



## 2017 DoDEA Grant Application Webinar Transcript

### Opening Slide: "Thank you for joining us."

Operator: Hello everyone, welcome. All attendees are currently in the listen-only mode. If you'd like to ask a question during today's presentation, please enter it in the Q&A box on the right-hand side of your screen. Please note that today's presentation is being recorded. The recording will later be posted to the ETAC website. It is now my pleasure to turn the call over to Jennifer Dailey-Perkins, please go ahead.

### Slide 2 and 3: DoDEA FY 2017 MCASP Grant Program Introductions [0:0:25]

Jennifer: Good Afternoon everyone and thank you for joining us for the DoDEA Fiscal Year 2017 Grant Program Webinar. Today's webinar will be facilitated by myself, Jennifer Dailey-Perkins. I am the DoDEA grant program manager, as well as Vanessa Hardnett who is our grant program analyst. Facilitating also will be our evaluation and technical assistant, evaluation specialist Calynn Evans and Kate Tindle.

### Slide 4: Presentation Agenda [01:00:00]

In today's webinar, we will provide you with some background regarding the DoDEA Grant Program. We will also discuss the mission of the evaluation and technical assistance center. We will detail our DoDEA grant purpose, provide you with some noteworthy features and common challenges of our grant program. We will also detail the request for a proposal narrative section, as well as foreign mechanism. At the end of the presentation, we will provide some time for you to ask questions.

### Slide 5: Introduction to DoDEA [0:01:39]

For those of you who are unfamiliar with DoDEA, DoDEA is one of only two federally connected school systems. We operate 172 schools worldwide. That serves approximately 74,000 military dependent students from Pre-K to 12th grade. However, we know that over 80% of our military dependent students attend non-DoDEA schools. As a result, DoDEA shares its resources to support successful educational outcomes for military dependent students who attend public schools through our competitive grant program.

### Slide 6: DoDEA Partnership Grants [0:02:20]

Today, DoDEA has funded 386 grants, serving more than 2,600 schools in 36 states. We've reached approximately 581,000 military dependent students and over 1,000,000 non-military connected students. For this year's grant opportunity, we have a funding budget of approximately \$30 million. The minimum awards will be \$250,000, and the maximum award will be \$1.5 million. The grant period of performance will begin September the 1st of this year and will end May 31st of 2022.

### Slide 7: Eligibility [0:03:10]

To be eligible for a fiscal year 17 grant, you must be a public-school district. There is no eligibility requirement at the district level. However, all participating schools must have at least a 15% military dependent student enrollment. This year there are also two competitive priorities that will receive additional points in scoring. Five points will be allowed to those new school districts who have never applied for a DoDEA grant in the past. Two points will awarded to school districts that have high percentage of military students, which is 75% or more of military dependent student enrollment.

### Slide 8: Evaluation Technical Assistance Center (ETAC) [0:03:50]

At this time, I would like to turn it over to our Evaluation and Technical Assistant Center partners who will provide you more information about the mission of the ETAC and grant application requirements.



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Kate: Thank you JDP. This is Kate Tindle. I would like to extend my welcome to everyone as well. ETAC, as we call ourselves, is the Evaluation Technical Assistance Center and we want everyone's grant proposal to address DoDEA's intent, as well as meet your system's needs. ETAC supports grantee's data collection efforts once you receive the DoDEA funding. We know what kinds of data DoDEA needs to collect and this webinar can help you right in the beginning how to think about data collection and analysis as you plan your grant proposal.

### **Slide 9: Purpose of Grant Program [0:04:52]**

The purpose of these grant funds are indicated on this slide. By working to improve the education of military dependent students, DoDEA expects to impact these students and their families in positive and lasting ways.

### **Slide 10: Grant Purposes and Strategies – Primary Focus Area [0:05:13]**

For the 2017 grant program, there is one primary focus area and two secondary focus areas. Applicants must include the primary focus area in their submission. Applicants can choose to include up to one secondary focus area in your project design. You are not required to address a secondary focus. However, you may choose to address only the primary focus area in your submission. There's no scoring penalty for that.

The application may also target a subgroup such as military dependent students with severe disabilities or English language learners. All projects are expected to begin to think about sustainability right at the beginning of when you start to write, so we have that highlighted in red as a reminder.

### **Slide 11: Grant Purposes and Strategies – Secondary Focus Area 1 [0:06:10]**

The focus area. All projects are expected to begin to think about sustainability from the beginning. If your project is working on a secondary focus area, it could be either in direct services for STEM. You will have to embed the sustained professional development. Years ago, we had professional development as a strategy, but now we're expected to embed professional development. If you have a STEM focus, then you would see providing some STEM professional development to your staff.

### **Slide 12: Grant Purposes and Strategies – Secondary Focus Area 2 [0:07:14]**

The secondary focus area, is to support social-emotional wellbeing. If you put this in place, again, you must impact students directly with direct services. Parents and families are certainly involved in social-emotional wellbeing, but the services that you provide must be for the student directly. [The secondary focus] has to have a focus on the students. Again, embedding professional development around strategies addressing social-emotional wellness should be included, as well as thinking continuing to think about sustainability.

### **Slide 13: 2017 RFP – What is Noteworthy [0:08:07]**

Noteworthy for the 2017 RFP. As usual, you can choose up to three goals. You will use the first year as a planning year. All strategies must "direct services." If you look on pages 11 and 12 of the RFP, you will see a list of those direct service categories that you can choose from. You can only choose from those categories that are listed. Only the academic and support goals are allowable.

As always with DoDEA grants, regardless of your project's focus, you must provide professional development. It's really important you include that, that you embed ongoing professional development. DoDEA has learned that that's a key for implementing success and fidelity of implementation of these projects. DoDEA recognizes the key role that teachers or counselors, and other staff, play in student success; and they want to ensure that you get, that those people, the



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staff, get ample support to implement the projects initiative. You will embed ongoing professional development as part of your implementation plan. We will talk a little bit more about that as we're setting up the goals and the strategies.

For this application, you will be completing an evaluation matrix. You will find that on page 15 of the RFP. This will detail your evaluation plan and it will take the place of writing a narrative. You will just have to fill out that template. The matrix is organizational tool. In the fall, we will provide a post-award meeting to those who are awarded a grant. During this time you will revise this matrix to support your planning year. You will see there are required questions already filled in within the matrix that all projects must answer. Then you will also add your own questions that are pertinent to your particular project.

### **Slide 14: Common Challenges & FAQs [0:10:42]**

You will see in appendix "C", there's information about common challenges. Be sure you read over appendix "C". We have provided you with information about why you need at least a half-time project director. Some districts have difficulty with this, so please make sure you read about why DoDEA thinks this is so important. The items to consider during your planning year are also in appendix "C", as well as an explanation of the importance of an outside evaluator, especially as you write your application. If you can enlist an outside evaluator during your writing, that would be very helpful to you.

We provide a good deal of information about goals and outcomes in the body of the RFP. In appendix "C" you will find more about establishing baseline measures that are going to help you or your evaluator consider your goals and outcomes carefully. We include information also about why DoDEA considers process evaluation a necessary component to measure your progress and some pitfalls in developing your own survey instrument. Appendix "C" can be very helpful to you as you write.

We also have a frequently asked question section at the end of this presentation. We will give you some short answers to commonly asked questions such as submitting your applications through grants.gov. and information about school districts or charter schools. Read the frequently asked questions at the end of the presentation and in appendix "C" before you begin writing so that you're fully aware of the common challenges and questions. Hopefully at the end of the presentation we will have at least five minutes to answer some questions directly.

### **Slide 15: Writing – Start at the End [0:12:52]**

We want to start writing with the end in mind. Of course, the number one consideration is the student who will benefit from the project. Whether your project is to improve student college and career readiness, to improve their emotional-social wellbeing, or their STEM; you must figure out first how you will capture that improvement in measurable ways. Measuring outcomes is not as straight forward when your project includes a secondary focus like student social-emotional wellbeing, but there are ways to capture pre- and post-measures and growth that make sense. With all of the state testing that's required now, usually capturing the college and career readiness or the STEM, pre-and post, is a bit more obvious.

Another, a second consideration in your project thinking is about how you will go about improving student outcomes that you have chosen. Grantees must plan to integrate ongoing professional development opportunities for the staff involved. You can also include other strategies such as the use of new technology or maybe you want to create a dynamic partnership with the local school community or the military installations. Regardless, your proposal should provide good detail about how the direct service strategy will be implemented, how they will be



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maintained how they align to these outcomes you have chosen and, of course, how they will be sustained after the DoDEA funding ends.

### **Slide 16: Reasonable Plan [0:14:48]**

A third consideration is one you must give a lot of thought to as you plan your project. We really want the plans to be reasonable for you and the project staff in your district. You're going to need to report project data to ePath each semester; three times a year. This a little bit different if you're new to this and familiar with federal funding; usually federally funding requires once a year. However, DoDEA requires three times, so keep that in mind as you plan out your outcomes and how to collect this data.

You're also going to provide an annual report every year. You may also have your own internal reporting requirement from your school system. Consider all of that and be very clear and concise when you're designing your student outcome because whatever you design, you will eventually have to report on. That can get overly burdensome very quickly. This is not the time to impress us with quantity. Be reasonable and realistic about what your student outcomes will be, and what strategies are reasonable to put in place to support those student outcomes. That way your project will be manageable for your staff and meaningful to the students and staff involved.

### **Slide 17: Narrative (30-Page maximum) [0:16:26]**

The next several slides will be going over the exact pieces of the narrative. I am going to walk you through the exact rubric that the grant reviewers are using, so that there's no surprises here. Please make sure you're paying attention to these different sections, the points, what they're worth, and what the reviewers are looking for so that you can provide it in your writing.

Note that the overview materials, your cover page that you provide, your participating school, your abstract, your table of contents. You have to include this as part of your application, but it's not scored so there's points associated with that. The next five pieces either are the part that will be scored, and these are the ones you should address.

All sections listed on this slide should be consolidated into one document. I have been involved in grant writing teams before and different people take different aspects and go off to independently, write, and then combine everything together. Make sure, however, at the end, all the sections are put into one document that you upload to grants.gov. Do not upload it in pieces. Upload it as one document, please.

### **Slide 18: Section II – Needs Assessment [0:18:09]**

The needs assessment. Remember after the cover page, which is not scored, you have the needs assessment. The needs assessment is what holds your whole proposal together. It is from the needs assessment data that you will build your case for setting your project goal and for picking strategies that will meet the needs you discuss in this section. All other sections in the narrative are going to align to the data you present here.

College and career readiness is the priority that everybody has to keep in mind when writing. DoDEA is defining that very broadly, so you can be innovative in how your team thinks about college and career readiness. It certainly can be the typical English and math since we know that's what the state tests focus on. However, if you have already got good support for that, think about looking about college and career readiness and the vocational aspects; for the career readiness, or other innovative aspects. Use this project to support that.



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You see on the slide under the "data used to describe", there's four points for that and there's four points for multiple data comparisons. Make sure you are using lots of data, not just one source of data. Notice under the "multiple data comparisons", we expect you in your proposal to be able to disaggregate for your military dependent students and show us, "How are they doing?" Reviewers are looking for these specific pieces.

### **Slide 19: Section II – Needs Assessment Continued [0:20:18]**

You also should be discussing your past efforts to address your college and career ready standards. If you go for the secondary focus, your STEM or your social-emotional, what you have done in the past, what you learn from how you try to address it in the past, and then also what kind of professional development have you done in the past. Use data, give us data about that and why you, that shows the continued need for it. Again, this is what the reviewers are looking for.

### **Slide 20: Section III – Project Goals [0:20:58]**

The next section are the goals. You see, the project goals don't have a lot of points associated with them because the RFP is pretty prescriptive in how you have to go about presenting your goals and outcomes. You don't get a lot of points for this because you're just using the templates we're providing for you. This does serve as a reminder for what goals and outcomes are and how they should be aligned to the first section, the "needs assessment". Your goals should relate to the overall purpose of your project and should lead to the outcome. They should be achievable. Remember your projects should be manageable and reasonable. They should be achievable through the strategies that you consider putting in place.

Again, remember you're going to need to report each year on whether you have met your stated outcomes. You should figure out what the final outcome will be in 2022 and then figure out your expected interim outcome for each year of your grant. At the end of your planning year in 2019 and then at the end of each implementation year in 2020 and '21 as you lead up to your final year in '22.

You cannot have more than three project goals. DoDEA only allows three goals, so it's going to be beneficial if you focus each project goal on only one college and career ready area. Determine areas for all science, all math, all English, all vocational, etc. If you focus on that one area, that will help you streamline your project. You don't want to write one college and career ready goal about science and math for instance. That's going to be too confusing. They should be broken apart.

The same holds true for having a goal that crosses elementary and secondary. Each of these should be separate. Often the way the strategies are implemented or the assessments given are different at the elementary or secondary level. You probably need to report differently on those in your own system, as well as reporting to us at ETAC. By separating elementary and secondary, it will keep it less confusing for you.

You have four categories of direct service strategies on page 11 to choose from, from which you can choose to use up to three. Remember to think about what ongoing professional development you're going to need to support those teachers who will be implementing those strategies, and include that in your narrative. DoDEA has learned from past grantees that professional development is key, so please be sure you include this and be as detailed as possible given the 30-page limit.



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Another reminder for this application. Your goal choices and strategies are limited, but we have plenty of examples of how to present and write them in the RFP. You have a little more flexibility in writing the outcome, that's why they are worth three points versus the one point for the others.

A final consideration is that your first year is a planning year. Consider what you can organize and manage in the first year. Consider what particular kind of baseline data collection you're going to do, or consider front loading your professional development so that teachers are ready for the implementation that will start in year two of the grant. We will talk about this a little bit more in the budget section, but your budget will likely reflect your planning year. Generally speaking, your budget should have about 20% each year across the five years.

### **Slide 21: Measuring Outcomes [0:25:29]**

Measuring outcomes. It's very important that you're able to disaggregate for your military students. It's a key requirement. A lot of school systems don't currently disaggregate for military students. If your system does not yet do that, you need to figure out how you will disaggregate and talk about that in your proposal. If your system already does disaggregate, then we know that and share how their processes. Use the project goal section to help write this part of the narrative. Make sure to use the examples in the RFP that have been provided.

### **Slide 22: Section IV – Project Plan and Leadership Roles [0:26:25]**

Your project plan and your leadership role. This is section four. Overall, this section is 30 points. On this slide is exactly what the reviewers are looking for. The project plan and the leadership roles are an important piece since they're 30 points. The RFP includes criteria for two different leadership roles: the project director and the outside evaluator. Look at these criteria carefully. Expectations are laid out for the role of the project director during the planning year and during the implementation year in overseeing the professional development activities. DoDEA requires at least a half-time project director given these responsibilities. If you look at the criteria, they're really asking for the project director to do a lot of work.

### **Slide 23: Section IV Project Plan and Leadership Roles (continued) [0:27:38]**

Here's more on the project director role. You see there the opening, the planning year, then the project implementation, and then professional development is set aside as a separate thing that the reviewers are going to look for. In past grants, we have had some grantees that have designated their superintendent or the school principal as the project director. Given all of these expectations for project directors from DoDEA, this approach doesn't work very well. Superintendents and principals are very busy and they really would not be able to fulfill this role. It's expected that your district, narrative, and proposal should include a person who can actually carry out these responsibilities.

There are many project activities that will potentially require a project director to be involved in data gathering and analysis, supervised direct services, provide professional development, troubleshoot, and work with the outside evaluator. We understand that some of those activities might fall under your district or school's decision making process, like hiring people. Hopefully the project director would be instrumental in helping the district or school make those decisions. Talk about that in your narrative. If your district doesn't allow the project director to do that a certain decision making activity directly, then talk about how the project director will be included. Please note that this is a separate category about the project director developing and monitoring professional development, so make sure you include that in your narrative.

### **Slide IV – Project Plan and Leadership Roles (continued) [0:29:43]**



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Other activities for the outside evaluator, which is the other leadership role that is described here. The outside evaluator is not someone from your district. Your district's research in the supplement department, it has to be outside. Your evaluator should be familiar with education context and how projects involving direct services to students get implemented in districts and schools. It would be better if your evaluator knows your particular district, because the context surrounding your schools and military dependent students is often unique. The more the evaluator knows about your schools and your families and your students, the better job they can do interpreting data for you in meaningful ways.

DoDEA requires that projects collect process data throughout the year and report on these metrics as a way to note the implementation progress. Be sure that whoever you choose as your evaluator is comfortable with that type of data, and not only the typical summited data usually seen in education grants.

### **Slide 25: Section V – Project Evaluation [0:31:08]**

In the project evaluation section, it's important to consider evaluations in order to make your project reasonable and not overly burdensome with data collection. There are three ways that you will continually review your project and report out on how your project is progressing. Remember, there are some reports due every semester to DoDEA. If you're using the state tests as your measure, usually your student outcomes are known over the summer, or early fall, after your testing results come back from the state. However, each semester you will report on how your projects' progress is meeting that ultimate student outcome. The assumption is that you have chosen a goal based on your need, as well as strategies and actions to put in place that are aligned to those goals. These will allow your students to meet the goal.

First, you should be checking on the fidelity of your program's implementation to be sure that your project is going as planned. Secondly, you will need to establish a data collection routine for each of your strategies and your professional development. That supports those strategies to be sure that you're doing what you intended them to do; improve college and career readiness, the STEM, or the social-emotional wellness. This is a way to ensure that you are continually moving towards that final student outcome. Finally, the last way to collect evaluation data is the summative. This is where you can report about the actual measures, whether it's your survey tool, state test, or benchmark data.

### **Slide 26: Evaluation Design Matrix [0:33:38]**

I mentioned earlier that the evaluation section will be a matrix. This is what you will see, or have seen, in the RFP. This is the only narrative for the evaluation section. No paragraphs are required. This is something to work on with your outside evaluator. If you take the time now to work on the evaluation plan for your project, it will be very streamlined and naturally geared toward collecting the necessary data.

Your evaluation should provide questions to guide your process and summative data collection in addition to the ones that are required and already pre-populated in the matrix. Data collection instruments that you name should be valid and reliable wherever possible. In other words, try to limit the type that you create for yourself. The tools must be able to disaggregate for military students.

You will also notice there is a benchmark indicator column in the matrix. This is where you include how you will check on the strategy during implementation to know that it's being implemented successfully. If you look in appendix "D", you will see examples of completed matrices. Please look at appendix "D" to get some ideas on how to fill in benchmark indicators or





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a data collection schedule. Remember, you're going to review your reporting three times a year, consider doing the same for your data collection schedule. Only a once a year check-in is probably not a good idea.

You will also see a row for fidelity or strategy implementation. This is where you put your questions about your strategies as they are being implemented according to your plan. There's also a row for process monitoring of ongoing implementation. That's where you ask your questions about how your strategies are working, how is the target population reacting to the strategy, how well are the teachers transitioning, translating what they learned into classroom, discerning if enough students or families being reached by your plan, etc.

The third row in red is where the summative questions ask about how the intended student outcome was achieved. This template implies that the strategies are aligned to the outcome. If your strategies were implemented as planned and the target audience re-strategy responded well, then you will achieve your intended student outcomes. If the fidelity and process data indicate that the strategies have not been fully implemented, or well received, this format can lead you to recommendations for improving the programs in those moments so you that have a better chance of meeting your outcomes.

### **Slide 27: Section VI – Budget Narrative & Sustainability [0:37:29]**

The last section, the budget narrative and sustainability, a very important piece. This is the final section we will discuss.

In this final section, you want to be sure include as much detail as possible. This slide represents exactly what the reviewers are looking for. There is a 424A form at [grants.gov](http://grants.gov) that you need to use as your budget form. The budget is another area that you will report on regularly. We understand in your proposal that a budget is an estimate, but we ask that you make those estimates as close to reality as possible.

### **Slide 28: Detail Budget Requirement [0:38:36]**

In the next slide, Vanessa from DoDEA is going to go over with you some more budget details.

### **Slide 29: Appendix B – Sample Budget Table [0:39:42]**

Vanessa: The detailed budget table must be included in your grant application. This document must clearly explain all expenditures to determine their reasonableness and [applicability] of cost to include price per item, the salary, the fringe benefit percentages in the description field. Cost sharing is not a requirement of this grant. However, any amount that is contributed towards the accomplishment of your project is an item that DoDEA will like to see on your detailed budget. The detailed budget should provide their cost, your project cost for all five years, and they must match categories that are listed on the 424A; which is your budget for non-construction programs. Applicants must provide a comprehensive description of all items.

Now this year, the form looks a little bit differently than it did in previous years, because we have added a column that says goals, strategy, and/or actions. In that column, we are asking you to tie your cost to one of your strategies, the goals, or an action. That is in the fourth column, the far right-hand column of your form. If it doesn't specifically align to one of your strategies or goals, we can see that you have none, but this is different from the previous years. It is required that the format for the detailed budget be the same format as the example shows in your RFP. Please do not reconfigure this format. Use it as it is. Provide all the detail information necessary.

### **Slide 30: Application Summary [0:41:40]**



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Jennifer: Thanks, Vanessa. Now we will talk about just to summarize everything that Vanessa and Kate shared with everyone. The full application is due Wednesday, May the 3rd, by 11:59 p.m. We will not be able to accept any applications via email, via scan, or via fax. We will only be able to accept the four applications via grants.gov by Wednesday May 3rd. You will receive a notification from grants.gov. if your application has been accepted or if your application has been rejected due to errors. I encourage all that are thinking about applying to definitely apply before the deadline. Give yourself some room for error if you need to revise a document, if documents don't go through the system appropriately, or if you receive a rejection. That way we can receive your application by the deadline and the closing date.

The application should be combined into one document. That document should include the overview materials, the 30-page narrative, your appendices and the required and optional forms. I encourage everyone, if you're thinking about applying, to definitely visit grants.gov. There has been some synopsis changes since the initial posting on March 17th, particularly to the section that is the required forms and optional forms. We definitely want folks to take a look at those forms and make sure that you have the appropriate forms completed prior to Wednesday, May 3rd.

Once applications are received on Wednesday, May 3rd, there will be a panel of reviewers from the field who will read and appropriately score your application. Once those scores are compiled, DoDEA then performs an evaluation of risks posed by the applicants. This includes performance, as well the ability to effectively implement your requirements in previous funding. A combination of the scores and the outcome of the assessment will determine the funding decision. Funding awards will be announced on or about July 31st.

Now, I will turn it back over to our ETAC partners to conclude our webinar, and then we will take questions.

Calynn: Thank you, Jennifer. This is Calynn Evans. I will be reviewing helpful links and frequently asked questions. On this slide, it shows some helpful links that you may need. The full application and instructions are available at [www.grants.gov](http://www.grants.gov). You will need to search for CFDA#12.556. Please direct any grant related application questions to grants at [hq.DoDEA.edu](http://hq.DoDEA.edu). The link for our ETAC website is [www.dodk12grants.org](http://www.dodk12grants.org).

The next bullet is a link to our ETAC publication on college and career readiness. We encourage applicants to read this publication as it provides a guide for other schools or districts implementing some of our college and career readiness strategies. The district highlighted in the report share both some success and challenges in their project.

In the next few days, we will post a PDF version of the recorded webinar presentation, a copy of the presentation transcript, as well as answers to all of your questions. That will be on our ETAC website under "resources", then "grant applicant materials", then "DoDEA Fiscal Year 17 Grant Program". If you don't already, please follow us on Twitter, as we frequently provide updates to the grant process as well as some reminders.

Someone had also asked about the definition of military dependent students. I will be going to go over our couple of frequently asked questions that we get. "What is the definition of military dependent student?" The term military dependent is a defined as an elementary or secondary school student who is dependent of a member of the armed forces, dependent of a civilian employee of the Department of Defense, or dependent of person who is not a member of the armed forces or civilian employee, but is employed on federal property.



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## 2017 DoDEA Grant Application Webinar Transcript

"I already have a DoDEA grant. Can I reapply?" Yes, as long as the LEA schools meet the eligibility criteria as outlined in the RFP.

"Can charter schools apply for DoDEA grants?" Yes, as long as it is considered its own LEA and has the 15% or more military dependent student enrollment.

"Can several LEAs apply as a consortium?" No. Unfortunately each LEA must submit a separate application, and only one application per LEA will be submitted.

"Do I use school year 2016-17 Impact Aid data to determine the number of military students at each school?" Yes. Please use that Impact Aid data to verify your military enrollment numbers for this application.

If you can't locate the application on grants.gov, the direct link is provided below. If you have any questions on accessing grants.gov, please refer to the grants.gov contact center. Neither DoDEA nor ETAC staff can provide technical assistance on the use of the grants.gov website.

"Can I email you a draft of our proposal for feedback?" Unfortunately, you may not email us a draft of your proposal. Today is the only technical assistance that will be offered for this application.

Now we will answer your questions. If you have any questions, please ask them by typing into the Q&A box located on the right-hand side of your screen. We will then read the question answer aloud.

There are a couple of questions that were asked about evaluators. I will let JDP answer. The first is, "May we only pay our grant evaluator 2% this grant?"

Jennifer: Thanks, Calynn. To answer that question, absolutely. The RFP just states that up to 4% for new grantees or 3% for returning grantees can be allowed from the grant budget for your evaluator. However, this does not mean that your district gets to not pay less than 3%. We're just only allowing no more than 3% from prior grantees and no more than 4% for new grantees. Now another question will arrive for those returning. Last year it was no more than 5%. If you would like to pay your grantee 5%, that's totally up to the district. However, DoDEA grant funding can only be up 3%, so if your evaluator will not accept anything less than 5%, that would be a conversation between the evaluator and the district to who will pay for that 2%.

Calynn: Thank you, JDP. We do have another question about the evaluators. "Can we utilize the same outside evaluator for this grant that we have for previous grants?"

Jennifer: Great question. Absolutely. We feel like particularly because your district is familiar with that evaluator and if you have a great relationship with him or her, we see no reason why you cannot continue that relationship with a new DoDEA grant.

Calynn: There was a question about the evaluation matrix, that it was slightly different than the one in our presentation. We condense the evaluation matrix for the presentation, and you can find the full example of an evaluation matrix on pages 27 to 35 in the RFP, which is part of the appendix "D".

There's another question about a budget form that's fillable. We will get that submitted out, so follow us on Twitter. We will post an update once that's available. We will also post it to grants.gov.



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Another question: "Does funding authority for this grant is fully funded. Is that correct?" We will let JDP respond to that question.

Jennifer: Another great question. Yes, that is correct. That funding authority could issue that initial grant will expire September of 2017. That does not affect the funding year. However, that will affect ongoing funding years, so there's four for this funding cycle. Your grant is fully funded until May 31st, 2022. Our authority to execute additional grant years, meaning starting years, expires this year. As of right now, there may not be a new grant funding opportunity next fiscal year. We are awaiting congressional approval for our funding to be extended to execute.

Jennifer: The real bottom line is that this may be our last year executing our grant or new grant funding opportunities if we do not receive a congressional extension.

Calynn: Thank you. We have a question about the sample budget. There's one to JDP about indirect costs. Indirect cost is new for this year, so JDP, if you can provide a little summary on that line item.

Jennifer: Absolutely. Indirect cost, a complete explanation of indirect cost can be found on page five of the Solicitation of Requests for Proposal. Specifically, if you would like to include indirect cost for this funding opportunity, they will be kept at 5%. Also, that would need to be included under that "other" category on your detail budget.

Calynn: Thank you. We do have another question about the budget asking if incentives are allowed for students and teachers. JPD, if you would like to answer that one as well.

Jennifer: I will answer that one offline because we would need a little bit more explanation. This is why your budget narrative is very important because in incentive can mean a lot of different things. For us we would really need to know what are you and what does incentivizing teachers and students mean for you. Does that necessarily mean specifically money? Does it mean a service? What does that look like? If that is part of a goal or strategy that you would like to implement for your grant, we would really need to see what that looks like for your district and how that assists you in reaching your goals in order to make a full determination of whether or not that's something that's a "yes" or a "no".

Calynn: Thank you, JDP. So, since STEM is new as a focus area, grantees have been incorporating STEM, but this is the first time it's actually been a focus area. So the question is, "STEM has been expanded in some areas to [STEAM adding the] arts. Will liberal arts be allowed in the secondary focus area, or only science, technology, engineering, and math?"

Jennifer: We do understand that some districts have it incorporated for arts into their STEM programming and we think that is absolutely appropriate as a secondary focus area for this grant as well.

Calynn: Thank you, JDP. Thank you Vanessa for helping to answer some of the questions offline. There is just another question about the matrix and the budget being provided in Word, or a way to edit instead off the PDF, and we address that we will have that posted to grants.gov as well as our ETAC website. We will notify you via Twitter once that's been added, so please be sure to follow us. It's at DoDEA Grants on Twitter.

We have one more question. "Can project director be a contractor or does it have to be an employee." When it comes to the project director, again, you can't be the half-time or full-time



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employee. As long as you follow the guidelines for your district hiring, that's something that they can be a contractor.

We're going to wrap up our presentation. Thank you so much for joining us. JDP, did you have any closing words?

Jennifer: No. I also just want to thank you as well as Kate from ETAC for assisting us and facilitating this webinar today. We look forward to reading and receiving everyone's applications. Just to reiterate, if you have any questions whatsoever, please feel free to contact us at our grants at [hq.DoDEA.edu](mailto:hq.DoDEA.edu) email address. Thanks, everyone and have a great day.



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