**Appendix A**

**Application Template for Narrative**

**Department of Defense Education Activity (DoDEA) Application for Announcement: HE1254-23-R-5000**

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 A 8

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

**Military Installations Served:** Fort XYZCCR

**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 20-22** | | | **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):

**Table of Contents**

[Insert Table of Contents here]

**Needs Assessment and Rationale**

[Insert needs assessment and rationale narrative here]

**Project Goals**

[Insert project goals narrative here]

**Project Planning Year**

[Insert planning year narrative and template here]

**Project Implementation Year**

[Insert implementation year narrative and template here]

**Key Personnel**

[Insert key personnel narrative here]

**Project Evaluation Plan**

[Insert project evaluation narrative and template here]

**Budget Narrative and Detail Budget Table**

[Insert budget narrative and Detail Budget Table plan narrative here]

**Sustainability Plan**

[Insert budget sustainability plan narrative here]

**Appendices**

[Insert key personnel resume(s) and any additional supplemental information here]

**Appendix B: Application Templates**

**Planning Year Template**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **2023 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: | | |
| **Directions for filling in cells (REMOVE DIRECTIONS IN YOUR APPLICATION)** | | | | | |
| Strategy Category   * Extracurricular Activities * In-class Support * Building Organizational Capacity * Technology * Tutoring * Virtual Learning | *What activities are needed during the planning year to ensure strategies are implemented with fidelity?* | *Name a month or range of months when these activities will occur* | | *What type of professional learning is needed during the planning year to ensure staff are ready to implement strategies with fidelity?* | *Name a month or range of months when these activities will occur* |
| *Tool: What tool is needed to ensure strategy is in place? TBD with*  *Evaluator* | *Tool: What tool is needed to capture attendance and/or satisfaction? TBD*  *with Evaluator* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Goal 1: *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, 2028).* | | | | |
| Strategy Category   * 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 |

*Continue with this template as needed for the planning year, with no more than three goals and no more than three strategies per goal.*

**Implementation Year Template**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **2023 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: | | |
| Goal 1: *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, 2028).* | | | | | |
| Strategy Category   * Extracurricular Activities * 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 |  |

*Continue with this template as needed to complete years 2-5, with consistent goals and strategies, per the planning year template.*

**Evaluation Plan Template**

Following topics should be discussed in Project Evaluation Plan section of the narrative:

* Analysis of project progress using appropriate measures (e.g., quantitative, qualitative)
* Analysis of successes and challenges throughout the life of the grant
* Recommendations for improving or maintaining outcomes, including sustainability measures
* Competitive selection of the External Evaluator

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Summative Questions** | **Annual Milestone/**  **Growth Target(s)** | **Data Collection**  **Timeline** | **Data Collection**  **Sources/Instruments\*** | **Analytical Techniques/Methods** |
| To what extent did the project meet its goals? | … | Year 1:  Year 2-5: | Quantitative:  Qualitative: | … |
| What aspects of the project were successful? | … | Year 1:  Year 2-5: | Quantitative:  Qualitative: | … |
| What can be learned from the project? | … | Year 1:  Year 2-5: | Quantitative:  Qualitative: | … |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Formative Questions** | **Annual Milestone/**  **Growth Target(s)** | **Data Collection**  **Timeline** | **Data Collection**  **Sources/Instruments\*** | **Analytical**  **Techniques/Methods** |
| To what extent are participants (e.g.,  military-connected students and staff) improving? | … | Year 1:  Year 2-5: | Quantitative:  Qualitative: | … |
| What are the barriers to  success and how did the project address these barriers? | … | Year 1:  Year 2-5: | Quantitative:  Qualitative: | … |
| What are the potential  recommendations for moving forward with sustainability  and/or scalability? | … | Year 1:  Year 2-5: | Quantitative:  Qualitative: | … |

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

**Appendix C: Sample Detail Budget Table 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Local Education Agency: | XYZ Public Schools | State: | DC | Project Title: | **Chinese Language Expansion for 6-12** |
| Detailed Budget | | | | | |
| **Total Number of Military-Connected Students at Target School(s)** | 700 | **Total Funding Requested** | $750,000.00 |  |  |
| Budget Category | Description | Federal Amount Requested | Percentage of Federal Total | Non-Federal Funds | Goal, Strategy, and/or Action  Impacted by the Budget |
|  | | | | | |
| ***Personnel*** | | | | | |
| Project Director | .5 FTE - Salary at $37,500 per year x 5 years to meet the salary needs for all project initiatives | $187,500.00 | 25.0% |  | G1, S1, S2, S3 |
| College Course Completion for teachers | $1248 per course. If a course is 48 hours in length x $26 CBA Rate - $1248 per class. 6 teachers will take 1 course per year for 4 years = 24 college courses completed. 24 x $1248 | $29,952.00 | 4.0% |  | G1, S3 |
| Chinese Teacher for New Program | .5 FTE - Salary at $37,500 per year x 4 years for implementation of the Chinese Language |  | 0.0% | $150,000.00 | G1, S1, S3 |
| AAPPL Proctor Compensation | 10 teachers x 4 hours x $26 per hour x 5 years |  | 0.0% | $5,200.00 | G1, S2 |
| Stipends for teachers to attend professional development focused on AAPPL strengths and weaknesses as identified through data analysis. | $26/hour x 52 hours (divided up among 11 teachers) x 4 years = $5408 | $5,408.00 | 0.7% |  | G1, S1, S2 |
| Stipends for teachers to attend summer training focused on how to use technology for international classroom collaboration. | $26/hour x 10 teachers for a total of 52 hours divided up among the 10 teachers = $1352 | $1,352.00 | 0.2% |  | G1, S2, S3 |
| Stipends for teachers’ summer experiences focused on cultural immersive experiences in the target language. | 12 hours x $26/hour x 13 teachers = $4056 | $4,056.00 | 0.5% |  | G1, S1, S2 |
| Personnel Total |  | $228,268.00 | 30.4% | $155,200.00 |  |
| ***Fringe Benefits*** | | | | | |
| Fringe Benefits Project Director | Note: Reportable Earnings on $37,500 per year = $41,208.79. All percentages except Medicare are on reportable earnings. Medicare (1.45%) $544, TRS Federal (10.41%) $4290, TRS EE (9%) $3709, TRS District (0.58%) $239, THIS District (0.92%) $379, Life $14, Dental & Vision $657, Medical $7731 = $17563/year for 5 years = | $87,815.00 | 11.7% |  | G1, S1, S2, S3 |
| Fringe Benefits Chinese Teachers | Note: Reportable Earnings on $37,500 per year = $41,208.79. All percentages except Medicare are on reportable earnings. Medicare (1.45%) $544, TRS Federal (10.41%) $4290, TRS EE (9%) $3709, TRS District (0.58%) $239, THIS District (0.92%) $379, Life $11 = $9172/year for 4 years = |  |  | $36,688.00 | G1, S1, S3 |
| Fringe Benefits on Incentives to Complete College Courses | Note: Reportable Earnings on $29952 per year = $32914. All percentages except Medicare are on reportable earnings. Medicare (1.45%) $434, TRS Federal (10.41%) $3426, TRS EE (9%) $2962, TRS District (0.58%) $191, THIS District (0.92%) $303 = $7316/year for 4 years = |  | 0.0% | $29,264.00 | G1, S3 |
| Fringe Benefits on stipends for teachers to attend professional development focused on AAPPL strengths and weaknesses as identified through data analysis. | Note: Reportable Earnings on $1352 = $1485.71. All percentages except Medicare are on reportable earnings. Medicare (1.45%) $20, TRS Federal (10.41%) $155, TRS EE (9%) $134, TRS District (0.58%) $9, THIS District (0.92%) $14 = $331 per year for 4 years = | $1,324.00 | 0.2% |  | G1, S1, S2 |
| Fringe Benefits for teachers to attend summer training focused on how to use technology for international classroom collaboration. | Note: Reportable Earnings on $1352 = $1485.71. All percentages except Medicare are on reportable earnings. Medicare (1.45%) $20, TRS Federal (10.41%) $155, TRS EE (9%) $134, TRS District (0.58%) $9, THIS District (0.92%) $14 | $331.00 | 0.0% |  | G1, S1, S2 |
| Fringe Benefit Total |  | $89,470.00 | 11.9% | $65,952.00 |  |
| ***Travel*** | | | | | |
| DoDEA Grant CoP Meeting (Year 1 Only) | DoDEA-required meeting with project director and other staff member (preferably business/finance LEA staff member) | $4,439.00 | 0.6% |  | G1, S1, S2, S3 |
| DoDEA Region CoP Meeting | 2 staff members to attend DoDEA Regional in years 1-5. For each year, hotel $700, Per diem of $30/day for 3 days, transportation $310 = $1100/year x 5 years = $5500 | $5,500.00 | 0.7% |  | G1, S1, S2, S3 |
| Travel Total |  | $9,939.00 | 1.3% | $ - |  |
| ***Equipment (any single item priced at $5,000 or more)*** | | | | | |
|  |  |  | 0.0% |  |  |
|  |  |  |  |  |  |
| Total Equipment |  | $ - | 0.0% | $ - |  |
| ***Supplies*** | | | | | |
| Textbooks and Supplies for teachers to take College Classes in Targeted Language taught by Professor in Target Country | $200 per class x 24 classes | $4,800.00 | 0.6% |  | G1, S3 |
| Chromebooks + Cart | 35 Chromebooks at $380 each + $815 for cart and $485 for setup = $14600 |  | 0.0% | $14,600.00 | G1, S1, S2, S3 |
| Surface Pro 7 Intel Core I7 16 Gig, 256 Gigabytes Laptops for Teachers to Support Classroom Exchange Program | $1550 per laptop x 11 teachers |  | 0.0% | $17,050.00 | G1, S1, S2, S3 |
| TVs for Classroom Collaborate Exchange Program | $1240 per TV x 10 OTHS Classrooms | $12,400.00 | 1.7% |  | G1, S2, S3 |
| Headphones for Dialogues - Students in Foreign Countries | 40 per classroom x 10 classrooms x $15 per set | $6,000.00 | 0.8% |  | G1, S2 |
| Textbooks for German Classes | Classroom Set + Digital Copies - for 110 students for all 4 levels of German. Each book at $129 |  | 0.0% | $14,190.00 | G1, S2 |
| Textbook for French Classes | Classroom Set + Digital Copies - for 165 students for all 3 levels of French. Each book at $92 |  | 0.0% | $15,180.00 | G1, S2 |
| Textbooks for Spanish | Classroom Set + Digital Copy for 896 Spanish Students in levels 1-3 and 90 in Level 4 x $143 each book | $140,998.00 | 18.8% |  | G1, S2 |
| Textbooks for Mandarin Chinese | Classroom Set + Digital Copy for 80 Chinese Students in Levels 1-3 at the cost of $125 per books | $10,000.00 | 1.3% |  | G1, S2 |
| Applications for Speaking, Listening, Reading and Writing in Target Language | Each Application x 11 Teachers (US = International Chinese) x $100 per teacher |  | 0.0% | $1,100.00 | G1, S2, S3 |
| Whiteboards for Classroom interaction for listening and writing | 30 per classroom x 20 sets x $180 per set - Year 1 and Year 4 = $180 x 10 year one and $180 x 10 (Year 4) |  | 0.0% | $3,600.00 | G1, S2 |
| Supplies Total |  | $174,198.00 | 23.2% | $65,720.00 |  |
| ***Contractual*** | | | | | |
| External Evaluator\* | 301 hours at $125/hour = $37,625 + 5 visits to High School at $75 per trip | $37,500.00 | 5.0% | $500.00 | **G1, S1, S2, S3** |
| Approved Pre-award cost for Program Development for Grant Proposal | Assisted with Data Compilation to write the grant | $1,625.00 | 0.2% |  | G1, S1, S2, S3 |
| Contractual Total |  | $39,125.00 | 5.2% | $500.00 |  |
| ***Other*** | | | | | |
| Field trips to cultural museums | 45 students per year after Year 2, 3, and 4 at cost of $2,000 per student = 135 students x $1,000 | $135,000.00 |  |  | G1, S1, S2, S3 |
| College Courses for Teachers - Tuition - | 24 courses x $3000 tuition per course | $72,000.00 | 9.6% |  | G1, S3 |
| AAPPL Exam Fees | AAPPL Exam Fees for students enrolled in World Language 3 and 4. $20 per student x 20 students per year x 5 year | $2,000.00 |  |  | G1, S2 |
| Other Total |  | $209,000.00 | 27.9% | $- |  |
| Indirect Costs |  |  |  |  |  |
| None charged to grant |  |  | 0.0% |  |  |
| Indirect Cost Total |  | $- | 0.0% |  |  |
| **Total 5 Year Budget** |  | $750,000.00 | 100.0% | $287,372.00 |  |

1 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 all five years. Years 1 through 5 must also be submitted individually for a total of six tables.) All entries must be directly aligned to project goals/strategies.

**Appendix D:** [**Approved List of Foreign Languages**](https://dlnseo.org/content/flpb)

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

**Appendix E: Project Narrative Criteria for Scoring**

**Table 3. Project Narrative Criteria for Scoring**

|  |  |  |  |
| --- | --- | --- | --- |
| **Project Narrative** | **Maximum Points** | **Criteria** | |
| Overview Materials (Cover Page, Abstract and Table of Contents) | | (not scored) | *NA* |
| Needs Assessment and Rationale for the Project | | 10 | *Table 4* |
| Project Goals | | 10 | *Table 5* |
| Professional Learning Plan | | 10 | *Table 6* |
| Project Planning Year | | 10 | *Table 7* |
| Project Implementation Years | | 15 | *Table 8* |
| Key Personnel Qualifications | | 5 | *Table 9* |
| Project Evaluation Plan | | 15 | *Table 10* |
| Budget Narrative and Detail Budget Table | | 15 | *Table 11* |
| Sustainability Plan | | 10 | *Table 12* |
| **Total Possible Points (without competitive points)** | | **100** | *NA* |
| **Total Possible Points (with competitive points added)** | | **112** | *NA*  *(DoDEA determined)* |

**Table 4. Criteria for Needs Assessment and Rationale (10 pts)**

|  |
| --- |
| **Criteria for Needs Assessment and Rationale** |
| Provide a rationale supported by data directly aligned to 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). |
| Include all populations impacted by project (e.g., military-connected students and any relevant subgroups). |
| Provide 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). |
| Provide a needs assessment that describes specific successes and/or challenges from previous district efforts (e.g., grants) and lessons learned. |
| Provide past and current professional learning efforts for staff in the proposed focus area and presents staff challenges and needs to be met to improve student outcomes in the focus area. |
| **Comments:** |
| **Final score (out of a possible 10 points):** |

**Table 5. Criteria for Project Goals (10 pts)**

|  |
| --- |
| **Criteria for Project Goals** |
| Project has no more than three goals that are focused on improving student outcomes and clearly align with the needs assessment. |
| Goals reference academic achievement of military-connected students (e.g., state assessments, graduation rate, Advanced Placement (AP) exams, college entrance exam scores, etc.). |
| Desired outcomes are reasonable based on past performance and information provided in the needs assessment. Details are included about the extent to which the proposed project will result in information to guide possible replication of project activities or strategies. |
| Baseline data is used (or will be used) to determine outcomes and analyses will inform the effectiveness of the approach or strategies employed by the project. |
| No more than three strategies per goal that align with the goal and the identified needs. |
| **Comments:** |
| **Final score (*out of 10 possible points*):** |

**Table 6. Criteria for Professional Learning Plan (10 pts)**

|  |
| --- |
| **Criteria for Professional Learning Plan** |
| Include relevant information on past and current professional learning in project focus area(s) and proposed instructional strategies. |
| Include current challenges in offering professional learning (e.g., administration/teacher buy-in, available planning time, contract hours, etc.). |
| Explain areas of need in professional learning (e.g., additional substitutes, teacher training in CCR-STEM standards curriculum and instruction, content specialists, coaches, PLCs, etc.). |
| Describe the plan for professional learning aligned with the proposed goals (e.g., the audience for professional learning, use of evidenced-based resources, professional learning standards, etc.). |
| Include a plan for monitoring the implementation and effectiveness of the professional learning. |
| **Comments:** |
| **Final score (*out of 10 possible points*):** |

**Table 7. Criteria for Planning Year (10 pts)**

|  |
| --- |
| **Criteria for Planning Year (*narrative and template*)** |
| Identify the stakeholders and sustainability planning team members, including a point of contact at each target school and leadership. |
| Include a communication plan for all relevant stakeholders (e.g., frequency, content, milestones, implementation benchmarks, etc.). |
| Provide or arrange for appropriate professional learning opportunities to prepare staff to implement strategies with fidelity. |
| Collaborate with the evaluator to determine a plan and timeline for appropriate implementation activities, data collection methods, and tools necessary to monitor/revise implementation as needed. |
| Include a viable plan with the district’s business office regarding financial processes related to grant management and processes to track budget expenditures. |
| **Comments:** |
| **Final score (*out of 10 possible points*):** |

**Table 8. Criteria for Project Implementation Years (15 pts)**

|  |
| --- |
| **Criteria for Project Implementation Years (*narrative and template*)** |
| Include updated communication plan to continue information flow and encourage input and involvement from stakeholders (e.g., project implementation progress and student outcomes). |
| Collaborate with external evaluator to provide strategy and professional learning data collected from each target school. Use project data to monitor and redirect project activities as needed. |
| Provide plan of action for internal controls and monitoring processes (e.g., formal and informal networks to implement problem-solving procedures to overcome implementation barriers). |
| Provide appropriate types of professional learning opportunities (e.g., job-embedded coaching, demonstration classroom, coach-supported PLCs, ongoing sessions from experts, etc.) and when they should be implemented (determining effectiveness of different types of professional learning for changing staff practice will be established AFTER award). This should include methods to monitor and revise professional learning efforts based on data. |
| Determine key implementation activities to support each strategy and when activities should be implemented (determining effectiveness of activities will be established AFTER award). |
| **Comments:** |
| **Final score (*out of 15 possible points*)** |

**Table 9. Criteria for Key Personnel (5 pts)**

|  |
| --- |
| **Criteria for Key Personnel (Project Director, External Evaluator)** |
| Uses background knowledge and experience to direct a project with the chosen focus to include addressing 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. (Project Director) |
| Utilizes 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. (Project Director) |
| Provides the external evaluator with formative and summative project data to analyze project progress and student outcomes. (Project Director) |
| Uses different types of metrics (e.g., quantitative, qualitative), conducts higher-level analyses and effectively uses data visualization to show progress toward goal(s). (External Evaluator) |
| Uses collaborative and participatory approaches for working with project staff by providing actionable information to improve strategy and professional learning implementation for ongoing implementation and sustainability. (External Evaluator) |
| **Comments:** |
| **Final score (*out of 5 possible points*):** |

**Table 10. Criteria for Project Evaluation Plan (15 pts)**

|  |
| --- |
| **Criteria for Project Evaluation Plan (*narrative and template*)** |
| Includes summative questions (no more than three), formative questions (no more than three), and appropriate evaluation methods and tools. |
| Analyzes outcomes to determine if project goals are on target, not on target, or if baseline data is being established throughout the life of the grant. |
| Analyzes for successes and challenges throughout the life of the grant, with opportunities to monitor and adjust, as indicated by data. |
| Makes recommendations for improving or maintaining outcomes in the next year or sustaining the project in the final year. |
| Includes alignment to DoDEA expectations for reporting for annual evaluation reports and the final closeout report. |
| **Comments:** |
| **Final score (*out of 15 possible points*):** |

**Table 11. Criteria for Budget Narrative and Detail Budget Table (15 pts)**

|  |
| --- |
| **Criteria for Budget Narrative and Detail Budget Table** |
| Provides a clear overview and rationale for how grant funds (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) can 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. |
| Identifies the role/position and FTE for each person involved in the project and ensures the scope is reasonable. |
| Provides reasonable estimates for implementing and maintaining strategies and action items, as well as district standards for inventory control for supplies and equipment. |
| Outlines cost per unit item and provides evidence (e.g., quotes, websites, invoices, etc.) for all allocable costs. (Detail Budget Table) |
| **Comments:** |
| **Final score (*out of 15 possible points*)** |

**Table 12. Criteria for Sustainability Plan (10 pts)**

|  |
| --- |
| **Criteria for Sustainability** |
| Provides detailed description of initial sustainability plan and how the district will continue to refine the sustainability plan throughout the life of the grant. |
| Provides information on how project data will be used to build and revise the sustainability plan. |
| Identifies sustainability needs, to include potential partners (e.g., military installation, business, community, etc.) and financial needs. |
| Identifies succession plan for staffing. |
| Includes mitigation strategies for barriers to sustainability. |
| **Comments:** |
| **Final score (*out of 10 possible points*)** |