DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

General Technical Assistance Webinar CFDA: 12.556 – Competitive Grants: Promoting K-12 Student Achievement at Military-Connected Schools





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Vision and Commitment

"Excellence in Education for Every Student, Every Day, Everywhere."

As a Grant Program, we strive to ensure successful implementation of research-based solutions for military-connected students across the United States. Our work empowers educators to provide students with opportunities to engage, enhance, and extend their learning. We see our work as an essential component to provide significant impact for student achievement, professional development for teachers, and enhanced social-emotional support.

https://www.dodea.edu/Partnership/grant-program.cfm



Webinar Overview

- Grants to Date
- 2024 Broad Agency Announcement (BAA) specifics to include project narrative format, eligibility criteria, and merit review details
- Submission Information
- Key Dates
- Contact Information



DoDEA Grants to Date



2024 Broad Agency Announcement (BAA)

https://grants.gov/search-results-detail/351849

- Open: Now March 29, 2024
- Things to Consider for FY24 Award Cycle:
 - In addition to submitting the required federal forms a written project narrative MUST be attached to your application!
 - Two Programs
 - Military Connected Support and Academic Program (MCASP)
 - World Language Advancement and Readiness Program (WLARP)
 - Monitoring Plan Requirement
 - Funding Formula
 - Project Narrative Guidance
 - NEW Requirement: Logic Model



FY24 Grant Announcement

- All applicants: Eligible/target school(s) must have a ten (10) percent or greater military-connected student enrollment for school year (SY) 2022-2023. The enrollment numbers may be verifiable from the district's U.S. Department of Education Impact Aid totals and/or the State Military Student Identifier data. For the purposes of this announcement, a military-connected student is defined as an elementary or secondary school student who is either a dependent of a member of the Armed Forces or a dependent of a civilian employee of the Department of Defense, or a dependent of a person who is not a member of the Armed Forces or a civilian DoD employee but who is employed on Federal property.
- 2) WLARP applicants ONLY: Eligible/target school(s) must be a part of a LEA which currently hosts a unit (or has a pending application to host) of the Junior Reserve Officers' Training Corps (JROTC) in one of their local high schools. JROTC programs, run through the Army, Navy, Air Force and Marine Corps, are taught as elective courses at more than 3,000 high schools nationwide. To find out if a LEA has an eligible JROTC program, please visit the following respective service JROTC websites: ...



FY24 Grant Announcement

Number of Military-Connected Students at Eligible School(s)	Award Amount (Total for 54 months)
500 or fewer	\$500,000.00
501 - 750	\$750,000.00
751 - 1,000	\$1,000,000.00
1,001 -1,250	\$1,250,000.00
1,251 – 1,500	\$1,500,000.00
1,501 or greater	\$2,000,000.00



Goal Statements

Project Goals (10 points) – The application must consist of a clear description of the technical approach being proposed to address the applicants' chosen program area (either MCASP or WLARP). This section of the narrative should address the following:

1) Identify goals of project. The applicant can choose <u>no more than three goals</u> for their proposed project. Each goal should be written to state how the project outcomes will be achieved in a clear, specific, and measurable way. An example of a goal statement is "Military-connected 8th graders will improve their science achievement as evidenced by quantitative and/or qualitative measures by the end of this grant cycle (May 31, 2029)." Examples of outcome measures can include the following:



New Requirement: Logic Model

Clarity of Purpose: Logic models help articulate the purpose of the project. They clearly define the problem being addressed, the proposed solution, and the expected outcomes.

Planning Tool: They serve as a planning tool, helping applicants think through their strategies and activities systematically before starting the project.

Why?

Evaluation Framework: Logic models provide a framework for evaluating the effectiveness of a project. They identify what will be measured and how success will be determined.

Communication: They are a useful communication tool that provides a visual representation of the project, making it easier for stakeholders to understand the project's goals, strategies, and expected outcomes.

Accountability: By outlining the expected outcomes and how they will be measured, logic models hold applicants accountable for achieving their stated goals.



Logic Model

A logic model will replace the Planning Year and Implementation Years templates.

Appendix B: Application Templates

Implementation Years Logic Model

Logic Model Description (NOTE: The template below is to be considered a description of what could be included in a logic model. There are many ways to approach a logic model and the next two pages show samples of acceptable logic models for active DoDEA grants. DoDEA will accept an Implementation Years Logic Model in any concise format the applicant prefers.)

District: (insert district na	district name) Project Title: (insert project name)					
Assumptions: the beliefs about the program (underlying theories)						
External Factors: the environment in which the program exists						
Implementation Years	Implementation Years					
	Goal 1: (insert goal 1 verbiage)					
Goal 2: (insert goal 2 verbiage, if applicable)						
Goal 3: (insert goal 3 verbiage, if applicable)						
Inputs	Activities	Outputs	Short-term Outcomes	Medium-term Outcomes	Long-term Outcomes (Impacts)	
Resources for your proposal:	What you do with the resources:	These are direct products of activities:	Changes in learning:	Changes in action:	Changes in conditions:	
Personnel Finances Evaluation Supplies/Equipment Partnerships	Activities that use resources to create and deliver outputs	Workshops Trainings Documents Publications Participants Policies	Knowledge Skills Abilities Attitudes Awareness	Behaviors Practices Social action Policies Motivations	Environmental Social Economic Civic	
Vous Plan	ned Work	Vous Intended Results				



Project PACE Logic Model

Target Population: ABC School District - Eastern Elementary School, Southern School, Northern Elementary School

LONG-TERM **INPUTS EFFORTS** SHORT-TERM OUTCOMES **OUTCOMES** Funding: DODEA Military-Physical Activity for Cognitive Engagement (PACE) Tutoring Improved Academics Military dependent students Program using technology-driven physical activity · Students are ready to learn Connected Local are prepared to lead Educational Agencies for · Students in gr. 3-6 will increase proficiency in math successful, healthy lives Academic and Support PACE Lab during first period to teach and reinforce self-regulation Programs Students are achieving skills and stress management Improved Behavior academically Stakeholders & Staff: Youth, • Heart Rate Monitor Program, Zones of Regulation • Students in gr. K-6 have decreased out of class referrals Families, School Leaders, Students gain self-regulation skills Students are safe, happy, and Teaching Staff, Exer-Learning Strategies and Games behavior and academic have strong SEL skills Non-Teaching Staff, District interventions using Exer-Learning rooms and mobile stations Improved SEL Competencies Leaders Students advocate for · Students make better choices, have improved relationships, themselves Partners: Exercise Fitness, Flexible Seating in classrooms to improve behavior and learning and are comfortable asking for help Supporting YOUniversity, Students are supported by · Students are confident and positive about themselves Care Solace, Interactive engaged families In-School Classroom SEL Integration Teachers develop curriculum Health Technologies, embedding SEL into content areas and utilize districtwide Whole Family-School-Community Western Evaluation Services Improved Family Engagement and Resources **Body Intervention Strategies** relationships are strong · Students and families are motivated to move Resources & Infrastructure: • Families are more engaged in students' learning Project equipment and Students and school staff Family Programming Engaging families in physical activity that Families have improved access to mental health resources supplies (e.g. Exer-learning, have a sense of belonging at enhances wellness and increases brain function Heart rate monitors, Flexible • Family Wellness Nights, Open Houses seating); Zones of Shared Leadership, Collective Action, Collaborative School staff feel connected to Regulation framework and Decision-making each other Family Mental Health Referrals and Services through Care Solace curriculum; Response to Leadership Teams meet quarterly Intervention framework; Data and evidence-based resources direct improvements School culture understands Supported Heart Approach; the importance of mindset. Distributive Leadership School-wide positive utilizes strategies to increase • Leads Team Grant Leadership Team Improved Capacity to Build SEL Skills and Resiliency in student engagement, and behavior reinforcement and • Social Emotional and Academic Learning (SEAL) Team develops resilient students community building efforts; Students and Staff Screenings to direct tiered • School staff are more prepared to use whole body **Professional Learning Program** interventions; Data interventions and have access to necessary resources and • SEL Professional Development (e.g., Brain-Body Connection) systems/ technology; equipment • Implementation Training (e.g., Exer-learning equipment) Communication and SEAL Team members drive the cultivation of positive • Targeted Training for SEAL Team members management structures classroom cultures • Culture and Community Building workshops

Intermediate and Short-Term **Project Activities** Short-Term Outputs Long-Term Inputs Outcomes **Outcomes** ABC HS # Students attending full Improved student **Community Building** day event attendance and Engagement Grant Advisory · # Students participating Committee, Staff, in Community Building Improved student · Full Dayprogram for Students, Club classroom engagement students **Facilities** · # Community Building · Community Building focused advisory periods Decreased student # Community Building disciplinary incidents · Programming during Club events ABC HS Students Meet or advisory periods ABC Exceed Grade Level In Class Cooperative Community Learning activities **Expectations in Core** # Teacher mentors Parents. · # Students paired with **Content Areas** Community mentor Mentoring and Mental Leaders, # Students receiving Improved student sense **ABC HS Maintains** Health Resources mental health support of belonging Inclusive School Culture · Mentoring program services that Fosters Every Student · Mental health # Visits per students to Succeed Local Airforce receiving mental health supports Base support ABC HS Sustains a Community **Collaborative Environment** Leaders, **Cooperative Learning** Improved school # Professional Learning Personnel, for Teachers to Support climate and culture Sessions Connections Each Other Staff professional # Staff Book Study learning Increased teacher Sessions Staff book study attendance DoDEA · # Staff attending book · DEI, SEL professional study learning Improved teacher sense # Staff Trained in DEI · Ongoing professional

· # Staff Trained in SEL

· # Teacher Leaders trained

of belonging



learning for teacher

leaders

Funding,

Expertise

Competitive Priority Points



10 Priority Points

- New Applicant
- Any LEA that does
 NOT have an active
 DoDEA grant by June
 2024 and has a good
 past performance
 history



Format

- Use the exact section titles as listed in the Project Narrative section of the instructions in your application narrative (e.g., "Needs Assessment," "Project Goals," etc.)
- 30-page maximum for project narrative
 - Appendix pages do not count in page limit
 - 60-page total submission limit
- Use the scoring criteria in Appendix E to ensure evidence for each indicator is provided



Submission Recommendations

• **HIGHLY** Recommended:

- Attach project narrative as an <u>editable MS Word (.doc)</u> or Adobe (.pdf) file not an image file (e.g., .jpg, .png) along with all federal forms.
- Attach <u>detail budget excel spreadsheet</u> with entire application package submission.
- Be concise! Anything past 60 pages will not be reviewed (inclusive of appendices and attachments).
- Retain a copy of submitted documents for reference.
- Do not lose oversight of the submission.



Merit Review Scoring Criteria

Appendix E: Project Narrative Criteria for Scoring

Table 6. Project Narrative Criteria for Scoring

Project Narrative	Maximum Points	Criteria
Overview Materials (Cover Page, Abstract and Table of Contents)	(not scored)	NA
Needs Assessment and Rationale for the Project	10	Table 7
Project Goals	10	Table 8
Professional Learning Plan	10	Table 9
Project Planning Year	10	Table 10
Project Implementation Years	15	Table 11
Key Personnel Qualifications	5	Table 12
Project Evaluation Plan	15	Table 13
Budget Narrative and Detail Budget Table	15	Table 14
Sustainability Plan	10	Table 15
Total Possible Points (without competitive points)	100	NA
Total Possible Points (with competitive points added)	110	NA (DoDEA determined)



Award and Review Process

APPLICATION: Appendix E of the BAA contains instructions and criteria merit reviewers will use to award points.

SELECTION: Independent 3rd party reviewers with qualifications and experience in competitive grant application review processes conduct reviews.

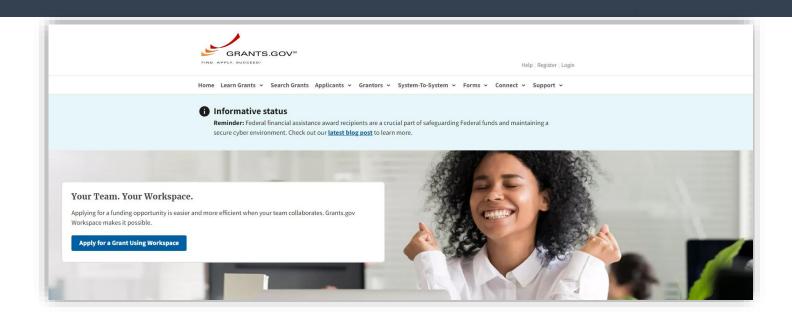
PRE-POPULATE: The system will pre-populate answers from the cover sheet to the questions about the competitive priorities → follow the instructions outlined in the BAA explicitly!

REVIEW: Panel scores applications and rankings are produced using the percent of total possible points per application.

AWARD: Final awards are determined by multiple factors including merit review score, risk assessment determination, Director's discretion, and availability of funding.



Submission



- Applications can only be submitted through https://grants.gov/
 - For access and assistance, contact the grants.gov helpdesk
 - No applications will be considered via email or after the deadline of March 29, 2024.



Key 2024 Dates

I. OVERVIEW OF THE FUNDING OPPORTUNITY ANNOUNCEMENT (FOA)

Department of Defense Education Activity

Broad Agency Announcement (known herein as Funding Opportunity Announcement) for the Military-Connected Local Educational Agencies for Academic and Support Programs (known herein as MCASP) and the World Language Advancement and Readiness Program (known herein as WLARP), Fiscal Year 2024.

FUNDING OPPORTUNITY NUMBER: HE125424R5000

CATALOG OF FEDERAL DOMESTIC ASSISTANCE (CFDA) NUMBER: 12.556 Competitive

Grants: Promoting K-12 Student Achievement at Military-Connected Schools

ANNOUNCEMENT TYPE: Initial Announcement

ISSUE DATE: January 31, 2024

KEY DATES & POINT OF CONTACTS:

January 31, 2024	Applications Available (https://www.grants.gov)		
February 29, 2024	Pre-recorded Technical Assistance Webinars (<u>https://dodeagrants.org/</u>)		
March 29, 2024	March 29, 2024 Deadline for Transmittal of Applications, No Later than 11:59PM Eastern Standard Time		
No Later than September 30, 2024	Grants Awarded		

For more information...



Email: dodea.grants@dodea.edu

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Evaluation Technical Assistance Center (ETAC)

Website: www.dodeagrants.org

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