.

Evidence-based for the purposes of [34 CFR part 75](#) means the proposed project component is supported by one or more of strong evidence, moderate evidence, promising evidence, or evidence that demonstrates a rationale.

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 the following, as supported by an evidence framework (as defined in this notice): 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\(21\)\(A\)\(i\)\(III\)](#)).

Evidence-building means a systematic plan for identifying and answering questions relevant to programs and policies through performance measurement, exploratory studies, or program evaluation.

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 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:
- (i) a practice guide;
 - (ii) an intervention report; or
 - (iii) individual studies otherwise assessed to meet strong evidence or moderate evidence.

Experimental study 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.

Institution of higher education has the meaning given that term in section 101(a) of the Higher Education Act of 1965. (Section 8101(29) of the ESEA)

Language instruction educational program means an instruction course—

- (a) In which an English learner is placed for the purpose of developing and attaining English proficiency while meeting challenging State academic standards; and
 - (b) That may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency, and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.
- (Section 3201 of the ESEA)

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.

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).

Public as applied to an agency, organization, or institution, means that the agency, organization, or institution is under the administrative supervision or control of a government other than the Federal Government.

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 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.

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.

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. To the extent that a grantee uses grant funds for such unallowable activities, ED may take appropriate enforcement action including the potential recovery of funds or may pursue termination or non-continuation.

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) The Guidance for Federal Financial Assistance in 2 CFR part 200, as adopted and amended as regulations of ED in 2 CFR part 3474. (d) The 2025 Secretary’s Supplemental Priorities.

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 ([34 CFR 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
- ED Grant Application Form for Project Objectives and Performance Measures Information
- Evidence Form: Applicable for applicants addressing Competitive Preference Priority 1

2. Budget Information

- 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

- Appendices

7. Assurances and Certifications

- Disclosure of Lobbying Activities (Standard Form LLL)
- Grants.gov Lobbying Form (ED 80-013 Form)

Part 1: Standard Documents

- Application for Federal Assistance (SF-424)
- ED Supplemental Information for SF 424 ([Instructions](#))

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.

- ED Grant Application Form for Project Objectives and Performance Measures Information
- Evidence Form: Applicable for applicants addressing Competitive Preference Priority 1

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 (84.365Z).
- *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)*: Indicate the applicant's approved indirect cost rate, per [34 CFR 75.560 - 75.564](#). If an applicant does not have an approved indirect cost rate agreement with a cognizant Federal agency, the applicant must apply to ED for a temporary indirect cost rate if it wishes to charge indirect costs to the grant. For more information, go to [ED's website](#). In addition, a grantee, if it is eligible, may also use de minimis rate as provided for under [2 CFR 200.414\(f\)](#).
 - *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

- *Line 13. Federal*: The total for 1st Year column will automatically calculate based on the funding amounts included in Quarters 1-4. These quarters apply to **Year One ONLY**. Enter the forecasted cash needs from Federal sources for each quarter of the first program year. The amount entered for each quarter will be used to auto-calculate the amount in line 15 and is your forecasted needs. You will have an opportunity to provide updates to these quarterly amounts in post-award.
- *Line 14. Non-Federal*: The total for 1st year column will automatically calculate based on the funding amounts included in Quarters 1-4. These quarters apply to **Year One ONLY**. **Leave this blank for each quarter if you are not including any Non-Federal Funds**. If including non-Federal funds, enter the forecasted cash

needs from non-Federal sources for the first quarter of the first program year. If not applicable, leave blank.

- *Line 15. (sum of lines 13 and 14):* If using Grants.gov, the total is auto-calculated.

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 one page and should include a concise description of the following information:

- Project objectives and activities
- Applicable priorities
- Proposed project outcomes
- Proposed project partners, if applicable

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 ED 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 35 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, logic model, 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 ED 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:* Indicate the applicant's approved indirect cost rate, per sections [34 CFR 75.560 - 75.564](#). If an applicant does not have an approved indirect cost rate agreement with a cognizant Federal agency, the applicant must apply to ED for a temporary indirect cost rate if it wishes to charge indirect costs to the grant. For more information, go to [ED's website](#). In addition, a grantee, if it is eligible, may also use de minimis rate as provided for under 2 CFR 200.414(f).
- *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 Uniform Administrative Requirements, Cost Principles, and Audit Requirements For Federal Awards.

Part 6: Other Attachment Forms

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

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

Suggested order:

- Appendix A: Positions Descriptions of Key Personnel

- Appendix B: Consortium Partners - Letters of Support and Memorandum of Understanding from partners, if applicable
- Appendix C: Indirect Cost Rate Agreement
- Appendix D: Logic Model
- Appendix E: Bibliography (optional)
- Appendix F: Letter of designation or endorsement by the Governor or Chief State education official
- Appendix G: Other documents, if applicable

Part 7: Assurances and Certifications

Be certain to complete all required assurances and certifications 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 either 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 review.
- 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.

Appendix

FY 2026 NPD Application Suggested Scoring Rubric

Selection Criterion				Total Points Possible
(a) Quality of the project design (up to 35 points) – The Secretary considers the quality of the design for the proposed project. In determining the quality of the design for the proposed project, the Secretary considers:				35
Factor (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.			7
Factor (ii)	The extent to which the proposed project will provide support, resources, or services; or otherwise address the needs of the target population, including addressing the needs of underserved populations most affected by the issue, challenge, or opportunity, to be addressed by the proposed project and close gaps in educational opportunity.			7
Factor (iii)	The likely benefit to the intended recipients, as indicated by the logic model or other conceptual framework, of the services to be provided.			7
Factor (iv)	The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to build recipient and project capacity in ways that lead to improvements in practice among the recipients of those services.			7
Factor (v)	The likelihood that the services to be provided by the proposed project will lead to meaningful improvements in the achievement of students as measured against rigorous and relevant standards.			7
Factor Scoring Guide	Not Addressed 0	Limited 1-2	Adequate 3-6	Excellent 7

Selection Criterion				Total Points Possible
(b) Quality of the management plan (Up to 20 points) – The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the 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.				20
Criterion Scoring Guide	Not Addressed 0	Limited 1-10	Adequate 11-19	Excellent 20

Selection Criterion				Total Points Possible
(c) Significance (Up to 15 points) – The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers one or more of the following factors:				15
Factor (i)	The likelihood that the proposed project will result in systemic change that supports continuous, sustainable, and measurable improvement.			5
Factor (ii)	The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially contributions toward improving teaching practice and student learning and achievement.			5
Factor (iii)	The extent to which the services to be provided by the proposed project reflect up-to-date knowledge and an evidence-based project component.			5
Factor Scoring Guide	Not Addressed 0	Limited 1-7	Adequate 8-14	Excellent 15

Selection Criterion				Total Points Possible
(d) Quality of the project evaluation or other evidence-building (Up to 30 points) – The Secretary considers the quality of the evaluation or other evidence-building of the proposed project. In determining the quality of the evaluation or other evidence-building, the Secretary considers:				30
Factor (i)	The extent to which the methods of evaluation or other evidence-building are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project			10
Factor (ii)	The extent to which the methods of evaluation or other evidence-building include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quality data that are quantitative and qualitative.			10
Factor (iii)	The extent to which the methods of evaluation or other evidence-building will provide performance feedback and provide formative, diagnostic, or interim data that is a periodic assessment of progress toward achieving intended outcomes.			10
Factor Scoring Guide	Not Addressed 0	Limited 1-5	Adequate 6-9	Excellent 10