2018 DODEA Broad Agency Announcement Technical Assistance Webinar – March 2018

Whitney: Welcome, everyone, to the webinar to guide you as you write your application for DoDEA's Broad Area Announcement grant opportunity. Today's webinar will be recorded for you to reference as you write your application.

All phone lines have been muted. You will have an opportunity to ask questions at the end of the webinar by typing your questions in the Q&A box to the right of your screen. Again, questions will be addressed at the end of the webinar.

This webinar recording, including presentation slides, a transcript, and your list of questions, will be posted on the ETAC website, at www.dodk12grants.org early next week. If you have any technical difficulties, please press 00 on your phone, or type your questions into the Q&A box at the bottom right corner of your screen.

Jennifer Dailey-Perkins (JDP), DoDEA Grant Program Manager, will introduce today's webinar. Please go ahead.

JDP: Good afternoon, everyone, and welcome to our 2018 Broad Area Announcement Technical Assistance webinar for our fiscal year '18 competitive grants competition. The facilitators for today's presentation is myself. As Whitney stated, I'm Jennifer Dailey-Perkins, and I am the DoDEA Grant Program Manager. Along with me is Vanessa Hardnett, our Grant Program Analyst. Our partners from the Evaluation and Technical Assistance Center will also be facilitating. Calynn Evans is our Program Manager, and Kate Tindle is one of our lead Evaluation Specialists.

In this webinar, we will provide grant ground information on DoDEA and our grant program portfolio. We will also walk through the grants.gov application process, and the 2018 Broad Agency Announcement, or BAA, as it will be referred to, will be explained. We will also provide a brief explanation of our Evaluation and Technical Assistance Center, also known as ETAC, and provide significant details about the BAA narrative and scoring process. We will end the webinar by providing some responses to a few frequently asked questions and take any questions that you may have.

DoDEA's one of two federal school systems which operates 166 schools, serving approximately 72,000 pre-K through 12th grade military-connected students worldwide. Since we know that more than 80% of military-connected students attend public and private schools across the U.S., DoDEA shares its resources to

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support successful educational outcomes for our military dependent students, who attend these LEAs through a competitive grant process.

JDP: This slide talks a little bit about the DoDEA Education Partnership Grant Program to date. So, through a competitive process, as just discussed, eligible school districts have been provided with resources to support a variety of evidence-based efforts. This slide shows you four specific efforts that we have funded in years past. All grant programs, or grant projects, have a rigorous evaluation to ensure grant objectives are being met and accountability of funding.

JDP: This slide is an infographic of our grant program to date. So since 2009, DoDEA has awarded $493 million dollars in grant funding to support 439 grant projects in 35 states. The grant programs have been implemented in over 2,900 schools and serve approximately 2.1 million students. And that number also includes over 640,000 military-connected students.

JDP: Starting last year, implementing college and career strategies and standards has been the number one priority for DoDEA. As long as CCR remains DoDEA's top priority, it will also remain a major objective for our grant program. To streamline our CCR efforts, we have begun to implement CCR-focused areas. Therefore, for this year's grant competition, the grant program will focus on college and career readiness for STEM - Science, Tech, Engineering, and Math.

JDP: The grant review process will include an external peer review panel, and please note that the application review will also include a risk analysis for awards. The risk analysis includes, for those who have received a previous DoDEA grant, and includes grantees' past performance history, including compliance with applicable reporting and with terms and conditions of previous federal awards. We anticipate awarding approximately $30 million dollars this year. Last year, though it was our smallest funding year to date, we were still able to award over $34 million dollars to 45 grantees that of which included five new grantees.

JDP: This slide also includes upcoming dates. At the bottom of this slide, you'll see three important upcoming dates. We will host two additional pre-recorded webinars. Both of those webinars will be posted on the ETAC site, which is our dodk12grants.org website, by the date that is listed.

JDP: So, our goals and strategies webinar will be posted no later than April the 11th, as well as our planning and implementation template webinar, will be posted to the

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ETAC site no later than April the 17th. The goals and strategies webinar will focus on developing strong goals and strategies, and the planning and implementation webinar will provide support in completing the planning and implementation year templates.

JDP: The 2018 grant competition will close at 11:59 PM, Eastern Standard Time, on Wednesday, May 2nd, 2018. Let me stress again that the grant competition will close at 11:59 PM, Eastern Time, on Wednesday, May 2nd, 2018. Late applications, nor emailed applications, can be accepted. We highly recommend that you submit your application on grants.gov prior to the deadline.

JDP: So, at this point, we felt it necessary to be able to navigate the grants.gov website for you. We found that in the past, oftentimes we've had some grantees, some potential grantees, state that they had trouble accessing the application package, and/or applying for the grant program, or knowing where to attach their project narrative. So, we're going to go through a quick recording of how you access the website. Please remember that if you need to contact the grants.gov support center, if you have any issues whatsoever with the site, as DoDEA does not have ownership of grants.gov, and we cannot provide you with any of that assistance.

JDP: So, we simply go to Google, and we type in grants.gov, and the grants.gov website will immediately come up. We click on the grants.gov website, and grants.gov home page pops up.

JDP: In the keywords section, the easiest would be to remember to type in our CFDA number, which is 12.556, or you can type in MCASP, for Military-Connected Academic Support Program, and click Go. There you will see our opportunity appear. You click on the opportunity number, to access the entire package.

JDP: The first page is just a synopsis of what our grant program details for this year. It speaks about eligibility. It also talks about our ceiling, which this year, again, we anticipate funding $30 million dollars, however, our application floor is $250,000, and the ceiling would be $1.25 million. In the version history, you will see when this announcement has been updated. We encourage you to sign up for email announcements letting you know when it has been updated.

JDP: Related Documents is where you can find the Broad Agency Announcement. Just click on it and it will open up the document for you.

JDP: The Broad Agency Announcement looks a little different from those who have had grants in the past. It looks a little different than what we used to call our RFP, or Request for a Proposal, but relatively, a lot of the same information. It starts with an Executive Summary detailing what we are looking for for this year, as well as gives you a quick overview of the program. We encourage you to use the table of contents in the document to really be able to search through if you're looking for something specific in the BAA after you've read it once and you can't remember maybe where the project narrative or the specific application review information is, please use this as a handy tool to find this information.

JDP: So, we're just scrolling through now to kind of give you what the look and feel of the new BAA is. And again, one change for this year is the actual award amount.

JDP: So, after you've downloaded, printed out, and read the BAA, then you actually click the Package tab. The Package tab will just preview what the package consists of, but you would hit the Apply button when you're ready to submit.

JDP: So now we'll go through the mandatory forms that are required. The first mandatory form is the actual Application for Federal Assistance, or the Standard Form 424. This is a three-page document. All of the sections in yellow must be completed.

JDP: As you can see, line number 15, where it talks about description of your application, you can click Add Attachment and you can actually add your project narrative, your 30-page project narrative, here, under Add Attachments. This is just one of several places where you can add it, but this is definitely a place where you can add your attachment.

JDP: Be sure to complete all of the lines in yellow, paying specific attention to line number 18A. Your federal amount would be the amount of the grant that you are requesting. Line 18B would be the applicant amount, and that amount would be any non-federal funds share. We also refer to that as your in-kind share. So please ensure to complete that.

JDP: Again, we need a physical signature, so though grants.gov allows you to do an electronic signature, a physical signature will also be required. So, I would suggest that you upload this document with a physical signature as well.

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JDP: The next form is your Standard Form 424A. All of the information for past grantees is nothing new. All of these are the same documents that you have had to fill out in the past. Line 1 on page 1 would be the only line that you would be completing. You would complete Section A, B, and then you would move over to the New or Revised Budget. Again, you would fill out the federal for the amount of DoDEA funding you are requesting, and your non-federal is your in-kind funding.

JDP: On page 1A, which is actually the second page, you would only complete the first column. And this page would only include the federal dollar amount that you are requesting. Again, this should line up with your detailed budget that you're required to submit as part of your package and discussed in your BAA, as well as your totals on line 18A of your Standard Form 424.

JDP: The last page, which is actually page 2, on line 18B. Excuse me. A would be whatever your grant program title or your project title is. B would be the only section completed, and that should be your in-kind dollar amount. These should automatically populate from what you provided on page 1. However, if it doesn't you definitely want to include it there, as well as check your numbers to ensure that it is correct. Also, you would complete line 13 for your first year only, as well as line 14 for your first year only, for your in-kind or non-federal funds share.

JDP: The next line you would complete would be 16, for future year funding. So, where it says First Future Year, is actually year two, Second Year is actually year three, and so forth.

JDP: Your Lobbying Form, you all are familiar with this form, as well as your Key Contacts form. Your Project Abstract form is new, and we included this form because again, we want to be able to give people options for where they can add their project narrative. So, we'll click it open. It's really just one page - simple form where you would add your actual Add Attachment, as that is another place where you can add your project narrative as well.

JDP: And then the last mandatory form that we are going to show you is a new form for everyone this year. Again, just showing you again where you can add your project narrative, under Project Abstract. You would write project narrative in the yellow box, and you would add your attachment.

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JDP: Your Project Performance and Site Location is a new form this year. What's required is what's in yellow. Your organization name would be your school district's name, your DUNS number, your actual street mailing address, as well as your zip code and your proposed other locations. For example, your school locations or additional locations will be completed at the bottom. You could also add an attachment to that as well, if you wanted to add more attachments.

JDP: Again, please do not forget that you would click the Apply button. When you're ready to apply, you would log into grants.gov and all of those forms will populate and that's what you would add to your workspace to apply. Again, grants.gov will send you a confirmation email letting you know that your grant has been successfully received, or not, and where to go if you need more information and more assistance.

JDP: So that was a quick run-through of our grants.gov website and how you access the application. So now I will kind of turn it over to Calynn, but before I turn it over to Calynn, I just kind of want to really give you the purpose of our Broad Agency Announcement. As we discussed earlier, DoDEA is committed to ensuring that students are college and career ready, and therefore this BAA supports projects that have that specific aim in mind, but with a focus area of science, technology, engineering, or math.

JDP: Eligibility requirements. This is really what you want to know. Who's eligible? The eligibility requirements for immediate past grantee recipients have not changed at all. There is no eligibility requirement at the district level. All participating schools must have at least 15% military-connected student enrollment. And in the FAQs before we end the webinar, we're going to talk a little bit more about what it means to be a military-connected student.

JDP: Your military-connected student enrollment data, the way in which we verify, is through your most recent Impact Aid data available. Similar to last year as well, there are two competitive priority areas - new applicants and high military enrollment. New applicants are school districts who have never received a DoDEA grant, and high military-connected means that participating schools have 80% or higher military-connected student enrollment.

JDP: Just one note about eligibility as well. School districts who have a current DoDEA grant are eligible to apply for another grant this year. Additionally, you may include schools that are already included under an existing DoDEA grant. I know

many of you know that, but I feel like you don't know what you don't know, and I think that we wanted to just ensure that all were aware that you can apply, again, if you have a current DoDEA grant. If all of your schools in your district qualify as 15%, certainly you can apply for a grant on behalf of all of the schools in your district. Or, if there's only one school in your district that is eligible, meets the eligibility criteria, then a school district can apply on behalf of one school. That is totally acceptable. So now I will turn over the webinar to Calynn Evans, our ETAC Program Manager, who will discuss the mission of ETAC and some BAA and project narrative specifics.

Calynn Evans: Thank you, JDP. ETAC is the Evaluation Technical Assistance Center. ETAC provides technical assistance to applicants pre-award, and grantees post-award. We also maintain an ETAC website with evaluation resources and grantee information. We continually help ensure grant applications address DoDEA's intent through the entire lifecycle of the project, from application to review to planning, implementation, and sustainability plans.

Calynn Evans: ETAC receives all data from grantees. We analyze and aggregate the information across all active grant years, and then report the data findings to DoDEA. We are your go-to source for data collection and reporting assistance on your grant.

Calynn Evans: For the FY 2018 BAA, there's only one focus area, which is CCR-STEM. Applicants must include this focus area in their submission. The application may target a subgroup such as military-connected students with disabilities or military-connected females in STEM. According to the Committee on Science, Technology, Engineering, and Math Education of the National Science and Technology Council, it's critical to our national security that our students are interested in critical and fast-growing careers in STEM. They also feel that our pre-K through 12 education system is poised to increase and sustain student engagement in STEM.

Calynn Evans: With that in mind, the FY '18 BAA aims to equip LEAs with the resources necessary to successfully build and/or expand their STEM programming. All project should have professional learning embedded within their program planning and implementation to best prepare teachers for using the materials and instructional strategies to achieve intended goal outcomes. Projects should also build capacity to sustain the program after DoDEA grant funding has ended.

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Calynn Evans: In the 2018 BAA, there are some similarities and differences from previous grant years. As in the past, the first year will continue to be the planning year for all grant projects. You may choose up to three DoDEA-approved strategies for each goal. A list of DoDEA-approved strategies can be found on page 12 of the BAA. Strategies must be direct services to students. This webinar, along with the goals and strategies webinar next month, will go into more detail on writing goals and selecting appropriate strategies.

Calynn Evans: Professional learning, previously called professional development, must continue to be embedded in the planning and implementation of each goal. DoDEA recognizes the key role professional learning plays and wants to ensure the opportunities for staff to learn and grow are included.

Calynn Evans: However, professional learning in itself is not a direct service to students, and therefore not a stand-alone strategy. But it is used to prepare teachers to use the direct service materials and instructional strategies for students. Additionally, project directors must be at least 50% full-time equivalent, or FTE, to oversee the grant program across school sites.

Calynn Evans: New for 2018, you may choose only two goals this year. A planning and implementation template is also required this year for planning purposes. This will take the place of the evaluation matrix from previous years. Part of both the planning and implementation templates includes a communication plan. The planning and implementation webinar next month will cover the template and the communication plan in greater detail.

Calynn Evans: This year, you will also be required to answer six questions in your reporting. As such, your project evaluation narrative will need to include how your project will be evaluated, as well as methods and benchmarks to answer the six questions.

Calynn Evans: And lastly, there are limitations on external evaluators. More information about that can be found on page 21 of the BAA, and the grant performance period this time will end in May 2023, thus being slightly less than five years. Next, Kate will review the suggestions for writing your application and the required narrative and needs assessment section.

Kate Tindle: Great, thank you Calynn. As you see from here, the way that you should be thinking about writing your application is to start with the end in mind. So, the

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number one consideration is the students who will benefit from the project. Knowing which schools, you will include is key to writing your application. The more you can involve leadership and staff at these schools now, as you are writing, allow them to have input into the application writing process, and even getting letters of support from them, would go a long way to a smooth transition if you win the award.

Kate Tindle: You also want to think about what you will use to measure student outcomes. State assessments? End-of-course tests? District benchmark tests? There's lots of things out there, so be sure you're thinking about that.

Kate Tindle: Another consideration in your project thinking is about how you will go about improving the student outcomes that you have chosen. Grantees must plan to integrate ongoing professional learning opportunities for the staff involved. Your application should provide good detail about how the direct services strategies will be implemented, how they will be maintained, how they will align to the student outcomes, and how the work will be sustained after the DoDEA funding has ended.

Kate Tindle: All that said, we still want you to come up with a reasonable plan for yourselves. So, another consideration that you must give a lot of thought to is having this reasonable plan for your project. You will need to report data to ETAC three times a year, in a semester report, and provide an interim or annual report every year of the grant period. So that's a lot of data to report. You may also have internal reporting requirements from your school system. So, as you're thinking big picture, be very clear and concise when you're designing your student outcomes, because whatever you design, you will eventually have to report on, and that can get overly burdensome very quickly for your project staff.

Kate Tindle: Be reasonable and realistic about what your student outcomes will be, and what those direct service strategies you will put in place to support those student outcomes to make this project manageable for your project staff and meaningful to the students and staff involved. We want the project to be streamlined, collecting just enough data to indicate areas of strength and challenge for you to address.

Kate Tindle: So, as you see here, you're going to have up to 30 pages, and it's all going to be in one document when you're done. So, this slide shows the overview of the required project narrative. There are a total of eight parts to the narrative.

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Kate Tindle: As you see here, the overview materials - the cover page, with participating school details, the abstract, the table of contents - all of that must be included as part of the application. However, they will not be scored and are not part of the 30-page limit. So, there are seven parts of the project narrative that will be scored. Each section is assigned a certain number of points that will total to 100.

Kate Tindle: In the next several slides, we will review the key points for each section, and explain how the peer reviewers will use the rubric items to score your application. So yes, we will be showing you the actual rubric items that the peer reviewers use. All the sections listed on this slide should be consolidated when you're done into one document that is no more than 30 pages before you submit. So again, all of these need to be in one, as you saw in the video that Jennifer Dailey-Perkins went through when you ... There's a way to upload your document. It should be one document that you're uploading.

Kate Tindle: In the needs assessment section, it's worth 10 points, as you see, this is what holds your application together. It's from these needs data that you will build your case for setting your project goals and for picking the strategies that will meet the needs you discuss in this section. So, all of the other sections in your narrative must align to the data that you present here. This slide holds information that the peer reviewers will use to award points to this part of your needs assessment.

Kate Tindle: So, you see here, there are one, two, three, four, five bullet points, and coincidentally, this particular part is worth five of the 10 points for the whole needs assessment. So, you need to include the population that you're going to impact, and that would include any subgroups if you are targeting them. You don't have to target subgroups, but if you are going to, that should be included here. So, if you are going to target students with disabilities who are military-connected, you would put data that you have on their science, technology, engineering, or math data in this section.

Kate Tindle: You're going to provide that academic achievement data. You're going to show the comparisons to ... military students versus general student population. You'll provide data that supports the needs of the military-connected student in particular, so that means you have to disaggregate whatever data you're showing us in this section, disaggregate for the military-connected students.

Kate Tindle: The data should directly support the goals that you'll eventually write in the next section. And if you have any technology needs, for instance, if you're in the need for more laptops or that kind of technology things, if you're including that, you would include that data here in this section as well.

Kate Tindle: Two more points out of the 10. So, the first slide was five, this one is two more. So again, if you ... These are the actual rubric items that the peer reviewers will use. So the way that you present your information on current or past efforts, and how you've been trying to support your students' STEM needs, how successful you've been with that, lessons learned from past efforts you've put towards improving student outcomes, if you received a DoDEA grant in the past for STEM, then talk about what you learned from that, your successes and your challenges. And the third point, again, it's only if it's relevant, it's only if you're going to address your parent and community involvement in your project. If that's going to be one of your points to make, then you would include that information here as well. If you're not going to include parent and community involvement, that's fine. You don't need to talk about it then.

Kate Tindle: And then the final three points for the total 10 in the needs assessment will be on information about staff professional learning efforts. So, these three points are about what you have done to improve staff outcomes, not student outcomes.

Kate Tindle: So, the peer reviewers will look to see based on your providing information about how you have supported staff with learning to implement new strategies. This section should present any survey or evaluation data that you have about your staff need for professional learning and current challenges that you have in this area. Next, Calynn will review the goals and outcomes requirements.

Calynn Evans: Section III is about setting project goals. The entire section is worth 10 points. This slide shows four of the seven points for project goals. Goals must relate to the overall purpose of the project, and lead to outcomes. They should be SMART, meaning specific, measurable, attainable, relevant, and time-bound, and aligned to the direct service strategies that you want to put in place. An example of a SMART goal can be found on page 12 of the BAA.

Calynn Evans: Again, you may only have two goals this year, and each goal may focus on only one school level or grade level. For example, you may not have a goal that crosses elementary and secondary levels, or goals that focus on the entire school district. We've found, from our data, that goals that focus on the entire school

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district are more difficult to implement, so we have put those limitations to increase the chances of successful grant programs.

Calynn Evans: Each grant goal should reference a separate grade or school level, because often there's separate strategies or assessments, even if the overall goal is the same. You probably need to report on these separately anyway, so you might as well set it up from the beginning so to make it easy on you for the long term.

Calynn Evans: Another consideration in your goals is how to measure goal growth over time so that your student outcomes are continually improving. This can be tricky with a mobile student population, but once your program is in place and direct services are being offered to all students, outcomes generally improve. Again, the goals and academic outcomes should match the data that you present in your needs assessment.

Calynn Evans: This slide has the final three of the seven points. Goals should be measured by one assessment. So, for example, select state assessments or graduation rate or AP exams. Additionally, it'd be beneficial to focus one project goal on one area. For example, do all science or all math, to streamline your project. So, don't write about improving science and math. They should be broken apart into two separate goals - one focusing on science and the other focusing on math.

Calynn Evans: Your outcomes should be reasonable and based on past performance if it's available. And if you have baseline data, for example, of last year's state science assessment scores, use that to guide your outcomes. You may also want to think about your planning year when you're selecting base measures. Consider what you can organize and manage in your first year, as well as reasonable projections over each year of your grant.

Calynn Evans: The final three points for the goals section focuses on strategies. You must select your strategies from the DoDEA list. You may have up to three strategies per goal, and the strategies must be relevant and aligned to your needs and goals. As a reminder, professional learning must be embedded within each strategy. Be sure to think about what ongoing professional learning you'll need to support the staff implementing the direct services and include that in your narrative.

Calynn Evans: Professional learning is not only key to program implementation, but also program sustainability, so it must be included within the project design. You'll see this reflected in the planning and implementation year template. Again, be sure

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to use the examples in SMART goal writing as your guidance for creating your own goals.

Calynn Evans: So, a quick note on outcomes. Outcomes are measurable effects that your program is trying to accomplish. While all students may be positively impacted by your program, you're specifically required to measure the outcomes of military-connected students, and report on the disaggregated results. If your district does not currently disaggregate for military, you'll need to figure out how to do this and include that in your application. For schools with greater than 80% military-connected enrollment, you're not required to disaggregate for military.

Calynn Evans: Again, the BAA provides examples of writing a SMART goal, strategies, and outcomes. Please use them as a template to write your own goals and strategies. Kate will now review Section IV for the planning year.

Kate Tindle: Whoop, sorry. There we go. The project plan, as you see here, the total is worth 15 points. The BAA includes criteria for a five-point narrative and a 15-point planning year template. These are the points the reviewers will look for in your narrative that you see here on this slide.

Kate Tindle: There will be one template for your planning year and another template for the implementation years. Note, you must include details about a communication plan at the top of both templates that indicates how you will keep stakeholders informed about the project. Be sure to use Appendix D and E as a guide to help you write about this requirement. Again, if at all possible, involve staff at each school now, during the writing process. It helps staff buy in to the project when they have some say in what they will be expected to do.

Kate Tindle: Along with the short project planning narrative, you will find in a planning year template. This template is worth 10 points, and again, next month, we will be having a separate webinar on how to fill in these templates.

Kate Tindle: The template details how you will communicate about your project, key implementation activities you will undertake, and what professional learning you will implement to ensure your staff is ready to launch the project. Because remember, this is the planning year. The BAA provides a template for the planning year on page 14 and 15. You must use this template to get the full 10 points possible.

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Kate Tindle: There is an example of a filled-in template in Appendix D. Please review the template and the example to guide filling in the template for your own project and activities that you expect to occur during the planning year. Again, there will be a pre-recorded webinar on this planning year template and the implementation year template on our website, on ETAC's website, next month. Calynn is now going to discuss Section V, the project implementation.

Calynn Evans: Thanks, Kate. So, like the project planning year section, this section for the project implementation includes a short narrative and a template. In total, it's worth 20 points.

Calynn Evans: The five-point narrative points described in this page include how you will continue to communicate about the project after it's underway, how you will use data to monitor project and professional learning activities, work with the outside evaluator, and network to solve problems, as well as provide ongoing professional learning throughout the project years. The implementation year template is worth 15 points. The reviewers will score your template based on the communication plan flow from the beginning of the planning year into the implementation years, how the activities support the goals and strategies, and the professional learning used to support staff through the remainder of the project. You must use this template to get the full 15 points. There is a completed template in Appendix E that you can use to guide your project implementation plan. And now, Kate will follow up with the project leadership roles.

Kate Tindle: Great. So, this Section VI on project leadership roles details expectations for two different leadership positions on the project. There's a section about the project director, in part you see here.

Kate Tindle: This slide has three of the seven points you are expected to cover about how your project director will manage the project. It is not enough to say, for instance, in the first point, that your project director will use background knowledge and experience. Your proposal should be talking about how your project director will use background knowledge, how the project director will address the barriers, and how the project director will utilize the project plan activities, not only that they will do that, but how will they do that.

Kate Tindle: The remaining points for the project director, these four other points. These, again, you must discuss how the project director will direct the project. Be sure, when you're writing about the roles here, that you address all seven points,

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focusing on collaboration with the school district leadership, working with the external evaluator, and providing continual communication to all participants and stakeholders, including DoDEA.

Kate Tindle: You should also include the resume for the project director. If the project director is yet to be determined, include a job description that you will be including in your proposal. Again, I will say this again, do not just say that this will occur. Detail how it will occur.

Kate Tindle: The other leadership role is the outside or external evaluator. Be sure to address these six points that the peer reviewers are looking for when they read your application. So, discuss about the outside evaluator's qualitative and quantitative data collection methods and analyses that they will use, the background that the evaluator has in these direct services, the unique needs of military families that they might have, that they know about DoDEA grant evaluation requirements. The last point, if you have an outside evaluator, append their resume. And again, for the same as you did for the project director, if you don't have an outside evaluator, discuss the job description that you will use.

Kate Tindle: Finally, these two points will be awarded for successfully identifying how summative and process data will be used by leadership for continuous project improvement and sustainability. So, these are outside of the criteria for the roles, and more about what they are doing for these roles. So, they're going to ... How they'll use summative data and how they will use the actionable information to revise for ongoing implementation and sustainability. Calynn will now discuss the evaluation.

Calynn Evans: Thank you, Kate. For those of you who are experienced in DoDEA grants, you'll notice that you're not going to be required to complete an evaluation matrix. Instead, you'll write a narrative that includes the required three big questions and three small questions, for a total of the six questions that I referenced earlier in the webinar. This is found on page 19 in the BAA.

Calynn Evans: You'll also discuss how the evaluation will determine if the intended outcomes were met, analyze data against benchmarks, and use data for making recommendations to improve or maintain the project activities. Be sure you explain how the five points on this slide figure into your evaluation plan in your narrative, to earn the full 10 points possible from the reviewers. Now, for Section VIII, I will turn this back over to Vanessa for budget and sustainability narrative.

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Vanessa H.:   Section VIII: Budget Narrative and Sustainability. This section is worth 20 points. The budget narrative is worth 10 points. Reviewers will score based on your description of a clear overview and rationale for how grant dollars will be allocated, including resources the LEA has or expects to receive for the project, identifies how the budget will be tracked, the role/position of the full-time equivalent staff for all key personnel on the project, and reasonable estimates for implementing and maintaining strategies and purchasing supplies. We understand that the budget is an estimate, but we ask that you make those estimates as close to reality as possible.

Vanessa H.:   There are 10 points awarded for covering the information in this slide in your budget narrative that justifies your proposed expenditures. Your application should include the SF-424A as well as the detailed budget table, which is an Excel document.

Vanessa H.:   The sustainability plan is worth 10 points in this section. Your sustainability plan should include a detailed description of how you will sustain your program, how you will use the project data to support the sustainability program, and how you will address the financial needs to sustain the program once it ends and identify resources in sustainability of that program.

Vanessa H.:   A few notes about your detailed budget. You will notice that the ending year for each of your grant years would be August 31st of each year, each of the five years. A minimum of 20% of funds should be allocated for each year. However, the year one budget may be different because it will be a planning year, and you may front-load your project in preparation for the first full year of implementation.

Vanessa H.:   For returning grantees, at least 3% of the total budget must be allocated to the third-party evaluator, while new grantees may allocate 4% for the evaluator. Appendix B provides a sample budget table. The editable budget table is available on ETAC website under Resources, and then the Grant Applicant Materials. Please use the forms provided. Do not create new forms. And now I turn it over-

Calynn Evans: [crosstalk 00:49:15]

Vanessa H.:   ... to Calynn.

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Calynn Evans: Thanks, Vanessa. We hope that you now feel comfortable in moving forward with your project to support military-connected students. Your completed application should be uploaded through grants.gov by Wednesday, May 2nd, 2018, by 11:59 Eastern Time. Again, we recommend that you apply early. Please use the examples in the BAA to guide your goals, strategies, data collection, and outcomes during your program planning and implementation years.

Calynn Evans: Lastly, your application must be combined into one document, to include the overview materials, all sections of the narrative - and this section should be no more than 30 pages - any necessary appendices and required and/or optional forms. Please use the cover page, detailed budget table, and planning year and implementation templates that we've provided for you. They're, again, available on the ETAC website, under Resources, then Grant Applicant Materials. We will have a slide later in the presentation with the links for that information.

Calynn Evans: So, once your application is received, it will be assigned to a panel of three reviewers. All reviewers are experts from the STEM education field. As JDP mentioned earlier, we will evaluate your risks, posed by the applicant, to include a history of performance and the ability to effectively implement requirements. The awards will be announced on or about September 30th of 2018. And now, JDP will review some common challenges in the FAQ section.

JDP: So once everyone has an opportunity to thoroughly read the Broad Agency Announcement, - and I can't stress enough the importance of really reading the document thoroughly - you'll see in Appendix C of the Broad Agency Announcement, there's information about frequently asked questions. We have provided you with some information about why you need at least a half-time project director, the items to consider during your planning year, and why an outside evaluator is important in your grant process.

JDP: While we provide a good deal of information about goals and outcomes in the body of the BAA, there's a bit more information in Appendix C that includes more detailed information about establishing baseline measures that will help you and your evaluator consider goals and outcomes carefully. We include information about why DoDEA considers this a necessary component to your project as well.

JDP: So, just take a look at these bulleted items. If you have more, or additional, questions about those, please remember that we will have two pre-recorded webinars as well. This is something new that we've added this year to assist you

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in writing your goals and strategies, as well as how to complete the implementation and planning year templates as well.

JDP: So, let's get into some frequently asked questions. We've already received quite a few correspondences regarding the definition of a military-dependent student. This definition, for those of you who have received DoDEA grants in the past, this is the exact same definition that has been used in our Request for Proposals for the last seven years. This is actually the exact same definition for DoD Impact Aid. And so, I know that some folks, from our correspondence, I think, is having a little trouble with the definition, but if your district applies for Impact Aid, this is the exact same definition that is used. If your district, again, already has an active DoDEA grant, you can, again, apply for a new DoDEA grant.

JDP: We've had questions about charter schools, and they are more than eligible to apply. As long as they're a public charter school, they are eligible to apply as long as they meet the eligibility criteria of having 15% or more military-connected student enrollment at their school.

JDP: We talked a little bit about, and I know we've already received some questions regarding evaluation, and the differences between this year and last year. This year, again, for us, and I'll just read verbatim, because this actual response came directly from the DoDEA general counsel, which is our attorney for all procurement actions. "An external evaluator is used in this context," so the context of this grant award, "to refer to an individual evaluator and the company they represent. For the 2018 Broad Agency Announcement, neither the external evaluator nor the company they represent can be used on two or more active DoDEA-funded projects for a specific district." So, I'll say it again. "Neither the external evaluator nor the company they represent can be used on two or more active DoDEA-funded projects for your specific school district. Therefore, an external evaluator and the company they represent currently on two or more active grants may not be used for your proposed application for this year."

JDP: Say, for example, JDP's school district has an active 2016 DoDEA grant and an active 2017 DoDEA grant. We have used the same evaluator for both our '16 and '17 grants. Our evaluator will not be eligible to be on contract to have evaluation if we are awarded for a 2018 grant. That will be the same if JDP had a 2014, a 2015, or a 2016 grant using this same evaluator, or the same company. Maybe I'm using a different evaluator but they're from the same company. Then that

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company would not be eligible to serve as your evaluator for this upcoming grant year.

JDP: Additionally, and it's not on this form, but I also wanted to address, with project evaluation funding. The BAA, the grant opportunity, allows up to 3% for ... up to, so more than, 3% of your total awarded amount to your evaluator. If you are a new grantee, you may use up to 4% of your total funded amount for evaluation.

JDP: We have received some feedback from quite a few in our community that may have issue with this amount. They may have research grants and their evaluators may be paid, be eligible to receive more funding from research grants and that type of thing. There is nothing that prohibits a district for paying more than 3% for evaluation. However, you can only use 3% of your DoDEA funds. So, if that 3% is only $30,000 and your evaluator wants $50,000, that would be a time where you would need to speak with the district, mainly to think about supplementing the evaluator's salary with in-kind funding, non-federal funds. There's nothing that precludes that.

JDP: And so, I just wanted to share that with you because I think there's a misconception that there's only a set amount of funding for evaluation. And that's true. There's only a set amount of DoDEA funding, or federal funding, for evaluation. But nothing precludes a district from paying a evaluator more from their own in-kind funding. Similar to how districts only can use a certain percentage for full-time equivalents, however, a lot of your in-kind funding is to supplement the salary of those employees. It would be the same thing for your project director. So, I wanted to ensure that I make that very clear, because I know for those who have already read the Broad Agency Announcement that that has been a question that we have already received.

JDP: Another question that we've received is about Impact Aid data. Yes, please use your Impact Aid data to determine your number of military-connected students. We also receive a report from the U.S. Department of Education, as well as out of our office. We actually are the ones that execute the DoD Impact Aid funding, and so we have that data readily available to us, and we're then able to verify those numbers.

JDP: However, I know that with the passage of the Elementary and Secondary Schools Act, that a qualification is to have in place a military student identifier. Prior to the passage of that Act, many states already, on their own, had a military student

identifier. You can absolutely use your military student identifier number. However, if you do use those numbers, please note that we will be asking for your state report for verification, as we do not have access to that report to be able to verify those statistics. And so, if you will be using your military student identifier, we just want to make sure that you do know up front that we will be asking for that information, so I would encourage you to maybe include that as an appendix to your project narrative when you upload into grants.gov.

JDP: Where you can locate the package? Again, we went through the website, but again, it's on grants.gov, and that is the specific opportunity number. If you need any technical assistance, you're having a problem with your workspace on grants.gov, you must contact them directly. And on this slide is how you contact them. This information is also located in the Broad Agency Announcement as well.

JDP: And again, you cannot email a draft of your application for feedback. Unfortunately, that would present bias, and we cannot accept any drafts. We cannot go through any kind of project ideas with you, or anything like that. But encourage you to submit your application through grants.gov. Though we can't walk or give you any feedback regarding your ideas for implementation, I do think that every year we do take your feedback seriously from our all-hands and our post-award meetings, and so that's why, new this year, we will be having a goals and strategies webinar so we can assist grantees what are clear and concise goals, what does that look like according to DoDEA, as well as a webinar on how to complete the implementation templates. This year, again, we're giving you templates, and we want to show you how to use them. We're not trying to make this a tricky process. We want folks to be able to really succeed and be able to have all the tools they need to apply for a grant funding.

JDP: So now I'm going to hand it back over to Calynn, and we're going to take some of your questions. Throughout the webinar, we have been answering a lot of the questions that you may see individually, as well as at the end of the webinar, when we post it onto our site, we will also have those respondents posted as well. So, Calynn, I'll hand it over to you.

Calynn Evans: Thank you, JDP. So, if you have any questions, please ask them now by typing them into the Q&A box on the right-hand side of your screen. And we will read as many of them as we can and answer them, so everyone can hear. But don't worry if your question's not answered in the presentation. We'll post a full list of the

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questions and answers on the ETAC website early next week. So now, as you type in your questions, we'll take a minute to read through your comments, and then come back and provide responses. (silence)

JDP: So, thanks, everyone, for staying with us and being on hold. I want to kind of address some of the questions that are on the webinar. Many of those that asked questions earlier, those questions were answered privately, as well as throughout the webinar. So, we're going to really start the question with Rosemarie Krieger's question regarding external evaluation. So, Rosemarie's question is, "Can the external evaluator help write the grant?" And that response is absolutely. I think you need to have ... In the Broad Agency Announcement, it talks about pre-award costs and things like that. But absolutely, and we have many districts that work with their external evaluator to write the grant. So, that is completely fine.

JDP: So Matt's comment is concerning the external evaluator. "I think JDP means more than two. She said two or more, which means that you can only use a evaluator on only one grant." That's incorrect. You can use an external evaluator, as I really stated, on two or more grants. If you have the external evaluator, so for example, we'll just use you, Matt. Matt, if Mascoutah had a grant that was active for 2015, 2016, and 2017, you could be the evaluator on all three of those grants.

JDP: However, you would not be eligible to be the evaluator for the 2018 grant. Therefore, if you have two or more active DoDEA grants for one school district, then you cannot be the evaluator. We have some evaluators that are evaluating active grants for school districts that are from 2013, that have received a grant every year. So, for that school district, they are literally the evaluator for four active grants. That person would not be eligible to be the evaluator on the 2018 grant.

JDP: Bill has a question regarding if an external evaluator and the company they represent is currently evaluating two active grants from the same school, can they serve as a evaluator with a different school? To answer your question, Bill, they absolutely can. It wouldn't be the school, it would be the district. So, you could definitely be ... Nothing would preclude an evaluator from evaluating another DoDEA grant in another school district.

JDP: The next question is from April. "Is the evaluator precluded from this role more than two, two or more, only has one active grant, can the evaluator from the grant be included on this grant?" If you are an evaluator for a district that only

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has one grant, so, for example, the five new folks that received DoDEA grants in 2017, this would not apply to them because they only have one active DoDEA grant, so they could use their evaluator again. So, I'm actually going to hand it over to Calynn to answer Laura's question about templates and detailed budget tables.

Calynn Evans: All right, thanks, JDP. So, Laura asks, "Are the templates and detailed budget tables included as part of the 30 pages, or should they be attachments as an appendix?" So, if you go back through the BAA, it lists the things that need to be included as the narrative. So, we are asking that you include the planning as part of the narrative, and then include the template as well, in the appendix. Same thing with the planning year, the implementation year, the narrative, and then the supporting template, as well as the budget. So, these are not included in the 30 pages, but you do need to include them so that we can track your progress, easily look at your budget, as well as having the written narrative to it.

Calynn Evans: So, I'll move on to Martha, who asks, "What are the times of the webinars on April 11th and 17th? Or will they just be on the website?" So, the goals and strategies, as well as the planning and implementation template webinars, will be pre-recorded. So, we will have them posted no later than the 11th for goals and strategies, and the 17th of April for the template. They will be posted on the ETAC website, and we will put the notice on our ETAC main page, as well as update our Twitter with that information.

Calynn Evans: So, I'll just keep on going with questions about goals and strategies. York County is asking if there are any resources available for goals and strategies to work on before April 11th. Like I said, this is going to be a pre-recorded webinar, so you can look at that at your leisure. We do have examples in the BAA, and then you can obviously use preexisting grantees. So, we do have, on our website under DoDEA grantees, you can search by existing grantees, by goals and strategies, or by their state and year if you wanted to reach out to them to get some input on goals and strategies, figure out what they're doing. But ETAC is just going to provide that webinar to help you.

Calynn Evans: So, the next questions are about Impact Aid from last school year. And JDP, if you want to respond to that one as well, some of the other questions about percentages and in-kind funding.

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2018 DODEA Broad Agency Announcement Technical Assistance Webinar – March 2018

Calynn Evans: Okay, so we're going to start with Peggy. It says, "Impact Aid from last school year, '16-'17, not this school year, '17-'18, for a grant in the next five years." So JDP, if you can just kind of explain Impact Aid and the scheduling for that, so they can understand which year to go by.

JDP: Absolutely. So, Peggy, what we use for Impact Aid is your most recent Impact Aid data. For most folks, their Impact Aid data by ... for when we receive. For most, they're still operating, though you've collected your Impact Aid, probably in September, of October of last year, for this school year. If you have those numbers available, then by all means, you can definitely use your '17-'18 numbers. However, we probably will not have that Impact Aid data available, so therefore you can use your '16-'17 data. At the time that you write your application, please use your most recent Impact Aid data available, and indicate to us that it is either your school year '16-'17 data, or your '17-'18 data.

JDP: Antonia asks a question about the difference between in-kind and non-federal funds, and for DoDEA, there is no difference. They are one and the same. So, for your Standard Form 424, line 18B that states Applicants, that would be your total non-DoDEA contribution to the grant. That's any non-federal funding that you will be receiving for the grant award. We say in-kind because most of that funding will come from the district. However, if you have an organization that's not a federal organization that also wants to provide funding from this project, that will go under, again, your non-federal fund shares or your in-kind. So that's a great question because we do use those terms a lot, interchangeably, but for our purposes, non-federal is in-kind. They're one and the same.

JDP: Gina has a question about eligibility. "So, the 15% military ... If you have multiple schools in your district, each eligible school would need to be at least 15% eligible." That is correct, Gina. The district applies on behalf of their eligible schools, and in order to be eligible, you must have at least a 15% military-connected student enrollment. As you will see, even under our funding formula, our funding formula is the only formula that we ask for specific numbers. That's how you are funded. But to be eligible, it's 15%.

JDP: This webinar, Inez, this webinar will not be given again. However, as Calynn stated, this webinar, just like our other pre-recorded webinars, will be located on our ETAC website, under Grantee Resources. And after we complete our questions, we will make sure that this is posted for you.

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JDP: Again, for Coronado's question about Impact Aid. As I've stated, we have found that some folks just did not have their Impact Aid data available to them for that current year, and we did not want to eliminate schools from being able to apply, and therefore, we have allowed folks to use their '16-'17 data. However, if you have your '17-'18 data available and ready for usage, you can definitely use that as well.

JDP: I think Calynn answered all of the questions regarding the district levels and that type of thing, and I see that folks are kind of dropping off the webinar, so I don't want to keep folks hanging on. But just a few more questions. We'll drop down to Gail's, the 25% cap on ... it's just for full-time equivalents only. It does not include the fringe benefits, which is actually a separate category. And one more question we'll talk about is ... I think we've covered a lot of it.

JDP: And then we'll just use ... This'll be the last question. And the question is, "If there's multiple schools and only half qualify, can the funds be used for all schools?" And that answer is no. Again, the eligibility must include total school enrollment.

JDP: And so, what we'll do is we will make sure to answer every one of these questions and we will post the response to all of these questions online. Here's some helpful links. For this specific webinar, this webinar, as well as the questions, will be online under the Grant Materials link, as well as here's where you can find the full application, as we talked about earlier. And if you have any specific DoDEA grant questions, please email us at Grants@hq.dodea.edu.

JDP: I'd like to thank you all for attending today's webinar, and we look forward to receiving your application via grants.gov no later than Wednesday, May 2nd. Thank you so much, and we always stand ready to assist you if you have any questions about the process. Have a great day, all.

Whitney: This will conclude today's presentation. You may disconnect at any time and enjoy the rest of your day.

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