



Military K-12 Partners
Evaluation Technical Assistance Center (ETAC)

DoDEA FY15 MCASP Grant Program

**Evaluation Technical Assistance Center
(ETAC)**

Guide for Completing the Full Application



Introductions

- DoDEA

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Presentation Agenda

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



Introduction to DoDEA

- Operates 181 schools which are located in 7 states, 14 countries, Guam, and Puerto Rico.
- Serves approximately 78,000 PK-12 students, the majority of whom are military dependents.
- Over 90% of the school-aged children of military families in the U.S. attend public schools throughout the nation



DoDEA Partnership Grants

- DoDEA has funded 273 Partnership grants in previous cohorts since 2009, serving more than 1500 schools in 32 states, reaching approximately 370,000 military-dependent students.

- FY15 Funding: \$30 million (est.)
 - Minimum Award: \$250,000
 - Maximum Award: \$1,500,000

- Grant Period: July 31, 2015 - August 31, 2020



Eligibility

LEA must have

- At least one participating school with 25% military dependent student enrollment. At least 50% of participating schools must have 25% or more military dependent student enrollment.
- The remaining schools may have between 10-25% military
- **Any school with less than 10% enrollment is ineligible**

Competitive Priority (5 additional points)

- Applicant has never before received a DoDEA grant award



ETAC: Evaluation Technical Assistance Center

- 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 on-line reporting system.
- Aggregates information across projects.



Purpose of Grant Program

- DoDEA's FY2015 Grant Program seeks to improve student achievement and ease the challenges military dependent students have due to transitions and deployments.



Grant Purposes and Strategies

Academically Focused Projects

- ✓ Embed sustained professional development to strengthen teacher content knowledge and skills
- ✓ Provide direct services to support students' academic learning

Engagement and Support Focused Projects

- ✓ Embed sustained professional development to strengthen staff knowledge of military dependent students' needs
- ✓ Provide direct services to support social-emotional needs of military dependent students

All Projects

- ✓ **Build capacity to sustain the program after funding ends**

2015 RFP: What's New

- Implementing five year projects
- Using the first year as a planning year
- Choosing up to 3 strategies (direct services) for each goal from DoDEA-provided list
- Embedding professional development (NOT a stand-alone strategy anymore)
- Filling in the evaluation matrix as your Project Evaluation narrative (not an appendix)
- Using required questions in the evaluation matrix
- Indicating an interest to be mentor or mentee (Appendix A)
- 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



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 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 (3 times/year),
- Evaluate outcomes, and
- Complete annual external evaluation of the project.



Narrative (20-page maximum)

- I. Overview materials – Not scored

Scored sections of the narrative:

- 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

- **Stating need using data (4 points)**
 - Student achievement data
 - Need relates to program area
 - Data relates to targeted population
- **Discusses past efforts (3 points)**
 - Data on success or challenges
 - Lessons learned will be used in this project
- **Presenting multiple data comparisons (4 points)**
 - Disaggregate military-dependent students
 - Use of multiple data sources and types
 - Use of other data for comparisons
- **Includes review of professional development (4 points)**
 - Data on professional development needs

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



Section III: Project Goals

- **Goals aligned to need (1 point)**
 - Relate to need
 - No more than 3
 - Academic or support
- **Reasonable outcomes (3 points)**
 - Growth over time (baseline comparison)
 - Specific outcomes demonstrate change in scores
 - **Military-dependent student outcomes**
- **Strategies are direct services (1 point)**
 - Strategies are from approved list
 - Reference major activities associated with strategy (**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**.
- **Important:** Note the RFP Project Goal section (pages 15-16) has lots of 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)**
 - Discuss how your project director demonstrates the 7 criteria listed in this section (authority to direct project, problem-solving, communication, is at least 50% FTE)
 - Append a resume that also reflects the criteria
 - If you do not have a project director chosen, provide a job description you will use to advertise for the position



Section IV: Project Plan and Leadership Roles

- **Summarizes project director role**
 - 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
 - Determine and monitor professional development (PLC, coaching, workshops) and evaluate effectiveness on changing educator practice



Section IV: Project Plan and Leadership Roles

- **Presents criteria for outside evaluator (7 points)**
 - Discuss how your outside evaluator demonstrates the 7 criteria listed in this section (work with qualitative data, fidelity and process data, collaborative approach, knows education)
 - Append a resume that also reflects the criteria
 - If you do not have an outside evaluator chosen, provide a job description you will use to advertise for the position
- **Summarizes outside evaluator role (3 points)**
 - Collects and trains others to collect data
 - Analyzes summative data
 - Analyzes process data



Section V: Project Evaluation

Three types of evaluation measures:

- 1. Fidelity** of program implementation – 10 points (appropriate questions, instruments, activities and schedule)
- 2. Formative** program improvement – 10 points (appropriate questions, instruments, activities and schedule)
- 3. Summative** student outcome(s) – 10 points (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	



Matrix Example: Fidelity

Academic Goal – Strategy 1 after school math tutoring (software & PD for tutors)

Fidelity of Strategy Implementation

Evaluation ?	Activities	Instruments	Benchmark	Schedule
Strategy 1	# of tutoring sections offered	Tutoring schedule	Sessions available to meet need	Start of each semester
Has the strategy been implemented according to plan?	% of equipment installed	Inventory checklist	100% installed	First quarter
include PD implementation	% of tutors trained in PD	Sign-in sheets	100% trained	Start of each semester



Matrix Example: Process Monitoring

Academic Goal – Strategy 2 In-Class Math Program at MS (PD for teachers)

Process Monitoring of Ongoing Implementation

Evaluation ?	Activities	Instruments	Benchmark	Schedule
Strategy 2	Compare enrollment/completion in Math Program of military students to non-military	Student record system	% of military eligible enrolled in Math Program > or = to % of non-military	2 weeks after the start of each semester
What proportion of eligible military students are being served?				1 week of observations in Fall, 1 week in Spring. 10 observations of randomly selected math classrooms each semester
Did teachers improve delivery of the service?	< or > teacher use of Math Program strategies	Observation rubric	Increasing % of teachers demonstrating Math Program strategies > 50% of time	



Matrix Example: Fidelity

Support Goal – Strategy 1 Add military transition counselor (PD for counselors)

Fidelity of Strategy Implementation

Evaluation ?	Activities	Instruments	Benchmark	Schedule
Strategy 3	Intake meetings, small group counseling	Counselor log, summary report, student records	100% incoming military students met with counselor within 8 days	Monthly
Has the strategy been implemented according to plan?	PD provided on transition & needs of military families	PD sign-in sheets	All PD sessions conducted	Semester
include PD implementation				



Matrix Example: Process Monitoring

Support Goal – Strategy 2 Expand Peer Mentoring in HS (PD for teachers)

Process Monitoring of Ongoing Implementation

Evaluation ?	Activities	Instruments	Benchmark	Schedule
Did outreach/availability of services increase?	% who know about Peer Mentoring, mentors to students ratio	Impact aid; student surveys; rosters	% know about program increases each year; ratio <	Start of semester and end of year
Did service delivery improve?	% military students continue Peer Mentoring	New mentor volunteers, participant focus groups	> 50% continue in program	



Matrix Example: Fidelity

Academic Goal and Support Goal

Annual Summative Measures

G1: Academic Outcome: % complete Algebra 1 by 8th grade

G2: Support Outcome: 10% or < military students refer for behavior

Interim Indicators

Include instrument, comparisons and target

G1 Academic Goal

Planning Year

What is the baseline percent of military students completing Algebra 1 by 8th grade with a C or better

June 2017 – June 2020

Did the % of military students completing Algebra 1 by 8th grade with a C or better increase from baseline

G2 Support Goal

Planning Year

Policies for implementation and tracking system in place. Baseline established for percentage of military students and non-military students referred and average number of incidents per student.

June 2017 – June 2020

% of military-dependent students listed in yearly ODR data will decrease by at least 2 % points compared to baseline.



Section VI: Budget Narrative & Sustainability

- **Presents a clear overview (9 points)**
 - Provides clear and reasonable justification for funds and tracking procedures for expenditures
 - Describes leveraging 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



Conclusion

- The full application, due **May 5, 2015**, 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, 20 page narrative, and Appendices.



Grant Review Process

- Panel of reviewers from the field
- 3 reviewers per application read and score
- Funded awards will be announced on or about July 31, 2015



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
- Look for the webinar recording and materials here:
Resources > Grant Applicant Materials > DoDEA FY15 Grant Program



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.

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 an LEA and 25% or more are military dependent students in one participating school.

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 2014-2015 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: <http://www.grants.gov/web/grants/view-opportunity.html?oppld=274930>

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

A: Grants.gov Contact Center, 1-800-518-4726, or support@grants.gov. DoDEA nor ETAC staff cannot 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 webinars. Applications can only be submitted through www.grants.gov by Tuesday, May 5.



QUESTIONS

- We will take some time now to respond to your questions. We will post this webinar and a FAQ based on your questions on the ETAC website.