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DoDEA FY 2017 MCASP Grant Program

Evaluation Technical Assistance Center (ETAC)

Guide for Completing the Full Application



Introductions

- **DoDEA**

Jennifer Dailey-Perkins — Grant Program Manager

Vanessa Hardnett — Grant Program Analyst

- **ETAC**

Calynn Evans — Evaluation Specialist

Kate Tindle — Evaluation Specialist



Presentation Agenda

- DoDEA Grant Program Background
- What is ETAC?
- Grant Purpose
- Noteworthy Features and Common Challenges
- RFP Narrative Sections and Scoring
- Questions



Introduction to DoDEA

- Operates 172 schools worldwide that serve approximately 74,000 PK-12 military dependent students.
- Over 80% of military dependent students attend non-DoDEA schools.
- DoDEA shares its resources to support successful educational outcomes for military dependent students who attend public LEAs through a competitive grant program.



DoDEA Partnership Grants

- DoDEA has funded 386 Partnership grants since 2009, serving more than 2,600 schools in 36 states, reaching approximately 581,000 military dependent students.
- FY17 Funding: \$30 million (est.)
 - Minimum Award: \$250,000
 - Maximum Award: \$1,500,000
- Grant Period: September 1, 2017 – May 31, 2022



Eligibility

LEA and School Requirements

- There is no eligibility requirement at the district level.
- All participating schools must have at least **15%** military dependent student enrollment.

Competitive Priorities

- New applicants (5 points)
- High percentage (75 percent or more) of military dependent student enrollment (2 points)



Evaluation Technical Assistance Center (ETAC)

- Provides TA to applicants pre-award and grantees post-award.
- Maintains website with evaluation resources and grantee information: www.dodk12grants.org.
- Collects grantee data via an online reporting system.
- Aggregates information across projects.



Purpose of Grant Program

- The DoDEA FY17 grants aim to equip LEAs with the resources necessary to successfully implement College and Career Ready Standards in their classrooms using strategies that address the needs of their military connected students.



Grant Purposes and Strategies

Primary Focus Area

College and Career Readiness Focused Projects

- ✓ Provide direct services to students to improve their college and career readiness in an academic area (e.g. English, including English language learning, math, reading, science, social studies, and career technical education courses).
- ✓ Embed sustained professional development to prepare teachers for using the materials and instructional strategies to achieve intended outcomes.
- ✓ **Build capacity to sustain the program after funding ends.**



Grant Purposes and Strategies

Secondary Focus Area 1

STEM Engagement

- ✓ Provide direct services to increase access and/or achievement in STEM.
- ✓ Embed sustained professional development to prepare staff for using the materials and strategies needed for effective STEM engagement.
- ✓ **Build capacity to sustain the program after funding ends.**



Grant Purposes and Strategies

Secondary Focus Area 2

Support Social-Emotional Well-being

- ✓ Provide direct services to address challenges and issues faced by military dependent students who are in the process of transitioning to new schools and/or whose families are preparing for deployment or return from deployment.
- ✓ Embed sustained professional development to prepare staff to meet the needs of military dependent students and support strategies that foster social-emotional wellbeing.
- ✓ **Build capacity to sustain the program after funding ends.**

2017 RFP: What is Noteworthy

- Implementing up to five-year projects (ends May 31, 2022)
- Using the first year as a planning year
- Choosing up to three strategies from DoDEA-provided list (direct services) for each goal
- Embedding professional development (NOT a stand-alone strategy)
- Filling in the evaluation matrix as your Project Evaluation narrative (not an appendix)
- Using required questions in the evaluation matrix
- Requiring project director to be at least 50% FTE



Common Challenges

- Project Directors
- Planning Year Activities
- Outside Evaluators
- Goals, Strategies, and Outcomes
- Process and Baseline Measures

FAQs

- Application Process
- Eligibility
- Definitions
- Past DoDEA Grantees
- Funding Formula
- Military Student Identifier

Writing: Start at the End

What are desired student outcomes for project?

Be as clear as possible and state them in measureable terms:

- State assessments (in flux?)?
- End of course tests or district benchmark tests?
- Pre and post survey results (common for SEL support goals)?

How will you evaluate implementation?

Strategies must be fully outlined so that you can monitor progress:

- Fidelity – Implementation is going according to plan
- Process – Benchmark checks on progress of direct services



Reasonable Plan

How will you meet internal as well as external reporting requirements?

Multiple outcomes, processes, schools, and target populations quickly become burdensome to track when you need to

- inform local stakeholders on an ongoing basis
- fulfill DoDEA reporting requirements (3x/year)
- evaluate outcomes
- complete annual external evaluation of the project



Narrative (30-page maximum)

- I. Overview materials – Not scored

Reviewer-scored sections of the narrative: (95 points)

- II. Needs Assessment – 15 points
- III. Project Goals – 5 points
- IV. Project Plan and Leadership Roles – 30 points
- V. Project Evaluation – 30 points
- VI. Budget Narrative & Sustainability – 15 points



Section II*: Needs Assessment

- **Uses data to describe need (4 points)**
 - Presents student achievement data or social emotional needs data
 - Need relates to program area
 - Data relates to targeted population
- **Presents multiple data comparisons (4 points)**
 - Disaggregates military-dependent students
 - Uses multiple data sources and types
 - Uses other data for comparison

*Section I (Cover Page, Abstracts, TOC) is not scored



Section II: Needs Assessment (continued)

- **Discusses past efforts (3 points)**
 - Provides data on success or challenges
 - Discusses “lessons learned” that will affect this project

- **Includes review of professional development (4 points)**
 - Provides data on professional development needs



Section III: Project Goals

- **Sets goals that are aligned to need (1 point)**
 - Sets goals that are clearly related to need
 - Sets no more than three goals
 - Writes specific goals whether related to academics or support
- **Describes reasonable outcomes (3 points)**
 - Describes outcomes that show growth over time (baseline comparison)
 - Describes outcomes that demonstrate change in scores
 - **Includes military dependent student outcomes (most important!)**
- **Offers strategies that are direct services (1 point)**
 - Offers strategies aligned to the approved list of categories
 - References major activities (e.g. buying equipment or materials) associated with each strategy, **including professional development**

Measuring Outcomes

- While all students may be positively impacted by the project, you **must** be able to disaggregate results for the military subgroup (unless you have 80% or more military dependent students in the participating schools).
- **Important:** Note the RFP Project Goal section (pages 10-12) has examples that you can use to help you think through your project ideas. Use them as templates to write your goal and outcomes statements.



Section IV: Project Plan and Leadership Roles

- **Presents criteria for project director (8 points)**
 - Discusses how your project director demonstrates the seven criteria listed here (authority to direct project, problem-solving, communication, is at least 50% FTE)
 - Appends a resume that also reflects the criteria
 - If you do not have a project director chosen, provides a job description you will use to advertise for the position

Section IV: Project Plan and Leadership Roles (continued)

- **Summarizes project director role during**
 - Planning year (5 criteria/points)
 - Setting expectations, communication, problem solving
 - Project implementation (4 criteria/points)
 - Maintaining collaboration, progress monitoring, problem-solving
 - Professional development implementation (3 criteria/points)
 - Determining and monitoring professional development (PLC, coaching, workshops) and evaluating effectiveness on changing educator practice

Section IV: Project Plan and Leadership Roles (continued)

- **Presents criteria for outside evaluator (7 points)**
 - Discusses how your outside evaluator demonstrates the seven criteria listed in this section (work with qualitative data, fidelity and process data, collaborative approach, knows education)
 - Appends a resume that also reflects the criteria
 - If you do not have an outside evaluator chosen, provides a job description you will use to advertise for the position
- **Summarizes outside evaluator role (3 points)**
 - Presents summary that includes (a) collecting and training others to collect data; (b) analyzing summative data; (c) analyzing process data.

Section V: Project Evaluation

Offers three types of evaluation measures:

- 1. Fidelity** of program implementation – 10 points (includes appropriate questions; **professional development**; instruments, activities, and schedule)
- 2. Formative** program improvement – 10 points (includes appropriate questions; **professional development**; instruments, activities, and schedule)
- 3. Summative** student outcome(s) – 10 points (includes disaggregated data; appropriate baseline data reference point; instruments; summative and interim outcomes)



Evaluation Design Matrix

Goal 1-3
Strategy 1-3

Fidelity of Strategy Implementation

<i>Evaluation Question</i>	<i>Evaluation Activity</i>	<i>Data Collection Instrument</i>	Benchmark Indicators	<i>Data Collection Schedule</i>

Process Monitoring of Ongoing Implementation

<i>Evaluation Question</i>	<i>Data Collection Activity</i>	<i>Data Collection Instrument</i>	Benchmark Indicators	<i>Data Collection Schedule</i>

Annual Summative Evaluation

<i>Goal 1 Interim Indicators</i>	<i>Specify instrument, comparisons, target in question</i>
Planning Year	
June 2017	
June 2018	
June 2019	
June 2020	

Section VI: Budget Narrative & Sustainability

- **Presents a clear overview (9 points)**
 - Provides clear and reasonable justification for funds and tracking procedures for expenditures
 - Describes how project will leverage existing resources
 - Includes all staffing information
- **Presents a sustainability plan (6 points)**
 - Describes how data will inform sustainability
 - Describes how professional development and partners will be involved

See Appendix B for sample budget form.

Detail Budget Requirement

- Project costs for all grant years must be included, and amounts must match the budget categories on the SF 424A: Budget for Non-Construction Programs.
- Applicants must provide a comprehensive description of project costs and align cost to a project goal, strategy and/or action for each grant year using the Sample Budget Table provided in Appendix B.



Appendix B: Sample Budget Table

Budget Category	Description	Federal Amount Requested	Percentage of Federal Total	Non-Federal Funds	Goal, Strategy, and/or Action
Year 1: September 1, 2017- August 31, 2018					
Personnel					
Non-FTE Stipends/Student Academic Growth Assessment (SAGA) Coaches	30 SAGA Coaches (1 per school) @ \$250 per day for 2 days	\$15,000.00	0.60%		G2: S2, A2
Substitute Stipends	4 Substitutes @\$100.00 per day for 15 days	\$6,000.00	0.20%		G1: S1, A1
Project Director	1.0 FTE to oversee project implementation	\$30,000.00	1.2%	\$30,000.00	All goals
Personnel Total		\$51,000.00	2.00%	\$30,000.00	
Fringe Benefits					
Non-FTE Stipends Benefits for SAGA Coaches	@18.9% for social security, health, FICA	\$7,600.00	0.31%		G2: S2, A2
Non-FTE Stipends Benefits for Substitutes	@18.9% for social security, health, FICA	\$2,835.00	0.10%		G2: S2, A1, A2
FTE Benefits for Project Director	@18.9% for social security, health, FICA		0%	\$2,500.00	G2: S2, A1, A2
Fringe Benefits Total		\$10,435.00	0.41%		
Travel					
Grant Post Award Meeting	DoDEA-required meeting with external evaluator, project director	\$4,500.00	0.12%		NONE
Travel Total		\$4,500.00	0.12%	\$0.0	
Equipment (any single item priced at \$5,000.00 or more)					
Supplies					
Electronic Devices	Chromebooks: \$280 per device x 900 devices [1:1 support for students] www.chromedevic.com	\$152,000.00	20.16%	\$100,000.00	G2: S3, A1;
Supplies Total		\$152,000.00	20.16%	\$100,000.0	
Contractual					
External Evaluator	ABC University	\$6,000.00	0.60%		All goals
Hampton Professional Development Services	STEM consultants for 15 days training for 4 schools www.hpd.com	\$25,000.00	4.80%		G3: S1, A1
Contractual Total		\$31,000.00	5.40%	\$0.0	
Other					
Other Total			0.00	\$0.0	
Year 1 Total		\$248,935.00	28.09%	\$132,500.0	



Application Summary

- The full application, due **Wednesday, May 3, 2017**, needs to be focused and streamlined. Goals, strategies, and the data collection activities outlined in the application will guide your program implementation and will form the basis of your project evaluation and reports.
- The application should be combined into **ONE DOCUMENT** of Overview Materials, 30-page narrative, Appendices, and required/optional forms.

Grant Review Process/Funding Decision

- Panel of reviewers from the field
 - Three reviewers per application read and score.
- Evaluation of risks posed by applicant to include history of performance and ability to effectively implement requirements.
- Funded awards will be announced on or about July 31, 2017.



Helpful Links

■ **Application**

- Full application instructions available at: www.grants.gov and search for CFDA# 12.556

■ **DoDEA**

- Grant application questions: Grants@hq.dodea.edu

■ **ETAC**

- ETAC Website: www.dodk12grants.org
- College and Career Readiness Publication:
http://www.dodk12grants.org/Docs/CollegeandCareer_Readiness.pdf
- Webinar recording and materials:
Resources > Grant Applicant Materials > DoDEA FY17 Grant Program
- Follow us on Twitter (@dodeagrants) for updates

FAQs

Q: What is the definition of “military dependent student?”

A: The term, *military dependent 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. (Section 574(d) of P.L. 109-364, as amended; Title 10 U.S.C. Section 2192(b) and Title 10 U.S.C. Section 2193a)

Q: I already have a DoDEA grant, can I reapply?

A: Yes. However, the LEA school(s) must meet the eligibility criteria as outlined in the RFP.

FAQs, cont'd

Q: Can charter schools apply for DoDEA grants?

A: Yes, if the charter school is considered its own LEA and 15% or more are military dependent students.

Q: Can several LEAs apply as a consortium?

A: No. Each LEA must submit a separate application. Only one application per LEA may be submitted.

Q: Do I use SY 2016-2017 Impact Aid data to determine the number of military students at each school?

A: Yes. Use Impact Aid data for the current school year.



FAQs cont'd

Q: I can't locate the application package on Grants.gov. How do I find it?

A: <https://www.grants.gov/web/grants/view-opportunity.html?oppId=292577>

Q: Who should I contact for assistance with www.grants.gov?

A: Grants.gov Contact Center, 1-800-518-4726, or Support@Grants.gov. Neither DoDEA nor ETAC staff can provide technical assistance on the use of Grants.gov.

Q: Can I email you a draft of my proposal for feedback?

A: No. Technical assistance is offered to all applicants through the scheduled webinar. Applications can only be submitted through www.grants.gov by Wednesday, May 3, 2017.



QUESTIONS

- We will now to respond to your questions in the Q&A box (bottom right of screen)
- We will post this webinar and FAQs based on your questions: (www.dodk12grants.org).
 - Look for the webinar recording and materials here:
Resources > Grant Applicant Materials > DoDEA FY17 Grant Program
 - Follow us on Twitter (@dodeagrants) for updates