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dodea Education Partnership and Resources  
Evaluation Technical Assistance Center (ETAC)

# DoDEA FY 2018 MCASP Broad Area Announcement Application TA

**Evaluation Technical Assistance Center (ETAC)**

*Guide for Completing the Full Application*



# Introductions

- **DoDEA**

Jennifer Dailey-Perkins — Grant Program Manager

Vanessa Hardnett — Grant Program Analyst

- **ETAC**

Calynn Evans — Program Manager

Kate Tindle — Evaluation Specialist

# Presentation Agenda

- DoDEA Grant Program Portfolio
- Broad Agency Announcement (BAA)
- What is ETAC?
- Noteworthy Features and Common Challenges
- BAA Narrative Sections and Scoring
- Questions

# About DoDEA



approximately **72,000**  
PK-12 military-connected students



Attend non-  
DODEA schools

DoDEA shares its resources to support successful educational outcomes for military dependent students who attend public LEAs through a competitive grant program.

# DoDEA Education Partnership Grant Program

- Through a competitive process, eligible public school districts have been provided with resources to support a variety of evidence based efforts to include:
  - Increased academic performance based on College and Career Ready (CCR) outcomes,
  - Support of social emotional needs of military connected students,
  - Enhanced and integrated technology through instruction and student work; and,
  - Promoted advanced placement and virtual learning opportunities.
- A rigorous evaluation is required by each grantee to maintain focus on grant objectives, ensure accountability, and link military-connected school personnel with evidence-based resources and supports.

# Since 2009...



\$493 Million  
awarded



Serving over  
**2.1**  
Million  
students



with over **647,000**  
military-connected students



# FY18 Grant Program



- College and Career Ready Focus - STEM
- External Peer Review Panel
- Risk Analysis
- [www.grants.gov](http://www.grants.gov)



**\$30M**

Anticipated Funding Level



**45**

Grants Awarded in FY17

**2017 Cohort**



**5**

First Time Grantees

Upcoming Dates:

April 11, 2018

- Goals & Strategies Webinar



April 17, 2018

- Planning and Implementation Template Webinar



May 2, 2018

- Competition Closes

# Navigating Grants.gov



# Purpose of Broad Agency Announcement (BAA)

The DoDEA FY18 grants aim to equip LEAs with the resources necessary to successfully implement College and Career Ready Standards in their classrooms using strategies that address the needs of their military-connected students.

# Broad Area Announcement (BAA) Eligibility

## LEA and School Requirements

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

## Competitive Priorities

- New applicants (6 points)
- High percentage (80 percent or more) of military-connected student enrollment (4 points)

# Evaluation Technical Assistance Center (ETAC)

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

# BAA Strategies Focus Area

## CCR-STEM-Focused Projects

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

# 2018 BAA: What is Noteworthy

## As in the past

- First year is the planning year
- Choose up to three (3) strategies from DoDEA-provided list for each goal
  - Pg. 12 of the BAA
- Embed professional learning
- Project Director must be at least 50% FTE

## New for 2018

- Choosing up to **two (2)** goals focusing on expanding STEM programming.
- Completing planning and implementation templates
- Creating a communication plan
- Using required evaluation questions
- External Evaluator limitations
- Implementing 54-month grants (end May 2023)

# Writing: Start at the End

## What are desired student outcomes for project?

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

- Which schools are eligible and appropriate for this application?
  - Get buy-in from staff DURING the application process
- How will you measure student outcome?
  - State assessments?
  - End of course tests?
  - District benchmark tests?

## How will you evaluate implementation?

Strategies must be fully outlined so that the project director can monitor progress:

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

# Reasonable Plan

How will you meet internal and external reporting requirements?

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

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

# Project Narrative Sections

30 pages, 1 Document

I. Overview materials (pg. 10) – Not scored

Reviewer-scored sections of the narrative: (100 points)

II. Needs Assessment (pg. 11) – 10 points

III. Project Goals (pg. 12) – 10 points

IV. Project Planning Year (pg. 13) – 15 points

V. Project Implementation Years (pg. 15) – 20 points

VI. Leadership Roles (pg. 17) – 15 points

VII. Project Evaluation (pg. 18) – 10 points

VIII. Budget Narrative & Sustainability (pg. 19) – 20 points

## Section II: Needs Assessment (10 points)

### **Presents disaggregated data for military-connected students as related to the need. (5 points)**

- Includes all populations impacted by project.
- Provides academic achievement data comparison between military-connected students and the general student population.
- Provides data that support the needs of military-connected students.
- Provides data directly supporting project goals.
- Presents data on technology needs, if applicable (e.g. Identifies technology needs and explains how technology will address student achievement needs in the focus areas).

# Section II: Needs Assessment (continued)

## **Presents information on current and past efforts in direct student services to address the need. (2 points)**

- Explains how successes or lessons learned from past efforts are incorporated in the new project.
- If applicant has previously received a DoDEA grant, needs assessment includes specific successes and/or challenges from previous grants and lessons learned.
- If relevant, explains efforts to increase parental/community involvement.

## Section II: Needs Assessment (continued)

### **Presents information on district's past and current staff professional learning efforts. (3 points)**

- Includes relevant information on past and current professional learning in project focus area(s) and proposed instructional strategies.
- Explains areas of need in professional learning.
- Includes current challenges in offering professional learning.

Pgs. 11-12

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## Section III: Project Goals (10 points)

### **Goals are aligned with the needs identified and focus on military-connected student academic outcomes. (7 points)**

- Project has no more than two (2) SMART goals that are student-centered
- Goals clearly align from the needs assessment.
- Each goal focuses on either one grade or school (elementary, middle, secondary) level.
- Each goal focuses on growth over time and should not maintain the status quo.

## Section III: Project Goals (continued)

**Goals are aligned with the needs identified and focus on military-connected student academic outcomes. (7 points continued)**

- Goals reference STEM academic achievement of military-connected students (e.g. state assessments, graduation rate, advanced placement (AP) exams, and college entrance exam scores).
- Outcomes are **reasonable** based on past performance and information provided in the needs assessment.
- Baseline data is used (or will be used) to determine outcomes.

Pgs. 12-13

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# Section III: Project Goals (continued)

## **Strategies align with the goal and the needs identified. (3 points)**

- Strategies come from the approved DoDEA list.
- There are no more than three (3) strategies per SMART goal.
- Strategies are aligned to need and relevant to meeting the SMART goal.

## **Strategies**

- Extracurricular activities
- In-class curriculum and instruction support
- In-class technology supports
- Tutoring
- Virtual classes

**All strategy implementation must include professional learning to staff.**

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# Measuring Outcomes

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

## Section IV: Project Planning Year (15 points)

### **Planning Year Narrative (5 points) How the project director will:**

- Establish a system for regular communication with stakeholders to understand the project purpose and know how to get involved. (e.g. A point of contact at each school and other leadership as necessary.)
- Involve staff at each school in planning STEM strategy implementation and identifying military- connected students.
- Provide, or arrange for, professional learning to prepare staff to implement strategies with fidelity.
- Collaborate with evaluator to plan for data collection methods and tools to monitor and revise implementation as needed.

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# Section IV: Project Planning Year (continued)

## **Planning Year Template (10 points)**

Establish:

- a *communication plan* with materials and timeline.
- key strategy *implementation* activities, data collection tools to ensure the activity occurred, and a timeline.
- key *professional learning* activities that support strategy implementation, data collection tools to ensure the activity occurred with impact, and a timeline.

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# Section V: Project Implementation Year (20 points)

## **Implementation Year Narrative (5 points) Explain how the project director will manage the project:**

- Communicate with all stakeholders about project implementation progress and student outcomes.
- Use project data to monitor and re-direct project activities as needed.
- Collaborate with external evaluator to provide strategy and professional learning data the project director collects from each target school.
- Rely on formal and informal networks to implement problem-solving procedures to overcome implementation barriers (e.g. staff buy-in, leadership turnover) in the district and/or at target school.
- Provide, or arrange, ongoing professional learning to staff implementing strategies in target schools.

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## Section V: Project Implementation Year (continued)

### **Implementation Year Template (15 points)**

- Build on the communication plan established in planning year to continue information flow and encourage input from stakeholders.
- Determine key implementation activities to support each strategy and when activities should be implemented.
- Maintain appropriate types of professional learning opportunities and when they should be implemented.

# Section VI: Project Leadership Roles (15 points)

## **Project Director Criteria (7 points)**

- Use background knowledge and experience to direct a project with a STEM focus.
- Address the project barriers and challenges (e.g. poor staff buy-in, school leadership turnover, low band width for technology devices) collaboratively with district and/or school staff.
- Utilize the project plan activities and tools presented in the planning and implementation year templates (Section V) to continually monitor and redirect strategy and professional learning implementation.

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# Section VI: Project Leadership Roles Continued

## **Project Director Criteria (7 points continued)**

- Collaborate with project school leadership(s) and district leadership to command authority to direct the project in target schools.
- Provide the external evaluator with formative and summative project data to analyze project progress and student outcomes.
- Provide continual and effective communication to all participants and stakeholders, including DoDEA, about the project's purpose and implementation progress.
- Append a résumé for the project director that is no more than two pages in length. If the project director is yet to be determined (TBD), applicants should provide a description of the criteria they will use to advertise the position.

## Section VI: Project Leadership Roles (continued)

### **External evaluator criteria (6 points)**

- Qualitative and quantitative data collection methods and analyses.
- Education, school, and district contexts, in particular the unique needs of military families, DoDEA grant evaluation requirements, and STEM.
- Evaluating direct service projects supported by a set of activities and resources to achieve an intended result.
- Evaluating process and summative measures and data to determine whether the intended result was achieved.
- Using a collaborative approach for working with project staff.
- Append a résumé for the external evaluator that is no more than two pages in length. If the external evaluator is TBD, applicants should provide a description of the criteria they will use to advertise the position.

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## Section VI: Project Leadership Roles (continued)

### **Overall Approach to Evaluation Responsibilities (2 points)**

- Project summative data (e.g. disaggregate military-connected student achievement by grade and school compared to non-military-connected students in same grades and schools).
- Process data to provide actionable information for improving strategy and professional learning implementation (e.g. compare professional learning outcomes among the target schools to provide recommendations for the type of professional learning preferred by school staff) for ongoing implementation and sustainability.

# Section VII: Project Evaluation (10 points)

## **The evaluation plan (10 points):**

- Includes the three (3) big questions and appropriate evaluation methods and tools to answer them.
- Includes the three (3) small questions and appropriate evaluation methods and tools to answer them.
- Determines if the project participants (students and staff) have met their intended outcomes at the end of each grant year.
- Analyzes for shortcomings and successes against benchmarks in the project for the planning year and implementation years.
- Makes recommendations for improving or maintaining outcomes in the next year or sustaining the project in the final year.

## Section VIII: Budget Narrative & Sustainability (20 points)

### **Budget Narrative (10 points)**

- Provides a clear overview and rationale for how grant dollars will be allocated.
- Describes existing resources the LEA expects to receive for the proposed project. This may include any resources applicants expect to receive from community partners with a letter of support.
- Identifies how project leaders will track budget expenditures.
- Identifies the role/position and FTE for each key person involved in the project and ensures the scope is reasonable given the amount of work to be done.
- Provides reasonable estimates for implementing and maintaining strategies and action items, as well as for furnishing materials.

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# Section VIII: Budget Narrative & Sustainability (continued)

## **The Sustainability Plan (10 points):**

- Provides detailed description on how you will determine which parts of the program you will sustain and how you will sustain them.
- Provides information on how you will use project data to build the sustainability plan.
- Addresses awareness of the financial needs to sustain program and plan to secure funding once grant ends.
- Identifies resources needed to sustain program.
- Identifies gaps in finances and plans to address gaps.

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# Detail Budget Requirements

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

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# BAA Submission Reminders

- The full application, due **Wednesday, May 2, 2018**, 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**
  - Overview Materials
  - 30-page narrative
  - Appendices
  - Required/optional forms



# Grant Review Process/Funding Decision

- Panel of reviewers within the CCR-STEM field
  - Three reviewers per application read and score.
- Evaluation of risks posed by applicant will include a history of performance and ability to effectively implement requirements.
- Funded awards will be announced on or about September 30, 2018.

## **FAQs for Common Challenges (Appendix C)**

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

# FAQs

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

A: The term, *military dependent student*, is defined as an elementary or secondary school student who is (i) a dependent of a member of the Armed Forces; (ii) a dependent of a civilian employee of the Department of Defense; or (iii) a dependent of a person who is not a member of the Armed Forces or a civilian employee of the Department of Defense but who is employed on Federal property. (Section 574(d) of P.L. 109-364, as amended; Title 10 U.S.C. Section 2192(b) and Title 10 U.S.C. Section 2193a)

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

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

# FAQs, cont'd

**Q: Can charter schools apply for DoDEA grants?**

A: Yes, if the charter school is considered its own LEA and has 15% or more military-connected student enrollment.

**Q: What is an external evaluator and what are the limitations?**

A: An external evaluator is used in this context to refer to an individual evaluator and the company they represent. For the 2018 BAA, neither the external evaluator nor the company they represent can be used on two (2) or more active DoDEA funded projects. Therefore, an external evaluator and the company they represent currently on two or more active grants may not be used for the 2018 BAA.

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

A: Yes. Use the most recent Impact Aid data.

# FAQs cont'd

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

A: A direct link to the announcement is available at <https://www.grants.gov/web/grants/view-opportunity.html?oppId=301640>

**Q: Who should I contact for assistance with [www.grants.gov](http://www.grants.gov)?**

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

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

A: No. Technical assistance is offered to all applicants through the scheduled webinar. Applications can only be submitted through [www.grants.gov](http://www.grants.gov) by Wednesday, May 2, 2018.

# QUESTIONS

If you have questions, ask them now by typing them in to the Q&A box (bottom right of screen)

# Helpful Links

- **Application**

- Full application instructions available at: [www.grants.gov](http://www.grants.gov) and search for CFDA# 12.556

- **DoDEA**

- Grant Application questions: [Grants@hq.dodea.edu](mailto:Grants@hq.dodea.edu)

- **ETAC**

- ETAC Website: [www.dodk12grants.org](http://www.dodk12grants.org)
- Grant Applicant Materials:  
<http://www.dodk12grants.org/GrantApplicantMaterials.aspx>
- Follow us on Twitter (@dodeagrants) for updates

Thank you for attending!