



DoDEA's FY11 GRANT COMPETITION

Promoting Student Achievement At Schools Impacted by
Military Force Structure Changes

Agenda

1. Introduction to DoDEA and Grant Program
2. Purpose of Grant Program and Applicants
3. Response For Consideration Process
4. Response for Consideration Scoring Details
 - a) Needs Assessment
 - b) Project Synopsis
5. Competitive Preference

Introduction to DoDEA

- Operates 195 schools which are located in 7 states, 12 countries, Guam, and Puerto Rico.
- Serves approximately 87,000 PK-12 students, the majority of whom are military dependents.
- Compares favorably in terms of student achievement with high-performing US school systems.

DoDEA Grants

FY11 Funding: \$30 million (est.)

--Minimum Award: \$100,000

--Maximum Award: \$2,500,000

Grant Period: June 2011- August 2014

Purpose of Grant Program

DoDEA's FY2011 Grant Program seeks to improve student achievement, increase educational opportunities, ensure student preparation for success in college and careers, and ease the challenges military dependent students have due to transitions and deployments.

Purpose



**Family Drawing
Danielle, Grade 6**

Applicants

LEAs vary **greatly** in size and military student populations. Some have:

- Tens of thousands of students with **many** eligible schools or **only one** eligible school.
- A few thousand students with **one or more** eligible schools.

Eligibility

1st Tier: **District**

- ✓ Military student population \geq **5%**

2nd Tier: **School**

- ✓ Military student population \geq **15%**
- ✓ LEAs may **not** apply for schools that currently receive DoDEA grant funds

Purpose and Strategies

Sustain **Improved Student Achievement** and **Ease Challenges** due to Transitions/Deployments

- ✓ Strengthen teacher content knowledge and skills
- ✓ Embed sustained professional development
- ✓ Integrate, where applicable, technology into curriculum
- ✓ **Build capacity to sustain the program after funding ends**
- ✓ Provide academic support for transitioning students
- ✓ Provide socio-emotional support for transitioning students

Response For Consideration (RFC) Process Time Line

- Applicant Dates
 - Letters of Intent 1/24
 - RFC 2/24
 - Full Application due 4/29 (Invitation only)

- Reviewer Dates
 - Webinar Training 2/28
 - E-mail with handouts of Panel Review Procedures 2/25
 - Assigned to Team of 3 to review same RFCs 2/25
 - Receive RFCs no later than 3/1
 - Send in scored RFCs no later than 3/10
 - Panel Reviews scheduled between 3/14 – 3/16

RFC Process

- **First Step:** Response for Consideration (RFC)
 - Early Learning
 - K-12 Academic Programs
 - Online Education
 - Special Education
 - Support Program
 - RFC Reviewers provide feedback.
- **Second Step:** Full Applications (not discussed here)

RFC Total Package

Narrative Section	Points	Pages
Cover Page	0	1
Introduction	0	0.5
Needs Assessment	80	1.5 – 2.0
Project Synopsis	20	0.5 – 1.0
Appendices (Optional)	Part of Needs Assessment (80)	2.0

RFC Scoring Details

Introduction (0 points)

- District Overview
- Table

Introduction (0 points)

Sample Table

Target Schools	Grades	SY10-11 Enrollment			% of Enrollment	
		Military	Non-Military	Total	Military	Non-Military
ABC Middle	6-8	600	1,200	1,800	33.3%	66.7%
DEF Middle	6-8	400	1,600	2,000	20.0%	80.0%
XYZ High	9-12	500	2,500	3,000	16.7%	83.3%
Totals	6-12	1,500	5,300	6,800	22.1%	77.9%

Needs Assessment Sections (80 Points Total)

States the Problem - who is affected by the problem, when and where the problem exists, and causes (20 points)

Presents Multiple Data Sources - confirms existence of problem with quantitative and/or qualitative data, use of multiple methods (surveys, school records, previous studies) and/or comparisons to other LEAs' data (40 points)

Discusses Past Efforts and Consequences - discusses why efforts failed or were inadequate to address need (10 points)

Indicates Related LEA Staff Professional Development Needs - indicates need for training in the selected program area (10 points)

Needs Assessment and Analysis (20 points)

Is there a bona fide pressing need?

Student needs (10 points)

- Achievement – national, state and/or LEA test data
- Support – military student behavior and/or attitude data
- Lack of educational opportunities at target school(s)

Needs directly related to 1 or 2 of the programs listed below: (10 points)

- Early learning
- K-12 academic
- Online education (regular, remedial, and/or graduation)
- Special education
- Support program

Multiple Data Sources (40 points)

Are there multiple data sources that validate the need?

Multiple data sources may include

- Demographic data – military in particular (10 points)
- Academic data – for example, trends indicating challenges (10-20 points)
- Parent and/or community involvement data (10-20 points)

Support program need statement may have less academic data and more data such as:

- Climate surveys – education community
- Military community – deployment and transfer data, etc.

Past Efforts and Consequences (10 points)

Will the project improve or build upon past efforts to improve student outcomes in ways that address unmet or expanded areas of need?

Data provided indicate the LEA

- Can build on an existing program or past efforts, but obstacles have impeded continuation or expansion of promising efforts

OR

- Has no/insufficient past efforts with current data indicating needs

OR

- Will have negative consequences of failing to address the documented need

Related LEA Staff Professional Development Needs (10 points)

Will there be appropriate professional development to implement the program and sustain it (builds capacity) after grant funding ends?

Data indicate the need for professional development:

- For content knowledge (may include technology) (3-5 points)
- For instructional strategies (may include technology) (3-5 points)
- For cultural awareness and sensitivity (3-5 points, if applicable)

Project Synopsis Sections 20 Points Total

Responds to Documented Needs (10 points)

Presents a Reasonable Plan (10 points)

Responds to Documented Need (10 points)

Does the plan adequately and clearly address the identified need? (Project purpose and activities aligned? Personnel needs met?)

Proposed project promises to answer needs (10 points)

Presents a Reasonable Plan (10 points)

Does the program synopsis represent a reasonable approach to address the identified need? (Goals can be accomplished with the intended personnel in the timeline presented?)

Limits the scope to specifically address identified needs, does not attempt to promise “too much”, but does serve all students or subsets of students that include military dependent students (6 points)

Strategies, programs, and/or materials selected are research-based (2 points)

Plan enables the LEA to sustain improved student achievement and/or student support and provide data-driven evidence to justify the future use of district funds for sustained implementation (2 points)

Competitive Preference (5 points Total)

LEA experienced 10% or more growth in military students between 2008-2009 and 2009-2010 school years or 2009-2010 and 2010 – 2011 school years. (3 points)

LEA's target schools have a military student population that equals or exceeds 40%. (2 points)

The Partnership Branch will determine these scores, which will be factored into the final score AFTER the caucuses are completed.

Point of Contact

Thank you for your interest and your expertise for this effort on behalf of military students and their families.

Please contact me with any questions or concerns.

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Thank you for your support
of our military students.