

I. OVERVIEW OF THE FUNDING OPPORTUNITY

Department of Defense Education Activity

Broad Agency Announcement (known herein as Funding Opportunity Announcement) for the Military-Connected Local Educational Agencies for Academic and Support Programs (known herein as MCASP) and the World Language Advancement and Readiness Program (known herein as WLARP), Fiscal Year 2022

FUNDING OPPORTUNITY NUMBER: *HE1254-22-R-0008*

CATALOG OF FEDERAL DOMESTIC ASSISTANCE (CFDA) NUMBER: *12.556
Competitive Grants: Promoting K-12 Student Achievement at Military-Connected Schools*

ANNOUNCEMENT TYPE: *Initial Announcement*

KEY DATES & POINT OF CONTACTS:

January 31, 2022	Applications Available (https://www.grants.gov/)
March 3, 2022	Pre-recorded Technical Assistance Webinars (https://dodeagrants.org/)
April 8, 2022	Deadline for Transmittal of Applications, No Later than 11:59PM Eastern Standard Time
No Later than September 30, 2022	Grants Awarded
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Anticipated Funding Type: Grant award(s).

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II. FUNDING OPPORTUNITY DESCRIPTION

A. Short Description of Funding Opportunity

The Department of Defense Education Activity (DoDEA) seeks innovative applications that identify and implement evidence-based practices to meet the academic needs of the highly mobile military-connected students in their community and applications which establish, improve, or expand world language programs targeting elementary and secondary students. In addition, any Local Education Agency (LEA) awarded a grant under this announcement must use the funds to support programs that can be continued beyond the grant period and demonstrate approaches that could be disseminated to and duplicated in other LEAs. Awarded projects must provide a written project narrative and a detail budget table which identifies which program (either MCASP or WLARP) the LEA is applying for funding to implement under this announcement. Additionally, all projects awarded under this funding opportunity must include a professional development component. DoDEA intends to award multiple grants, subject to the availability of funds. Each individual grant award will be a minimum of \$500,000.00 and may be up to a maximum of \$2,000,000, for a period of up to five (5) years.

B. Background

The DoDEA Partnership and Resources Division provides eligible local education agencies (LEAs) with the resources to close achievement gaps, spark ingenuity, innovate and sustain quality education and seamless learning transitions for military-connected students. To advance this effort, DoDEA provides a competitive grant program to domestic public schools that identify a need focused on: academic mastery, narrowing learning gaps for students that transition, and/or providing consistent access to educational programs. Since 2009, the DoDEA Grant Program has impacted over one million public school students in 36 states.

Additionally, the House and Senate Appropriations Committees are concerned about the lack of military personnel with advanced language skills and believe this could be addressed by promoting foreign language study programs targeting elementary and secondary students. As a result, the National Defense Authorization Act for Fiscal Year 2021 authorized the development of a competitive grant program to provide support to eligible entities for the establishment, improvement, or expansion of world language study for students at public schools in a LEA that hosts a unit of the Junior Reserve Officers' Training Corps (JROTC).

C. Program Description

This funding opportunity has two applicable programs, Military-Connected Local Educational Agencies for Academic and Support Programs (MCASP) and the World Language Advancement and Readiness Program (WLARP). Applicants can apply for funding to implement either MCASP or WLARP at their respective LEA. LEAs can only choose ONE program to apply for funding under this announcement. The following provides a description of both programs for LEAs to select for funding.

MCASP: Project scope for MCASP applicants may range in size and complexity. Efforts may have an emphasis on hands on, problem-based learning activities, mentor-centered programming, education outcomes, convergence of multiple curricular disciplines, and/or career pathways/opportunities. The following efforts are especially encouraged:

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

WLARP: In response to a request from a Congressional bipartisan group, the Academy of Arts and Sciences created the Commission on Language Learning. In the Commission's final report, [America's Languages: Investing in Language Learning for the 21st Century](#), they state the importance of *"a national strategy to improve access to as many languages as possible for people of every region, ethnicity, and socioeconomic background—that is, to value language education as a persistent national need similar to education in math or English, and to ensure that a useful level of proficiency is within every student's reach. As children prove especially receptive to language education—they spend much of their time in educational settings and can develop language skills gradually throughout their lives—the Commission believes that instruction should begin as early in life as possible."*

Challenges inherent to the current world environment require the military to be equipped with proficient world language skills. [The National Defense Strategy \(NDS\) of the United States, Sharpening the American Military's Competitive Edge](#) states that *"U.S. interest includes protecting the nation and our allies from attack or coercion. The NDS also recognizes that our nation's security is 'tightly bound with the security of the broader international system.'"* To be successful in national security efforts and effectively collaborate with global populations, world language skills are a critical defense competency. [Experts indicate that students learning languages starting at the K-12 levels develop higher language proficiency than those starting in college](#) – therefore, exposing elementary and secondary students to world languages is critical to developing and sustaining the pipeline of individuals with skills needed to address national security and economic competitiveness needs. As a result, the Department of Defense (DoD) is committed to increasing world language skills and cultural knowledge capability and capacity by identifying and training students who could become potential service members with high aptitude to learn world languages. The goal of any proposed effort under this announcement must provide solutions that will establish, improve, or expand world language study for Pre-K-12 public school students in an LEA that hosts a unit of the JROTC. For this effort, world language is defined as American Sign Language (ASL) and/or any of the languages included on the DoD Strategic Language List (SLL) as defined in DoD Directive 5160.41E, [Defense](#)

[Language, Regional Expertise, and Culture Program](#), and can be found at Appendix E of this announcement.

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

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

All MCASP and WLARP applications should:

- Address the program description,
- Demonstrate potential to make a substantial impact,
- Create meaningful content and participant experiences that meet the intent of either the MCASP or WLARP program,
- Collect a set of program-specific measures of performance to include capture of participation rates and measures of effectiveness appropriate to the goals of the project,
- Contain a strategy for program sustainability, such that following the end of the period of performance of this award, the effort will have a clear financial path and leave enduring program capability, and
- Address the applicant's proposed project's flexibility and adaptability in MCASP or WLARP delivery and execution in response to any disruption to the educational system (e.g., global pandemic).

D. Deliverables

Reports – The applicant must acknowledge that the following reports are required under this announcement and if awarded agree to submit the following:

- Quarterly Financial Reports – This report requirement is fulfilled with the completion of the Standard Form (SF) 270 which is to be accompanied by any grant advance payment or reimbursement request via an attachment on the Wide Area Workflow system. The SF 270 will include information on current expenses and invoices for the submitted period.
- Performance Progress Reports – A template will be provided to each awarded grantee. This report will include information on programmatic goals to include major successes or major problems that warrant DoDEA attention. This report will be submitted through our DoDEA grants online reporting system for each fall and spring school year semesters.
- Annual Report – A template will be provided to each awarded grantee. A complete annual Performance Progress Report is mandated by DoDEA. This report will be due each year on October 31 and will include a cover sheet, written narrative as well as the annual financial report (SF 425).
- Final (Closeout) Performance Report – This report details the full programmatic accomplishments summarized from prior annual reports and a forecast for ongoing program sustainability after the end of the period of performance. Include, as feasible, examples of educational materials produced, success stories, accomplishments, links to digital materials, and other resultant material from the award.

The below table outlines the deliverables timeline as stated above.

Table 1 – Reporting/Deliverable Timeline

Due Date	Report Type
Quarterly	• Standard Form 270
January 31	• Fall Semester Report
July 31	• Spring Semester Report
October 31	• Annual Performance Report • Annual Financial Report
No later than 120 days after end date of performance period	• Final (Closeout) Performance Report

Grants under this announcement do not include the delivery of hardware deliverables.

E. Authorization

Authority for this competitive grant is provided by the following: Section 574(d) of P.L. 109-364; Title 10 U.S.C. Section 2192(b); and Section 1751 of P.L. 116-92.

Additionally, this publication constitutes a Funding Opportunity Announcement (FOA) as contemplated in the Department of Defense Grants and Agreements Regulations (DoDGARS) 32 CFR 22.315(a). DoDEA will not issue paper copies of this announcement. DoDEA reserves the right to select for award all, some, or none of the applications in response to this announcement.

Application packages to include project narratives and budgets (or any other material) submitted in response to this FOA will not be returned. DoDEA will treat all applications as sensitive competitive information and will disclose their contents only for the purposes of DoDEA's evaluation of the grant applications.

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

- Have the management capability and adequate financial and technical resources, given those that would be made available through the grant or cooperative agreement, to execute the program of activities envisioned under the grant or cooperative agreement.
- Have a satisfactory record of executing such programs or activities (if a prior recipient of an award).
- Have a satisfactory record of integrity and business ethics.
- Be otherwise qualified and eligible to receive a grant or cooperative agreement under applicable laws and regulations (see § 22.420(c)).

The applicant must agree to abide by all federal rules and regulations regarding performance and financial management, including, but not limited to:

- 2 CFR 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.

Any inconsistencies in the requirements of award will be resolved in the following order of precedence:

- Federal statutes
- Federal regulations
- 2 CFR part 200, as modified and supplemented by DoD's interim implementation found in 2 CFR part 1104
- Award-specific terms and conditions

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

Applicants should be aware of the following:

- Information regarding application packages can be found at:
<https://www.grants.gov/web/grants/applicants/apply-for-grants.html>
- Grant applications will be reviewed only if they (1) meet the criteria specified by this announcement and (2) are submitted through Grants.gov at:
<https://www.grants.gov/web/grants/home.html>

III. AWARD INFORMATION

A. Funding Amount and Period of Performance

Under this FOA, DoDEA intends to award multiple grants, subject to the availability of funds. Each individual award will be for a minimum of \$500,000.00 and may be up to a maximum of \$2,000,000.00 for a period of up to five (5) years. DoDEA expects projects to be completed within the performance period. All projects awarded under this FOA will have a Period of Performance end date of May 31, 2027. Proposed project costs must be no more than \$2,000,000.00 for all years of the project, including direct and indirect costs. Please note that applicants are required to use the first year of their award as a planning year. During this year, such activities as refining project and evaluation plans, providing professional learning, securing necessary resources, and hiring or revising staff positions should occur. Additionally, during the first year of award, all grantees will be required to meet with DoDEA to establish a monitoring review plan. During the initial monitoring review plan meeting (conducted during the first year of award), all grantees will be given a risk designation (e.g., high, moderate, low). This designation can change throughout the life of the grant and is comprised of an analysis of any of the elements listed below, in addition to district request.

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

Any project requesting total federal support from DoDEA of more than \$2,000,000.00 total for all years will not be considered for funding. It is anticipated that awards funded under this announcement and selected this fiscal year will be made by September 30, 2022.

The amount available through this announcement will be dependent upon final FY 2022 budgetary decisions. Publication of this notice does not obligate DoDEA to award any specific project or to obligate any available funding. If any applicant incurs any costs prior to receiving an award agreement from the authorized DoDEA Grants Officer or DoDEA Grant Program Manager, the applicant does so solely at the LEA's own risk of such costs not being included under an award if an award is made to the applicant. Pre-award costs are not allowed under this award unless prior approval has been given by the DoDEA Grants Officer or DoDEA Grant Program Manager in accordance with 2 CFR §200.308(d) and §200.407.

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

Figure 1. DoDEA FY22 MCASP and WLARP Grant Funding Formula

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

B. Peer Merit Reviews

DoDEA will use peer reviewers to assist in the merit review of applications. Peer reviewers are not U.S. Government employees and will sign nondisclosure agreements before receiving full or partial copies of applications.

IV. ELIGIBILITY INFORMATION

A. Eligible Applicants

Eligible applicants for this funding opportunity are limited to PK-12 LEAs including charter schools that are considered LEAs under State law. For-profit organizations, foreign institutions, and individuals are not eligible to apply. Likewise, federal agencies or current federal employees are not eligible to receive federal assistance under this announcement but may be project partners. Current DoDEA grant award recipients are eligible to apply. Awards under this announcement will be made to LEAs on behalf of their eligible school(s). Eligible schools must meet the following the following criteria:

1. **All applicants: Eligible school(s) must have a 10 percent or greater military-connected student enrollment for school year (SY) 2020-2021.** The enrollment numbers may be verifiable from the district's U.S. Department of Education Impact Aid totals and/or the State Military Student Identifier data. For the purposes of this announcement, a military-connected student is defined as an elementary or secondary school student who is: (i) a dependent of a member of the Armed Forces; (ii) a dependent of a civilian employee of the Department of Defense; or (iii) a dependent of a person who is not a member of the Armed Forces or a civilian employee of the Department of Defense but who is employed on Federal property.
2. **WLARP applicants ONLY: Eligible school(s) must be a part of a LEA which currently hosts a unit of the Junior Reserve Officers' Training Corps (JROTC) in one of their local high schools.** JROTC programs, run through the Army, Navy, Air Force and Marine Corps, are taught as elective courses at more than 3,000 high schools

nationwide. To find out if a LEA has an eligible JROTC program, please visit the following respective service JROTC websites:

- U.S. Army JROTC Program Headquarters – Select “School Locator”
<http://www.usarmyjrotc.com/>
- U.S. Air Force JROTC Program Headquarters – Select “AFJROTC Unit Locator”
<https://www.airuniversity.af.edu/Holm-Center/AFJROTC/Article-Display/Article/950637/>
- Naval Service Training Command – Select “Find An NJROTC Unit”
<https://www.netc.navy.mil/Commands/Naval-Service-Training-Command/NJROTC/Program-Information/#what>
- U.S. Marine Corps
<https://www.mcjrotc.marines.mil/Schools/List/>

B. Cost Sharing or Matching

The primary basis for selecting applications for award will be technical merit, relevance to the subject of the solicitation, proposed cost allowability, reasonableness, and the availability of funding. No cost sharing or matching is required. If offered, voluntary cost sharing may be considered as a demonstration of an offeror's commitment to their proposed project. Any proposed cost sharing becomes a binding term of any award. DoDEA reserves the right to request and require additional supporting information and documentation after it makes the selection determination. DoDEA reserves the right to remove applicants from award consideration if the applicant fails to reach agreement on award terms, conditions, or cost/price within a reasonable time; or if the applicant fails to provide requested or required additional information in a timely manner.

C. Other: Registration in System of Award Management

To apply for grants and other funding opportunities, the proposing LEA must be registered in the System of Award Management (SAM). Applications will not be accepted unless through Grants.gov and unless the proposing LEA is registered in SAM. Registration in SAM is now included in the acceptance of Certifications and Assurances. SAM may be accessed at: <https://sam.gov>. SAM registration must be current at the time of award.

V. APPLICATION AND SUBMISSION INFORMATION

The Government seeks only applications that are relevant and responsive to the Funding Opportunity Description in [Section II](#). Applications are highly encouraged to address the areas listed in the Funding Opportunity Description using headings for each area.

Applications will only be received electronically, as editable PDFs, Word documents, or Excel

spreadsheets through <https://www.grants.gov/> no later than **April 08, 2022 (Friday) no later than 11:59 PM Eastern Time**. Applications are NOT to be submitted via email. For access to complete instructions on how to apply for opportunities, refer to: <https://www.grants.gov/web/grants/applicants/apply-for-grants.html>

Award Notification: It is anticipated that final selections for award will be made no later than September 30, 2022.

A. Address to Request Application Package

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

B. Content and Form of Application Submission

Applications submitted under this FOA must seek to address unclassified efforts. As a corollary, no classified applications shall be submitted. Application submissions will be protected from unauthorized disclosure in accordance with applicable laws and DoD regulations.

An application must include all elements (1) through (3) below; elements (4) and (5) are optional but recommended. Failure to provide this information in the required format and within prescribed page limits may result in the application being excluded from further review. Any non-requested elements submitted as part of a full application package will be removed from the application prior to merit review.

(1) Required Federal Forms

Prospective applicants must complete the mandatory forms in accordance with the instructions provided on the forms and the additional instructions below. Files that are attached to the forms must be in Adobe Portable Document Format (.pdf) unless otherwise specified in this announcement.

At the time of application submission, applicants must complete and submit the following federal forms with signatures of the Authorized Representative of the submitting LEA:

- SF-424, Application for Federal Assistance
- SF-424-A, Budget Information, Non-Construction Programs
- CD-511, Certifications Regarding Lobbying
- FAR 52.204-24, Representation Regarding Certain Telecommunications & Video

(2) Project Narrative

Submit **Project Narrative** using the following format:

- Paper Size – 8.5 x 11-inch paper
- Margins – 1 inch
- Spacing – single spaced
- Font – Times New Roman, 12-point
- Page limit - The project narrative shall not exceed 25 pages. Excluded in this

- page limit are elements (4) and (5) which are optional but recommended.
- The project narrative components should include the following:
 - Cover Page
 - Abstract
 - Table of Contents
 - Needs Assessment and Rationale for the Project
 - Project Goals and Design
 - Project Planning Year
 - Project Implementation Years
 - Key Personnel Qualifications
 - Project Evaluation
 - Budget Narrative
 - Sustainability Plan

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

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

You must use the template for the application found in Appendix A of this BAA for submission of your grant project proposal. Appendix C displays a completed example of the cover page for applicants' information.

Table of Contents – lists the sections within the grant proposal narrative with the corresponding section and page numbers.

Needs Assessment and Rationale for the Project - determines and presents the needs between the current condition and the desired outcome. A strong needs assessment will provide detailed information, including supporting data, on the current needs of military-connected students as it relates to the proposed project. Data presented must be disaggregated for military-connected students and provide a comparison to the general student population. The needs assessment must also include information on current and past efforts (funded by DoDEA and otherwise) to address any achievement gaps in the proposed focus area. Finally, this section will present past and current professional learning efforts for staff in the proposed focus area and present staff challenges and needs to be met to improve student outcomes in the focus area. The total points an applicant can receive for this section is 10 points.

Reviewers will use the rubric included below in **Figure 2** to score the application's criteria for need (5 points).

Figure 2. Reviewer criteria for scoring criteria for student need

Criteria for Military-Connected Students and Need	Evidence
Includes all populations impacted by project (e.g., military-connected students and any relevant subgroups).	
Provides academic achievement data comparison between military-connected students and the general student population (e.g., formative and summative assessments in state, LEA and/or project schools).	
Provides data that support the needs of military-connected students (e.g., data showing military-connected students performing below general student population in grade level, school, LEA, and/or state).	
Provides data directly supporting project goals (e.g., if project focuses on improving math scores of military-connected students in grades 6-8, data show an achievement need for that student population in math).	
Presents data on technology needs, if applicable.	
Identifies technology needs (e.g., devices, educational software, memberships, subscriptions) relative to the focus area(s).	
Explains how technology will address student achievement needs in the focus area(s).	

Reviewers will use the rubric below in **Figure 3** to score the application on the summary of effectiveness and evidence of impact from current and past efforts in direct student services to address the need (5 points).

Figure 3. Rubric for scoring criteria for summary and impact of need

Criteria	Evidence
If applicant has previously received a DoDEA grant, needs assessment includes specific successes and/or challenges from previous grants and lessons learned (e.g., Did needs change? Did gaps close? What will be repeated? What will be changed?). Provide the information requested in the format below:	
Project Name	
Award Amount	
PI/Director Name	
Project Focus and Goals	
Project Results	
Relevance to Current Proposal	
Explains how successes or lessons learned from past efforts are incorporated in the new project.	
If relevant, explains efforts to increase parental/community involvement (e.g., increase communication, family nights, college fairs, financial aid sessions, apprenticeship programs, internships, collaboration).	

Project Goals and Design – The application must consist of a clear description of the technical approach being proposed to address the applicants’ chosen program area (either MCASP or WLARP). The total points an applicant can receive for this section is 10 points. This section of the narrative should address the following:

1. Identify goals of project. The applicant can choose **up to three goals** for their proposed project. Each goal should be written to state how the project outcomes will be achieved in a clear, specific, and measurable way. An example of a goal statement is “*Military-connected 8th graders will improve their science achievement as evidenced by quantitative and/or qualitative measures by the end of this grant cycle (May 31, 2027).*” Examples of goal measures are as follows:

- Student performance in STEM courses in statewide, districtwide and/or schoolwide benchmark assessments.
 - Student grades in goal related courses.
 - Number of participants in focus groups and/or interviews and their qualitative results.
 - Parental and/or student pre and post surveys.
 - Enrollment and completion in goal related courses.
 - Enrollment, grade, and completion in CTE courses.
 - Number and percentage of students earning industry-recognized credentials.
 - Number and percentage of students matriculating to higher grades and grade groupings (regular and honors) and higher education in goal related programs with articulation agreements.
2. Identify strategies. Each goal may not have more than three strategies. The identified goals should be the same used for project evaluation. Strategies to support goals must be related to improving student outcomes related to MCASP or WLARP. Applicants can choose up to three broad strategies from the list below:
- Extracurricular activities (e.g., after school clubs, competitions, etc.)
 - In-class curriculum instruction support (e.g., project-based learning, pathways, apprenticeships, etc.)
 - Organizational capacity building (e.g., mentoring programs, building faculty capacity to use student data to target student learning needs, etc.)
 - In-class technology support (e.g., laptops, educational software, etc.)
 - Tutoring
 - Virtual learning
 - Any other evidence-based educational strategy

Figure 4 below provides an example of how goals and strategies should be written in the project narrative:

Figure 4. Goal and Strategy Example

Goal: <i>Military-connected 8th graders will improve their science achievement as evidenced by quantitative and/or qualitative measures by the end of this grant cycle (May 31, 2027).</i>				
Strategy/Activity Category	Specific Activity	Target/Direct Audience	Research or Evidence Base	Current, New, or Enhanced Intervention
Extracurricular Activity	After school Lego/Robotics/STEM Clubs	Grade 8 students	Cite the source and locate at least one research study or an evaluation article (different from the evaluator's reports submitted to the grantee/DoDEA) that shows data evidence (using inferential statistics) on the positive effectiveness/ impact of the activities/ interventions to be used with students.	New
In-class curriculum and instruction support	Project Based Learning	Grade 6-8 students		Enhanced
Extracurricular Activity	STEM Day/STEM Career Day	Grade 6-8 students		Current

3. Discuss the LEA's potential to achieve one or more of their goals as described in the Program Description section of this announcement, including the extent to which the proposed project will result in information to guide possible replication of project activities or strategies, and information about the effectiveness of the approach or strategies employed by the project.
4. Identify proposed efforts for increasing or maintaining the eligible school's proposed project goals and the potential of the proposed program to educate a future workforce with skills critical to the DoD mission.
5. Discuss increased or enhanced opportunities to provide world language opportunities to elementary and/or secondary students.
6. Discuss the potential and extent to which the proposed program can provide professional learning opportunities.

Reviewers will use the rubric included below in **Figure 5** to score the applicant's project goals and design. Goals should be aligned with the needs identified and focus on military-connected student academic outcomes (7 points).

Figure 5. Rubric for Project Goals and Design

Criteria	Evidence
Project has no more than three (3) goals that are student-centered.	
Goals clearly align with the needs assessment.	
Each goal focuses on either one grade or school level (e.g., elementary, middle, secondary).	
Each goal focuses on growth <u>over time</u> and should not maintain the status quo.	
Goals reference academic achievement of military-connected students (e.g., state assessments, graduation rate, Advanced Placement (AP) exams, college entrance exam scores, etc.).	
Outcomes are reasonable based on past performance and information provided in the needs assessment.	
Baseline data is used (or will be used) to determine outcomes.	
Strategies align with the goal and the needs identified. (3 points)	
Strategies come from the approved DoDEA list.	
No more than three (3) strategies per goal.	
Strategies are aligned with needs and relevant to meeting the goal.	

Reviewers will use the rubric in **Figure 6** to score the applicant’s professional development plans in relation to the grant goals. Applicants should present information on the district’s past and current staff professional learning efforts (3 points).

Figure 6. Professional Learning Plan Rubric

Criteria	Evidence
Includes relevant information on past and current professional learning in project focus area(s) and proposed instructional strategies.	
Explains areas of need in professional learning (e.g., additional substitutes, teacher training in CCR-STEM standards curriculum and instruction, content specialists, coaches, PLCs, etc.).	
Includes current challenges in offering professional learning (e.g., administration/teacher buy-in, available planning time, contract hours, etc.).	

Project Planning Year - Discuss *how* the project director will use the planning year (Year 1) to:

1. Build strong communication systems so all stakeholders understand the purpose of the project and know how to get involved.
 - For example, applicants may indicate improved teacher capacity to instruct in specific curricular area as a goal that can be shown through changes in teacher practices based on project-supported professional development activities. WLARP applicants may also indicate expanded world language programming by using enrollment, participation, and retention of students across grade levels in the proposed program or world language. If applicable, applicants may want to incorporate student participation and performance in assessments when formulating goals that also align with the applicant’s state standards for specific curriculum.
2. Involve appropriate personnel in planning, specifically project school staff, leadership, and budget/finance staff.
3. Research the proposed grant strategies and develop specific plans with timelines, milestones, and responsible people for implementation.
 - For example, applicants may want to consider how curricular alignments, program pipelines, and strategic partnerships across the LEA community and within the PK-12 and post-secondary education systems can contribute to a more proficient future workforce.
4. Identify key activities to prepare for project implementation.
 - For example, applicants may want to consider how online tools and applications can enhance or increase educational opportunities for elementary

and/or secondary students.

5. Provide professional learning and develop a plan for ongoing professional learning to support staff practice in applying grant strategies with fidelity and integrity.
 - For example, applicants may want to consider how a specific program can impact teachers' instructional practices and needs for support in lesson planning, differentiating instruction by student proficiency level, and use of assessment results to inform instruction.
6. Collaborate with the evaluator to plan for an evaluation design and approach with the appropriate evaluation design, tools and measures, and feasible data collection timetable using both qualitative and quantitative data collection sources.
7. Identify partners and other collaborators, including military installation(s), local businesses, and institutions of higher education.
8. Identify ongoing technical assistance needs and sources for providing those services (e.g., DoDEA ETAC, school or district, third-party vendor).

In addition, **applicants are required to complete the template at Appendix B of this announcement to detail planning year activities and timelines.** Applicants may add as many rows to the template as they need to address their expected activities. However, applicants may not include more than 3 goals and no more than 3 strategies per goal. This section of the project is worth 15 total merit review points.

The reviewer rubric in **Figure 7** below outlines the criteria for how reviewers will score the overall approach for the planning year, including establishing planning year activity milestones, namely, *how* the project director will conduct those activities (5 points).

Figure 7. Planning Year Written Rubric

Criteria	Evidence
Identify the stakeholders and sustainability planning team members, and frequency of meetings.	
Determine what is communicated to each stakeholder group and when this communication will occur.	
Establish a system for regular communication with all stakeholders so they understand the purpose of the project and know how to get involved. This includes the point of contact at each target school and other leadership as necessary.	
Involve staff at each target school in planning instructional strategy implementation in their schools and identifying military- connected students to involve in the project.	

Provide, or arrange for, appropriate professional learning opportunities to prepare staff to implement strategies with fidelity.	
Collaborate with the evaluator to determine a plan for appropriate data collection methods and tools necessary to monitoring and revising implementation as needed.	

The reviewer rubric in **Figure 8** below will outline the criteria for scoring the Planning Year strategy preparation and professional learning to *prepare* staff to implement strategies (10 points).

Figure 8. Planning Year Strategy Template Rubric

Criteria	Evidence
Establish a communication plan with materials, timeline, and responsible persons.	
Determine metrics and milestones to benchmark progress in preparation of staff for implementation.	
Establish key strategy implementation activities, data collection tools and metrics to ensure the activity occurred, including a timeline.	

An example of the planning year template can be found at Appendix B.

Project Implementation Years - Discuss *how* the project director will manage the project during Year 2 (the first year of implementation) through Year 4 (Year 5 is the project close out year) to ensure that:

- Project school staff continue to be supported when implementing strategies.
- Proposed focus areas are implemented, monitored, and redirected as data dictates.
- The evaluator receives necessary data to analyze project implementation and outcomes.
- The barriers to implementation are addressed in a timely manner
- Project activities and outcomes are communicated to key stakeholders.

Additionally, this section of the narrative should explain the capacity for data management to include the applicant's capacity to identify, track, and disaggregate data for the engagement of military-connected students, professional learning efforts, and technology (if applicable).

Applicants are required to complete the template at Appendix B of this announcement to detail implementation years' activities and timelines. Applicants should complete the provided template (15 points) to detail Year 2 (the first year of implementation) strategies, professional learning activities, and a timeline. Strategies, professional learning activities, and approximate timelines will continue during years 3-5. Applicants may add as many rows to the template as they need to address their expected activities. However, applicants may not include more than 3 goals and no more than 3 strategies per goal. Appendix F is also included as an additional tool to support the development of the project.

The reviewer rubric to score the written overall approach to Year 2 strategy implementation including establishing Year 2 implementation activities, namely, how the project director will do the following is worth 5 points and can be reviewed below in **Figure 9**.

Figure 9. Implementation Approach Rubric (Narrative)

Criteria for Overall Approach to Year 2 Implementation Describes how the project director will:	Evidence
Communicate with all stakeholders about project implementation progress and student outcomes.	
Use project data to monitor and redirect project activities as needed.	
Collaborate with outside evaluator to provide strategy and professional learning data the project director collects from each target school.	
Rely on formal and informal networks to implement problem-solving procedures to	

overcome implementation barriers (e.g., staff buy-in, leadership turnover) in the district and/or at target school.	
Provide, or arrange, ongoing professional learning to staff implementing strategies in target schools.	
Communicate with all stakeholders about project implementation progress and student outcomes.	

The reviewer rubric to score that template of the overall approach for Year 2 implementation of strategies and professional learning to support staff who implement strategies is worth 15 points and can be reviewed below in **Figure 10**.

Figure 10. Implementation Year Template Rubric

Criteria	Evidence
Build on the communication plan established during the planning year to continue information flow and encourage input and involvement from community stakeholders.	
Determine key implementation activities to support each strategy and when activities should be implemented (determining effectiveness of activities will be established AFTER award).	
Maintain appropriate types of professional learning opportunities (e.g., job-embedded coaching, demonstration classroom, coach-supported PLCs, and ongoing sessions from experts) and when they should be implemented (determining effectiveness of different types of professional learning for changing staff practice will be established AFTER award).	

An example of the Implementation Years template can be found at Appendix B.

Key Personnel Qualifications – Describe all key personnel involved in the grant to include expectations for the project director and evaluator. Qualifications, including relevant education, training and experience of the project director and key personnel, should be discussed. This section should detail the time commitments of the project director and other key project personnel as they are appropriate and adequate to meet the objectives of the proposed project. Support staff positions (including names, if known) should be included and noted whether they are compensated through the grant. If so, state what percentage of their compensation will be provided through this project. Please note that the project director position is required to be from .5 to 1.0 FTE. Applicants should also include a statement

explaining how the project director and outside evaluator will collaborate to perform evaluation tasks included below. The total reviewer score for this section is 10 points.

Reviewers will use the rubric included below in **Figure 11** to score the key personnel section of the project narrative. Rubric presents criteria for the Project Director. Applicants should include a brief statement explaining *how* the project director will do the following.

Figure 11. Key Personnel Narrative Rubric

Criteria Describes how the project director will:	Evidence
Use background knowledge and experience to direct a project with the chosen focus.	
Address the project barriers and challenges (e.g., poor staff buy-in, school leadership turnover, low band width for technology devices) collaboratively with district and/or school staff.	
Utilize the project plan activities and tools presented in the planning and implementation year templates (Section V) to continually monitor and redirect strategy and professional learning implementation.	
Collaborate with project school leadership and district leadership to command authority to direct the project in target schools.	
Provide the outside evaluator with formative and summative project data to analyze project progress and student outcomes.	

Append a résumé for the project director that is no more than two pages in length. *If the project director is yet to be determined (TBD), applicants should provide a description of the criteria they will use to advertise the position.*

Reviewers will use the rubric included below in **Figure 12** to score (15 points) the applicants criteria for an external third-party evaluator. The narrative should include a brief statement demonstrating that the outside evaluator has expertise in grants.

Figure 12. External Third-Party Evaluator Rubric

Criteria Describes the Evaluator's expertise in:	Evidence
Qualitative and quantitative data collection methods and analyses.	

Ability to use different types of assessments in addition to or instead of state/standardized testing tools to measure grant progress towards goals across grant years.	
Knowledge of education, school/district contexts, the unique needs of military families, DoDEA grant evaluation requirements, and/or STEM/CTE/CCR/WL.	
Evaluating direct service projects supported by a set of activities and resources to achieve an intended result.	
Evaluating process and summative measures and data to determine whether the intended result was achieved.	
Using collaborative and participatory approaches for working with project staff.	
Project summative data (e.g., disaggregate military-connected student achievement by grade and school compared to non-military-connected students in same grades and schools).	
Ability to conduct higher-level analyses (in addition to non-parametric and descriptive analyses) and data visualization.	
Process data to provide actionable information for improving strategy and professional learning implementation (e.g., compare professional learning outcomes among the target schools to provide recommendations for the type of professional learning preferred by school staff) for ongoing implementation and sustainability.	

Append to the grant application a current résumé for the external third-party evaluator that is no more than two pages in length. *If the evaluator position is TBD, applicants should provide a description of the criteria they will use to advertise the position.*

Project Evaluation – Discuss the metrics and evaluation plans for this project. This section should ensure the methods of evaluation are thorough, feasible, and aligned and appropriate to the goals, objectives, and outcomes of the proposed project. Metrics and evaluation components must include but not be limited to:

- Logic models and/or program operating guidelines.
- Anticipated data collection, analyses, and results.
- Data instruments as feasible. This should include the methods of evaluation to include the use of objective performance measures that are clearly related to the intended outcomes of the project and that will produce quantitative and/or qualitative data to the greatest extent possible.
- Descriptions of planned assessments to be selected or developed, how they are standards-based and/or performance/growth-based, and how they are appropriate for measuring MCASP or WLARP project activities.

This section should also include benchmarks to monitor progress toward specific project objectives (e.g., student world language proficiency objectives, outcome measures to assess the impact on teaching and learning, other important outcomes for students). A successful evaluation plan provides methods and benchmarks to answer the big and small questions. Big questions are those you will use to evaluate the overall effectiveness/impact of the applicant's grant project. The small questions should align with your planning and implementation timeline to make sure you are meeting your benchmarks. An example of the evaluation plan template can be found at Appendix B.

In addition to drawing outcome measures from quantitative measures/sources, please include short case studies and/or vignettes that highlight good practices, policy changes, and approaches to sustainability.

Applicants should provide information about how the project director will collect the necessary data to answer the big and small questions reflected in the evaluation plan. The rubric presented in **Figure 13** below outlines how the scoring criteria for how the evaluation plan should include the evaluator review process as well to author the evaluation report at the end of each year.

Figure 13. Evaluation Plan Rubric

Criteria for Evaluation Plan	Evidence
Includes the three (3) big questions and appropriate evaluation methods and tools to answer them.	
Includes the three (3) small questions and appropriate evaluation methods and tools to answer them.	
Determines ways by which the project participants (students <i>and</i> staff) have met the intended outputs and outcomes by the end of each grant year.	
Analyzes for shortcomings and successes against benchmarks in the project for the planning year and implementation years.	
Makes recommendations for improving or maintaining outcomes in the next year or sustaining the project in the final year.	

Evaluator will be selected competitively to ensure ability to conduct an objective and robust evaluation of the DoDEA grant project.	
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Budget Narrative and Sustainability Plan – The application must include a cost proposal detailing direct labor, fringe benefits, travel, contracts, supplies, and indirect costs. The cost proposal is a *narrative* explaining and justifying budget figures in enough detail so the government can determine reasonableness. The budget narrative must include *all figures, calculations, and supporting documentation for determining cost allowability, allocability and reasonableness*. Justifications for costs must be explicitly stated. Additional information may be requested by DoDEA, if needed. NOTE: In accordance with 2 CFR §200.414(f), any non-Federal entity that has never received a negotiated indirect cost rate, except for those non-Federal entities described in Appendix VII to 2 CFR §200, may elect to charge a de minimis rate of 10% of modified total direct costs (MTDC) which may be used indefinitely. *Failure to adequately provide detailed cost data for entire grant period of performance will require the Grants Officer to contact the proposing organization for the requisite information. All Offerors are required to submit a thoroughly detailed cost breakdown. The Grants Officer must be able to determine that all proposed costs are allowable and reasonable. A detailed budget table will facilitate this cost analysis.*

Figure 14 provides the scoring rubric (10 points) for the budget section of the project narrative.

Figure 14. Budget Narrative Rubric

Criteria	Evidence
Provides a clear overview and rationale for how grant dollars (and any matching funds) will be allocated.	
Describes existing resources and other support the LEA expects to receive for the proposed project. This may include any resources or support (monetary or in-kind) applicants expect to receive from community partners. A letter of support from the community partner (if applicable) should be included as an appendix. The letter should provide details about the resources and/or support that will be provided to the applicant as part of the project.	
Provides an overview of LEA grant internal control processes.	
Identifies how project leaders will track budget expenditures.	
Identifies the role/position and FTE for each person involved in the project and ensures the scope is reasonable given the amount of work to be done.	
Provides reasonable estimates for implementing and maintaining strategies and action items, as well as district standards for inventory control for supplies and equipment.	

Sustainability Plan – Describe how the LEA will identify other sources of funding including community and philanthropic organizations, higher education institutions, or other federal and state agencies to sustain the effective grant activities. Additionally, discuss how project data will be used to sustain the project after the funding cycle. The resulting sustainability plan will be a roadmap for how the grant project will continue and achieve its intended impact in the school(s) or district during and beyond the grant funding period. An effective sustainability plan will anticipate obstacles such as personnel changes, strengthen buy-in among stakeholders, and inform changes in policy and institutional practices that would contribute to greater sustained fidelity of the project’s most promising and effective strategies.

Figure 15 provides the scoring rubric (10 points) for the sustainability section of the project narrative.

Figure 15. Sustainability Narrative Rubric	
Criteria	Evidence
Provides detailed description of your initial sustainability plan and how you will continue to refine your sustainability plan throughout the life of your grant. You will be required to provide an updated version of your sustainability plan annually with your annual report submission. See appended Sustainability Plan.	
Provides information on how you will use project data to build the sustainability plan.	
Addresses awareness of the financial needs to sustain program.	
Identifies potential partners—military installation, business, community, and other stakeholders.	
Identifies succession plan for staffing.	
Identifies the members of the grant project sustainability planning team.	

(3) Detail Budget Table – Cost Analysis

Provide a detail budget table (either excel or .pdf) that clearly identifies and justifies the cost of separable elements of the proposed work and correlates with the budget narrative and sustainability section written in the project narrative. The detail budget table must include a detailed year-by-year breakdown by category of cost separated into federal and non-federal categories (if applicable). The detailed budget table should be sufficiently detailed to enable a clear understanding of the cost breakdown and calculations used to derive the line item subtotals in each object class of the SF-424A budget. The budget should be written with enough detail to allow DoDEA staff and the review panel the ability to evaluate the level of effort proposed by the

project. The budget must include all anticipated expenses in order to realistically describe for reviewers what resources will be necessary to carry out the project. DoDEA staff will review budget information in recommended applications to determine if costs are allowable, allocable, and reasonable. (See Appendix D for a sample Detail Budget Table). Food and beverage costs, except for subsistence costs associated with authorized travel (per diem), are not allowable under this FOA. The following funding requirements apply to all awarded grants under this announcement:

- Direct Labor – Individual labor categories or persons, with associated labor hours and unburdened direct labor rates. Provide escalation rates for out years. Salaries of administrative and clerical staff are normally indirect costs (and included in an indirect cost rate). Direct charging of these costs may be appropriate when a major project requires an extensive amount of administrative or clerical support significantly greater than normal and routine levels of support. Budgets proposing direct charging of administrative or clerical salaries must be supported with a budget justification which adequately describes the major project and the administrative and/or clerical work to be performed.
- Fringe Benefits– The application should show the rates and calculation of the costs for each rate category. Fringe benefits are defined as costs in the form of employer contributions or expenses for social security, employee life, health, unemployment, and worker’s compensation insurance, as well as other similar benefits for employees who are expected to work solely on this grant. The overall cost of each type of benefit to include the percentage rate at which it is paid must be listed in the applicant’s detail budget table.
- Travel – The proposed travel costs must include the following for each trip: the purpose of the trip, origin and destination if known, approximate duration, the number of travelers, and the estimated cost per trip must be justified based on the organization’s historical average cost per trip or other reasonable basis for estimation. Such estimates and the resultant costs claimed must conform to the applicable Federal cost principals. If the actual trip details are unknown, applicants should state the basis for the proposed travel costs. Applicant should refer to their written travel policy for guidance regarding acceptable travel cost. In the absence of an acceptable, written non-federal entity policy regarding travel costs, the rates and amounts established under 5 U.S.C. 5701-11 (“Travel and Subsistence Expenses; Mileage Allowances”), or by the General Services Administration federal travel per diem rates at <https://www.gsa.gov/travel-resources>. As a condition of accepting this grant award, the LEA is required to attend the DoDEA Post Award Community of Practice meeting. The project director is required to attend this meeting, and up to two other project staff may attend the meeting, which is expected to occur in November 2022. Applicants may allocate a \$5,000.00 line item in their travel budget to attend this meeting. Any remaining funds not expended for the post-award meeting may be reallocated to other grant expenditures.
- Equipment - Equipment is defined by the 2 CFR §200.313 as tangible, nonexpendable, personal property, and/or information technology systems having a useful life of more than one year and an acquisition cost of \$5,000.00 or more per unit. An applicant is expected to be familiar with the management requirements and disposition of equipment as listed in the 2 CFR §200.313 if the LEA chooses to acquire equipment for grant implementation. All

equipment, if procured, will be tracked annually through the completion of the Tangible Personal Property Report (SF-428). This is a standard federal form for awarding agencies to collect information on tangible property (i.e., equipment). The form consists of cover sheet (SF-428) and three attachments to be used as required: Annual Report, SF-428-A; Final (Award Closeout) Report, SF-428-B; and a Disposition Request/Report, SF-428-C. A Supplemental Sheet, SF-428-S, may be used to provide details on individual items.

- Contractual – A contract is a legal instrument by which a non-federal entity purchases goods and services needed to carry out the project under the Federal award, per 2 CFR §200.22. Procurement standards are identified in 2 CFR §200.317-200.326. All procurement transactions under this award must be conducted in a manner providing full and open competition consistent with the standards identified in 2 CFR §200.319. All grants are required to have an external third-party evaluator. Up to 5% of the total grant award funds may be allocated to this position. The third-party evaluator must not be a current employee of the LEA. To ensure and encourage new methodologies, objectiveness, talent, inclusion, diversity, creativity, and accountability in monitoring and evaluation, a returning grantee may not use a third-party evaluator/ firm currently working on two active DoDEA grants for the LEA. Grantees should select an evaluator competitively. Evaluators can be individuals from organizations such as local colleges and universities, research / evaluation organizations, and by posting jobs on professional websites (like the American Evaluation Association: www.eval.org) to hire qualified, diverse, and talented evaluators across the PK-12 span. Consultants are allowable under this FOA. If consultants will be used, provide a clear breakdown of the consultant's hours, the hourly rate proposed, current / updated cv, any other proposed consultant costs, a copy of the signed Consulting Agreement or other documentation supporting the proposed consultant rate/cost, and a copy of the consultant's proposed statement of work if it is not already separately identified in the prime contractor's application.
- Supplies – Provide an itemized list of all proposed materials and supplies including quantities, unit prices, and the basis for the estimate (e.g., quotes, prior purchases, catalog price lists).
- Other Direct Costs – Provide an itemized list of all other proposed other direct costs such as professional development fees, report and publication costs, and the basis for the estimate (e.g., quotes, prior purchases, catalog price lists).
- Indirect-cost – If the indirect rates have been approved/negotiated by a Government agency, provide a copy of the memorandum/agreement. If the rates have not been approved/negotiated, provide enough detail to enable a determination of allowability, allocability and reasonableness of the allocation bases, and how the rates are calculated. Additional information may be requested, if needed. If composite rates are used, provide the calculations used in deriving the composite rates. Fee/profit is unallowable under assistance agreements at either the prime or subaward level but may be permitted on subcontracts issued by the prime awardee.

NOTE: Failure to adequately provide detailed cost data will require the Grants Program Manager and/or Grants Officer to contact the proposing organization for the requisite

information. All Offerors are required to submit a thoroughly detailed cost breakdown. The Grants Officer must be able to determine that all proposed costs are allowable and reasonable. A detail budget table will facilitate this cost analysis.

(4) Letter(s) of Support and Supporting Documents

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

(5) References

If literature references are cited in the project narrative, then a References Cited section should be included. Each reference should include the names of all authors in the same sequence in which they appear in the publication, the article title, publication or publication title, volume number, page numbers, and year of publication. While there is no established page limit, this section must include bibliographic citations only and must not be used to provide substantive information outside the 20-page project narrative.

C. Grants.gov Application Submission and Receipt Procedures

How to Register to Apply through Grants.gov

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

- Obtain a DUNS Number: All entities applying for funding, including renewal funding, must have a Data Universal Numbering System (DUNS) number from Dun & Bradstreet (D&B). Applicants must enter the DUNS number in the data entry field labeled "Organizational DUNS" on the SF-424 form. For more detailed instructions for obtaining a DUNS number, refer to:
<https://www.grants.gov/web/grants/applicants/organization-registration/step-1-obtain-duns-number.html>
- Register with SAM: In addition to having a DUNS number, organizations applying online through Grants.gov must register with the System for Award Management (SAM). All organizations must register with SAM in order to apply online. Failure to

register with SAM will prevent your organization from applying through Grants.gov. For more detailed instructions for registering with SAM, refer to: <https://www.grants.gov/web/grants/applicants/organization-registration/step-2-register-with-sam.html>

- **Create a Grants.gov Account:** The next step in the registration process is to create an account with Grants.gov. Applicants must know their organization's DUNS number to complete this process. Completing this process automatically triggers an email request for applicant roles to the organization's E-Business Point of Contact (EBiz POC) for review. The EBiz POC is a representative from your organization who is the contact listed for SAM. To apply for grants on behalf of your organization, you will need the Authorized Organizational Representative (AOR) role. For more detailed instructions about creating a profile on Grants.gov, refer to: <https://www.grants.gov/web/grants/applicants/organization-registration/step-3-username-password.html>
- **Authorize Grants.gov Roles:** After creating an account on Grants.gov, the EBiz POC receives an email notifying them of your registration and request for roles. The EBiz POC will then log in to Grants.gov and authorize the appropriate roles, which may include the AOR role, thereby giving you permission to complete and submit applications on behalf of the organization. You will be able to submit your application online any time after you have been approved as an AOR. For more detailed instructions about creating a profile on Grants.gov, refer to: <https://www.grants.gov/web/grants/applicants/organization-registration/step-4-aor-authorization.html>
- **When applications are submitted through Grants.gov, the name of the organization's AOR that submitted the application is inserted into the signature line of the application, serving as the electronic signature. The EBiz POC must authorize individuals who are able to make legally binding commitments on behalf of the organization as an AOR; this step is often missed, and it is crucial for valid and timely submissions. Track Role Status:** To track your role request, refer to: <https://www.grants.gov/web/grants/applicants/organization-registration/step-5-track-aor-status.html>.

(2) How to Submit an Application via Grants.gov

Grants.gov applicants can apply online using Workspace. Workspace is a shared, online environment where members of a grant team may simultaneously access and edit different web forms within an application. For each funding opportunity announcement (FOA), you can create individual instances of a workspace. For access to complete instructions on how to apply for opportunities, refer to: <https://www.grants.gov/web/grants/applicants/apply-for-grants.html>

- **Create a Workspace:** Creating a workspace allows you to complete it online and route it through your organization for review before submitting.

- **Submit a Workspace:** An application may be submitted through workspace by clicking the Sign and Submit button on the Manage Workspace page, under the Forms tab. Grants.gov recommends submitting your application package at least 24-48 hours prior to the close date to provide you with time to correct any potential technical issues that may disrupt the application submission.
- **Track a Workspace:** After successfully submitting a workspace package, a Grants.gov Tracking Number (GRANTXXXXXXXX) is automatically assigned to the package. The number will be listed on the Confirmation page that is generated after submission.

For additional training resources, including video tutorials, refer to:

<https://www.grants.gov/web/grants/applicants/applicant-training.html>

If you are experiencing difficulties with your submission, Grants.gov provides applicants 24/7 support via the toll-free number 1- 800-518-4726 and email at support@grants.gov.

Timely Receipt Requirements and Proof of Timely Submission

a. *Online Submission.* All applications must be received by 11:59pm Eastern time on 08 April 2022. Proof of timely submission is automatically recorded by Grants.gov. An electronic date/time stamp is generated within the system when the application is successfully received by Grants.gov. The applicant AOR will receive an acknowledgement of receipt and a tracking number (GRANTXXXXXXXX) from Grants.gov with the successful transmission of their application. Applicant AORs will also receive the official date/time stamp and Grants.gov Tracking number in an email serving as proof of their timely submission.

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

Applicants using slow internet, such as dial-up connections, should be aware that transmission can take some time before Grants.gov receives your application. Again, Grants.gov will provide either an error or a successfully received transmission in the form of an email sent to the applicant with the AOR role. The Grants.gov Support Center reports that some applicants end the transmission because they think that nothing is occurring during the transmission process. Please be patient and give the system time to process the application.

b. *Application Receipt Notices.* After an application is submitted through Grants.gov, the Authorized Organization Representative (AOR) will receive a series of three emails. It is extremely important that the AOR watch for and save each of the emails. You will need the Submission Receipt Number (email Number 1) to track a submission. The two emails are:

Number 1 – The applicant will receive a confirmation page upon completing the submission to Grants.gov. This confirmation page is a record of the time and date stamp that is used to determine whether the application was submitted.

Number 2 – The applicant will receive an email indicating that the application has been validated by Grants.gov within two days of submission (this means that all of the required fields have been completed). After an institution submits an application, Grants.gov generates a submission receipt via email and also sets the application status to “Received.” This receipt verifies the Application has been successfully delivered to the Grants.gov system. Next, Grants.gov verifies the submission is valid by ensuring it does not contain viruses, the opportunity is still open, and the applicant login and applicant DUNS number match. If the submission is valid, Grants.gov generates a submission validation receipt via email and sets the application status to “Validated.” If the application is not validated, the application status is set to “Rejected.” The system sends a rejection email notification to the institution, and the institution must resubmit the application package. Applicants can track the status of their application by logging in to Grants.gov.

QUESTIONS MUST BE SUBMITTED TO: dodea.grants@dodea.edu DoDEA will make every attempt to answer all of the questions received on time, however, the Government is not under obligation to answer all questions received.

D. Funding Restrictions

Profit or fee is not permitted.

E. Certifications and Assurance

1. SAM registration and annual renewal now require attestment to general certification and assurances, as found on the current SF-424B. This verification only states that the Applicant will abide by the laws stated in the listing. Applicants are still required to submit the SF-LLL, documents on delinquent Federal taxes and any convictions within the past 24 months, if applicable, with their applications. DoD has the right to request additional information for any of these actions. During the transition to this new requirement Applicants may be requested to submit these certifications and assurances even if they have submitted the annual renewal.
2. All potential conflicts of interest, including financial, that could cause bias or lack of fairness in determining the application, evaluation, selection, or administration of a notice of funding must be included.

VI. APPLICATION REVIEW CRITERIA

A. Evaluation Criteria

Awards under this FOA will be made to Applicants based on the evaluation criteria listed below. The primary basis for selecting applications for award will be project narrative, relevance to the subject of this announcement, proposed cost realism and reasonableness, and the availability of

funds to support the effort. If offered, voluntary cost sharing may be considered as a demonstration of an offeror's commitment to their proposed project. Any proposed cost sharing becomes a binding term of any award. DoDEA reserves the right to request and require additional supporting information and documentation after it makes the selection determination. DoDEA reserves the right to remove applicants from award consideration if the parties fail to reach agreement on award terms, conditions, or cost/price within a reasonable time; or if the applicants fail to provide requested or required additional information in a timely manner.

Applicants' applications will be evaluated against the following criteria:

1. Peer-reviewed score based on the criteria listed under the Project Narrative section of this announcement and with the maximum scores at Table 2 (below) with DoDEA making the final award selections.
2. A cost analysis will be performed to determine project risk and reasonableness of the proposed budget.
3. The availability of funds to support the effort and long-term sustainability of the project will also be considered.

Table 2 – Project Narrative Review Scoring

Project Narrative	Maximum Points
I. Overview Materials (Cover Page, Abstract and Table of Contents)	(not scored)
II. Needs Assessment	10
III. Project Goals	10
IV. Project Planning Year	15
V. Project Implementation Year	20
VI. Key Personnel Qualifications	10
VII. Project Evaluation	15
VIII. Budget Narrative and Sustainability Plan	20
Total Possible Points (without competitive points)	100
Total Possible Points (with competitive points added)	110

B. Review and Selection Process

(1) Review Process

Applications will be evaluated in accordance with evaluation criteria stated above. Applicants may receive an additional **10 competitive priority points** during merit review if one of the following criteria apply: (1) Applicant has never received a DoDEA grant or (2) Applicant will not have an active DoDEA grant award by June

1, 2022, and has a good past performance rating. The ultimate approval for award of applications under this announcement will be made by the DoDEA Director. Upon approval, recommended merit reviewed applications will undergo a pre-award review and approval. Upon approval, recommended merit reviewed applications will undergo both a grant award decision review and documentation and a legal review to ensure legal sufficiency prior to making award.

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

(2) Handling of Selection Information

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

(3) Federal Awardee Performance and Integrity Information (FAPIIS)

Per 41 U.S.C. 2313, as implemented at 2 CFR § 200.206, prior to making an award above the simplified acquisition threshold, this office is required to review and consider any information available through the designated integrity and performance system (currently FAPIIS). Awardees can comment on any information about themselves entered in the database, and this office will consider any comments, along with other information in FAPIIS or other systems prior to making an award.

DoD REQUIRED ELEMENTS

In accordance with 2 CFR 200.206 DoD will conduct a risk assessment of all potential recipients. In addition to the elements listed in 2 CFR 200.206, DoDEA may include other criteria to determine various types of risk, such as protocols for the protection of intellectual property, controlled information, key personnel, and information about critical technologies relevant to national security, human subjects and Personally Identifiable Information (PII), as listed in the notice of funding opportunity.

VII. AWARD ADMINISTRATION INFORMATION

A. Federal Award Notices

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

The notification e-mail must not be regarded as an authorization to commit or expend funds.

The Government is not obligated to provide any funding until a Government Grants Officer, as applicable, signs the award document.

The award document signed by the Grants Officer is the official and authorizing award instrument.

Applicants who did not receive an award are not entitled to a de-brief.

DoDEA award/modification documents are only available via the Department of Defense (DoD) Electronic Document Access System (EDA) within the Wide Area WorkFlow e-Business Suite (<https://wawf.eb.mil/>). EDA is a Web-based system that provides secure online access, storage and retrieval of awards and modifications to DoD employees and vendors.

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

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

Allow five business days for your registration to be processed. EDA will notify you by email when your account is approved.

To access awards after your registration has been approved, log into <https://wawf.eb.mil/>, select "EDA," select either EDA location, select "Contracts," select your search preference, enter the Contract Number (or, if applicable, enter the Grant Number in the Contract Number field), and select "View."

Registration questions may be directed to the EDA help desk toll free at 866-618-5988, commercial at 801-605-7095, or via [email at disa.ogden.esd.mbx.cscassig@mail.mil](mailto:email_at_disa.ogden.esd.mbx.cscassig@mail.mil) (Subject: EDA Assistance).

B. Administrative and National Policy Requirements

DoD REQUIRED ELEMENTS

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

C. Reporting

Grant recipients are required to submit performance reports online on a semester basis. An interim evaluation and report on the year's activities with a financial report are due annually. Further guidance will be provided to grantees once awards are made. The reporting cycle is outlined in Table 1 of this announcement and will be the same for four years of the grant period. Year 5 of the grant only the fall semester report (due January 31) and final performance evaluation report (Summative for Years 1-5) will be due.

Additionally, if the Federal share of any Federal award includes more than \$500,000 over the period of performance, the post award reporting requirements, Award Term and Condition for Recipient Integrity and Performance Matters (2 U.S.C. 200 Appendix XII), is applicable as follows:

a. Reporting of Matters Related to Recipient Integrity and Performance

(1) General Reporting Requirement. If the total value of your currently active grants, cooperative agreements, and procurement contracts from all Federal awarding agencies exceeds \$10,000,000 for any period of time during the period of performance of this Federal award, then you as the recipient during that period of time must maintain the currency of information reported to the SAM that is made available in the designated integrity and performance system (currently the Federal Awardee Performance and Integrity Information System (FAPIIS)) about civil, criminal, or administrative proceedings described in paragraph 2 of this award term and condition. This is a statutory requirement under section 872 of Public Law 110-417, as amended (41 U.S.C. 2313). As required by section 3010 of Public Law 111-212, all information posted in the designated integrity and performance system on or after April 15, 2011, except past performance reviews required for Federal procurement contracts, will be publicly available.

(2) Proceedings About Which You Must Report. Submit the information required about each proceeding that:

- a. Is in connection with the award or performance of a grant, cooperative agreement, or procurement contract from the Federal Government;
- b. Reached its final disposition during the most recent five-year period; and
- c. Is one of the following:
 - (i) A criminal proceeding that resulted in a conviction, as defined in paragraph 5 of this award term and condition;
 - (ii) A civil proceeding that resulted in a finding of fault and liability and payment of a monetary fine, penalty, reimbursement, restitution, or damages of \$5,000 or more;
 - (iii) An administrative proceeding, as defined in paragraph 5. of this award

term and condition, that resulted in a finding of fault and liability and your payment of either a monetary fine or penalty of \$5,000 or more or reimbursement, restitution, or damages in excess of \$100,000; or
(iv) Any other criminal, civil, or administrative proceeding if:

(a) It could have led to an outcome described in paragraph 2.c.(i), (ii), or
(b) of this award term and condition;

(c) It had a different disposition arrived at by consent or compromise with an acknowledgment of fault on your part; and

(d) The requirement in this award term and condition to disclose information about the proceeding does not conflict with applicable laws and regulations.

3. Reporting Procedures. Enter in the SAM Entity Management area the information that SAM requires about each proceeding described in paragraph 2 of this award term and condition. You do not need to submit the information a second time under assistance awards that you received if you already provided the information through SAM because you were required to do so under Federal procurement contracts that you were awarded.

4. Reporting Frequency. During any period of time when you are subject to the requirement in paragraph 1 of this award term and condition, you must report proceedings information through SAM for the most recent five year period, either to report new information about any proceeding(s) that you have not reported previously or affirm that there is no new information to report. Recipients that have Federal contract, grant, and cooperative agreement awards with a cumulative total value greater than \$10,000,000 must disclose semiannually any information about the criminal, civil, and administrative proceedings.

5. Definitions. For purposes of this award term and condition:

a. Administrative proceeding means a non-judicial process that is adjudicatory in nature in order to make a determination of fault or liability (e.g., Securities and Exchange Commission Administrative proceedings, Civilian Board of Contract Appeals proceedings, and Armed Services Board of Contract Appeals proceedings). This includes proceedings at the Federal and State level but only in connection with performance of a Federal contract or grant. It does not include audits, site visits, corrective plans, or inspection of deliverables.

b. Conviction, for purposes of this award term and condition, means a judgment or conviction of a criminal offense by any court of competent jurisdiction, whether entered upon a verdict or a plea, and includes a conviction entered upon a plea of nolo contendere.

c. Total value of currently active grants, cooperative agreements, and procurement contracts includes:

- (i) Only the Federal share of the funding under any Federal award with a recipient cost share or match; and
- (ii) The value of all expected funding increments under a Federal award and options, even if not yet exercised.

VIII. FEDERAL AWARDING AGENCY CONTACT(S)

When contacting the POC below, please include in the subject line of the email, HE1254-22-R-0008.

DoD Grant Program Office
Department of Defense Education Activity
4800 Mark Center Drive
Alexandria, VA 22311
Email: dodea.grants@dodea.edu

IX. OTHER INFORMATION – OPTIONAL

Federal Funding Accountability and Transparency Act of 2006

The Federal Funding Accountability and Transparency Act of 2006 (Public Law 109-282), as amended by Section 6202 of Public Law 110-252, requires that all agencies establish requirements for recipients reporting information on subawards and executive total compensation as codified in 2 CFR Part 170. Any company, non-profit agency or university that applies for financial assistance as either a prime or sub-recipient under this FOA must provide information in its application that describes the necessary processes and systems in place to comply with the reporting requirements identified in 2 CFR Part 170 Appendix A. Entities are required to meet reporting requirements unless an exception or exemption applies. Refer to 2 CFR Part 170, including Appendix A, for a detailed explanation of the requirements, exceptions, and exemptions.

Certification regarding Restrictions on Lobbying

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

- a. No Federal appropriated funds have been paid or will be paid by or on behalf of the applicant, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any

cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the Federal contract, grant, loan, or cooperative agreement, the applicant shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

c. The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

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

Code of Conduct

Applicants for grants, cooperative agreements, or other transaction agreements as applicable are required to comply with 2 CFR 200.318(c), Standard of Conduct, to prevent real or apparent conflicts of interest in the award and administration of any contracts supported by federal funds. This provision will be incorporated into all assistance instruments awarded under this FOA.

Project Meetings and Reviews

Individual program reviews between the Program Office, DoDEA and the grantee may be held as necessary. Department of Defense colleagues may participate in these reviews. Program status reviews may also be held to provide a forum for reviews of the latest results from programs and any other incremental progress towards the major demonstrations. These meetings will typically be held at the Applicant's LEA or in Alexandria, VA. Interim meetings are likely, but these may be accomplished via video telephone conferences, telephone conferences, or via web-based collaboration tools.

Appendix A: Application Template for Narrative

I. Cover Page and Abstract

Department of Defense Education Activity (DoDEA)
Fiscal Year 2022 DoDEA Grant Application
Application for: [Answer either MCASP or WLARP]
[Insert School District Name]
[Insert Grant Project Name]

[Remove Sample Information below and enter the information for the district's application.]

Project Director	Alternate Point of Contact	External Evaluator
Name: John Smith	Name: Sarah Jones	Name: Karen Brown
Title: STEM Coordinator	Title: Director of STEM	Title: Evaluator
Phone: 123-456-7890 ext. 1	Phone: 123-456-7890 ext. 4	Phone: 456-123-7890 ext. 7
Email: jsmith@xyzschool.net	Email: sjones@xyzschool.net	Email: kbrown@abcuniv.edu

Unique Entity Identifier (provided by SAM):

Total Funds Requested: [\$]

Military Installations Served:

Competitive Points Applicant? [Answer either Yes or No]

If this is a World Language Program Application:

Does the district host a Unit of Junior Reserve Officers' Training Corps (JROTC) in one of the district's high schools? [Answer either Yes or No]

High School Name, Address, and Service JROTC Unit: [Enter high school name, address, city, state, zip code, service]

Target Schools	Enrollment, SY [enter SY in this format 2020-21]				% Military-Connected Students
	Grades	# Military Students	# Non- Military Students	Total	
ABC Elementary School	PK-5	0	0	0	0.0%
XYZ Elementary School	K-5	0	0	0	0.0%
XYZ Middle School	6-8	0	0	0	0.0%
Total for Grant Proposal	K-8	0	0	0	0.0%

[Physical Signature of Authorized School District Representative with date signed]

[Insert Project Abstract (fewer than 250 words)]:

Table of Contents:

[Insert Table of Contents here]

II. Needs Assessment

[Insert needs assessment narrative here]

III. Project Goals

[Insert project goals narrative here]

IV. Project Planning Year

[Insert planning year narrative and template here]

V. Project Implementation Year

[Insert implementation year narrative and template here]

VI. Key Personnel

[Insert key personnel narrative here]

VII. Project Evaluation

[Insert project evaluation narrative and template here]

VIII. Budget Narrative and Sustainability Plan

[Insert budget narrative and sustainability plan narrative here]

IX. Appendices

[Insert detail budget table, key personnel resume(s), and any additional supplemental information here]

Appendix B: Application Templates

Planning Year Template

2022 Grant Planning Year Template				
District:		Project Name:		
Number of Elementary Schools:		Number of military-connected students:		
Number of Middle Schools:		Number of military-connected students:		
Number of High Schools:		Number of military-connected students:		
Number of Other Schools (e.g., K-8, Virtual, etc.):		Number of military-connected students:		
<p>Communication and Implementation Plan (<i>Communicating about the project purpose to and seeking input from such groups as school board, district staff, staff and parents at target schools, military installation, and community stakeholders. Advertising the project to such groups as school board, district staff, staff and parents at target schools, military installation, and community stakeholders at the beginning of the project(e.g. build project website; add project page to district/school website; create Twitter handle and feed; create district and/or school newsletter; email to parents at involved schools; report to school board; report to business community or chamber of commerce; create announcement flyer in military installation and local libraries).</i>)</p>				
Target Audience	Type of Communication	First Month of Communication	Frequency of Communication	Responsible Person's Role
Directions for filling in cells (REMOVE DIRECTIONS IN YOUR APPLICATION)				
Strategy Category <ul style="list-style-type: none"> • Extra-curricular • In-class Support • Building Organizational Capacity • Technology • Tutoring • Virtual Learning 	<i>What activities are needed during the planning year to ensure strategies are implemented with fidelity?</i>	<i>Name a month or range of months when these activities will occur</i>	<i>What type of professional learning is needed during the planning year to ensure staff are ready to implement strategies with fidelity?</i>	<i>Name a month or range of months when these activities will occur</i>
	<i>Tool: What tool is needed to ensure strategy is in place? TBD with Evaluator</i>		<i>Tool: What tool is needed to capture attendance and/or satisfaction? TBD with Evaluator</i>	
Goal 1: <i>Military-connected 8th graders will improve their science achievement as evidenced by quantitative and/or qualitative measures by the end of this grant cycle (May 31, 2027).</i>				

Strategy Category <ul style="list-style-type: none"> • Extra-curricular • In-class Support • Building Organizational Capacity • Technology • Tutoring • Virtual Learning 	Strategy Preparation Activities	Month	Professional Learning that Prepares for Strategy Implementation	Month
	Tool: TBD with evaluator		Tool: TBD with evaluator	
Strategy 1	Preparation Activity		Professional Learning	
	Tool: TBD with evaluator		Tool: TBD with evaluator	
Strategy 2	Preparation Activity		Professional Learning	
	Tool: TBD with evaluator		Tool: TBD with evaluator	

Implementation Year Template

2022 Implementation Year Template				
District:		Project Name:		
Number of Elementary Schools:		Number of military-connected students:		
Number of Middle Schools:		Number of military-connected students:		
Number of High Schools:		Number of military-connected students:		
Number of Other Schools (e.g., K-8, Virtual, etc.):		Number of military-connected students:		
<p>Communication and Implementation Plan (<i>Communicating about the project purpose to and seeking input from such groups as school board, district staff, staff and parents at target schools, military installation, and community stakeholders. Advertising the project to such groups as school board, district staff, staff and parents at target schools, military installation, and community stakeholders at the beginning of the project(e.g. build project website; add project page to district/school website; create Twitter handle and feed; create district and/or school newsletter; email to parents at involved schools; report to school board; report to business community or chamber of commerce; create announcement flyer in military installation and local libraries).</i></p>				
Target Audience	Type of Communication	First Month of Communication	Frequency of Communication	Responsible Person's Role
Directions for filling in cells (REMOVE DIRECTIONS IN YOUR APPLICATION)				
Goal 1: <i>Military-connected 8th graders will improve their science achievement as evidenced by quantitative and/or qualitative measures by the end of this grant cycle (May 31, 2027).</i>				
Strategy Category <ul style="list-style-type: none"> • Extra-curricular • In-class Support • Building Organizational Capacity • Technology • Tutoring • Virtual Learning 	Strategy Activities	Month	Professional Learning that Supports Strategy Implementation	Month
	Tool: TBD with evaluator		Tool: TBD with evaluator	
Strategy 1	Activity		Professional Learning	

	Tool: TBD with evaluator		Tool: TBD with evaluator	
Strategy 2	Activity		Professional Learning	
	Tool: TBD with evaluator		Tool: TBD with evaluator	
Strategy 3	Activity		Professional Learning	
	Tool: TBD with evaluator		Tool: TBD with evaluator	

Evaluation Plan Template

BIG Questions	Annual Milestone/ Growth Target(s)	Data collection timeline	Data collection sources/ instruments	Analytical techniques/methods
<p>To what extent did the project meet its goals?</p> <p><i>Can add sub question(s)</i></p>	<p>(If applicable) Setting/resetting baseline performance benchmark, % buy-in/satisfaction of teachers, administrators, and other stakeholders</p>	<p>Year 1-Planning Specifics on what data for which year to determine baseline. Note that for last year of the grant, the summative evaluation would tap into data that is 1 year behind from when the project ends.</p>	<p>Ex: Project Documents, Correspondence, Surveys, Interviews, Focus Groups, Observations, Site Visit, Student Performance Data (but being more specific per project design)</p>	<p>Formative Evaluation Descriptive Statistics Inferential Statistics</p>
<p>What aspects of the project are successful? (e.g., What's working well? What's not working well? What needs to be changed and why?)</p> <p><i>Can add sub question(s)</i></p>				
<p>What can we learn from the project? (e.g., lessons learned, good practices, policy, processes)</p> <p><i>Can add sub question(s)</i></p>				
SMALL Questions	Annual Milestone/Growth Target(s)	Data collection timeline	Data collection source/ instruments	Analytical techniques/methods
<p>To what extent are participants (e.g., military-connected</p>				

students, staff) improving? (e.g., disaggregate data by MIL and non-MIL students) <i>Can add sub question(s)</i>				
What are the barriers to success and how did the project address these barriers? (e.g., changes in strategies, pivots) <i>Can add sub question(s)</i>				
What are the potential recommendations for moving forward with sustainability and/or scalability? <i>Can add sub question(s)</i>				

Examples of measures and analyses:

- **Quantitative measures:** State assessments, benchmark assessments, content/curriculum-embedded assessments, (pre-post or post-only), surveys with Likert-scale choices (closed-ended questions), rubric-based assessments/observations
- **Qualitative measures:** Interviews, focus groups, on-site observations, surveys with open-ended questions requiring comments/responses, open-ended observation tool(s). In addition to drawing outcome measures from quantitative measures/sources, include short case studies and/or vignettes that highlight good practices, policy changes, and approaches to sustainability.

Appendix C: Sample Completed Cover Page

Department of Defense Education Activity (DoDEA)

Application for Announcement: HE1254-22-R-0001

Grant Program Applying for: WLARP

PROJECT TITLE: Chinese Language Expansion for 6-12

SCHOOL DISTRICT NAME: XYZ Public Schools

SCHOOL ADDRESS: 123 Main Street, Anytown, USA 12233

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

Total Funds Requested: \$1,750,000.00

Military Installations Served: Fort XYZ CCR

Competitive Points Applicant? No

If this is a World Language Program Application:

Does the district host a Unit of Junior Reserve Officers' Training Corps (JROTC) in one of the district's high schools? Yes

High School Name, Address, and Service JROTC Unit: XYZ High School, 4545 High Street, Anytown, USA, Army JROTC

Eligible Grant Schools	Grades	Enrollment SY 20-21			Percentage of military-connected students
ABC Middle School	6-8	100	150	250	40%
XYZ Middle School	6-8	150	100	250	60%
XYZ High School	9-12	450	50	500	90%
Total for Grant Proposal	6-12	700	300	1000	70%

//signature of Sam Smith, Superintendent//

SAM SMITH, XYZ School District Superintendent

Printed name of Authorized School District Representative, Signature, Date

Project Abstract (no more than 250 words):

Appendix D: Sample Detail Budget Table ²

LEA: XYZ School District		Project Title: CHINESE LANGUAGE EXPANSION FOR 6-12			
DETAIL BUDGET TABLE					
Total Amount of Federal Funds Requested:		\$ 2,500,000.00			
Budget Categories	Description	Federal Amount Requested	Percentage of Federal Total	Non-Federal Funds	Goal and Strategy
Year 1: Date of Award-August 31, 2022					
Personnel					
* Project Director	0.5 FTE to oversee project implementation	\$20,000.00	4%	\$10,000.00	All goals and strategies
* Chinese Teacher	2 FTE to provide teacher training and coaching	\$200,000.00	4%	\$10,000.00	All goals and strategies
Personnel Total		\$400,000.00	8%	\$20,000.00	
Fringe Benefits					
Project Director	FICA is calculated at 7.65%. Retirement is calculated at 18.89%. (FICA is \$51,000 x 7.65% = \$3,901.50) + (Retirement is \$51,000 x 18.89% = \$9,633.90) for a total of \$13,535.40.	\$20,500.00	1%	\$11,035.40	All goals and strategies
Chinese Teacher	Same as above	\$20,500.00	1%	\$11,035.40	All goals and strategies
Fringe Benefits Total		\$41,000.00	1%		
Travel					
* Post-Award Meeting	Travel to Post-Award Meeting	\$4,500.00	1%		All goals and strategies
* Travel for Professional Development	4 Teachers attending a regional summit on Chinese language (Lodging at \$193.00 per night for 2 nights for two rooms; meals and expenses \$63 a day for 4 days; and \$525 per teacher for airfare)	\$3,124.00	1%		G1, S1 and S3
Travel Total		\$7,624.00	2%		
Equipment (refer to definition)	(any single item costing \$5,000 or more)				
*		\$0.00			
Equipment Total		\$0.00	0%		
Supplies					

World Language Kits	Curriculum Kits (\$4000.00 per kit x 6 kits = \$24,000.00) – List enclosed	\$12,000.00	2%	\$12,000.00	G1, S2
Tablets	Tablets for Language Expansion Implementation \$2000.00 per tablet x 12 tablets = \$24,000.00	\$12,000.00	2%	\$12,000.00	G1, S3
Supplies Total		\$24,000.00	5%	\$24,000.00	
Contractual					
* External Evaluator	ABC College or University	\$16,000.00	1%		All goals and strategies
* Professional Development	One Consultant to provide 40 hours (\$100.00 per hour) per school year of training to 50 teachers	\$25,000.00	5%	\$15,000.00	All goals and strategies
Contractual Total		\$41,000.00	6%	\$15,000.00	
Other					
*					
Other Total		\$0.00	0%		
Indirect Costs					
Indirect Cost	Clerical support and building use /utilities	\$20,500.00	1%		
Indirect Total		\$20,500.00	1%		
Year 1: Total		\$513,624.00	26%	\$81,070.80	

² Applicants may add as many subcategories as necessary. Project costs for all five grant years must be included, and amounts must match SF 424A: Budget for Non-Construction Programs. Applicants must provide a breakdown of project costs for each grant year using the Sample Detail Budget Table provided above. (The sample provides a breakdown for Year 1 only; applications must include a breakdown for Project Years 2, 3, 4, and 5.) All entries must be supported by project goals/strategies.

Appendix E: [Approved List of Foreign Languages](#)

- Acholi
- American Sign Language (ASL)
- Amharic
- Arabic
- Arabic-Levantine
- Arabic-Yemeni
- Azerbaijani
- Balochi
- Bengali
- Burmese
- Chinese (Mandarin)
- French
- German
- Hausa
- Hebrew
- Hindi
- Indonesian
- Japanese
- Kirghiz
- Korean
- Kurdish
- Malay
- Persian-Afghan (Dari)
- Persian-Iranian (Farsi)
- Portuguese
- Punjabi
- Pushtu-Afghan
- Romanian
- Russian
- Serbo-Croatian
- Spanish
- Somali
- Swahili
- Tadjik
- Tagalog
- Thai
- Turkish
- Ukrainian
- Urdu
- Uzbek
- Vietnamese

Appendix F: Planning and Implementation Plan Template

Goal:				
Strategy/Activity Category: Specific Strategy/Activity:				
Grant Year	Annual Milestone/Target	Key Task	Timeline (Fall, Spring, Summer, Annual)	Responsible Party (-ies)
Year 1/Planning	(If applicable) Setting/resetting baseline performance and/or progress benchmark, % buy-in/ satisfaction of teachers, administrators, and other stakeholders	<ul style="list-style-type: none"> • (If applicable) Hire project director, evaluator • Determine norms, processes, and procedures in project management • Implement data management plan • Develop and gain approval for data collection tools and procedures • (If applicable) hire vendors, purchase equipment and services/subscriptions, etc. • Professional development/staff training(s) • Draft sustainability plan (including succession planning) 	[Determined per Key Task]	
Implementation Year 2	Student performance benchmark(s) Other benchmark(s)	<ul style="list-style-type: none"> • Conduct additional professional development/staff training(s) • Enact lessons/activities directed at students • Purchase consumable supplies • Build institutional capacity 		

Goal:				
Strategy/Activity Category: Specific Strategy/Activity:				
Grant Year	Annual Milestone/Target	Key Task	Timeline (Fall, Spring, Summer, Annual)	Responsible Party (-ies)
Implementation Year 3	Student performance benchmark(s) Other benchmark(s)	<ul style="list-style-type: none"> • Conduct additional professional development/staff training(s) • Enact lessons/activities directed at students • Purchase consumable supplies • Continue to build institutional capacity 		
Implementation Year 4	Student performance benchmark(s) Other benchmark(s)	<ul style="list-style-type: none"> • Conduct additional professional development/staff training(s) • Enact lessons/activities directed at students • Purchase consumable supplies • Continue to build institutional capacity 		
Year 5/Closeout and Sustainability	Student performance benchmark(s) Other benchmark(s)	<ul style="list-style-type: none"> • Conduct additional professional development/staff training(s) • Enact lessons/activities directed at students • Purchase f consumable supplies • Continue to build institutional capacity • Revise sustainability plan as needed and continue implementation of sustainability activities • Develop partnerships • Institutionalize funding supports 		

Goal:				
Strategy/Activity Category: Specific Strategy/Activity:				
Grant Year	Annual Milestone/Target	Key Task	Timeline (Fall, Spring, Summer, Annual)	Responsible Party (-ies)
<i>[Repeat as needed for other activities and goals]</i>				

Specific Activities for Grant Year 1-5

Goal 1:

Strategy/Activity Name	Task	Month (October – September) “X” as applies.											
		O	N	D	J	F	M	A	M	J	J	A	S
	Kick-off Meeting	X											
	Hire XXX												
	Regional Professional Learning Meeting						X						
	Annual DODEA ETAC Community of Practice Meeting		X										
	Semester Report (Fall, Spring)				X					X			
	Annual Report	X											

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