

HE1254-20-R-0004-Grants to Military-Connected Local Educational Agencies for Academic and Support Programs (Short Title: MCASP)

Broad Agency Announcement and
Application Guidelines

CFDA: 12.556



Department of Defense
Education Activity (DoDEA)

Education Partnership and Resource Branch

Deadline for Receipt of Proposals:

Friday, May 22, 2020 by 11:59 PM EST

Promoting K-12 Student Achievement at Military-Connected Schools
Discretionary Grant Program, Notice Inviting Applications for Fiscal Year (FY) 2020

BROAD AGENCY ANNOUNCEMENT (BAA)**Catalog of Federal Domestic Assistance (CFDA) Number: 12.556****Dates:**

January 24, 2020	Applications Available (https://www.grants.gov/)
February 12, 2020	General Technical Assistance Webinar (live)
March 11, 2020	Goal and Strategy Technical Assistance Webinar (pre-recorded)
May 22, 2020	Deadline for Transmittal of Applications
By Sept 30, 2020	Grants Awarded

Executive Summary

The Department of Defense Education Activity (DoDEA) is accepting applications for fiscal year (FY) 2020 Grants to Military-Connected Local Educational Agencies for Academic and Support Programs (MCASP) as detailed in Figure 1. The DoDEA Education Partnership and Resource Division, which executes grants to MCASP, provides resources to military-connected school districts to identify and implement evidence-based solutions to meet the academic needs of the highly mobile military-connected students in their community. The FY 2020 grants are approximately 54-months in duration and are awarded to meet the needs of local educational agencies (LEAs) that seek to resource the unique needs of transitioning military-connected students (as defined in section VII).

Figure 1. Overview of DoDEA FY20 Grants to MCASP

Funding Opportunity Title	Grants to MCASP
Due Date for Applications	May 22, 2020
Anticipated Total Available Funding	\$20 Million
Estimated Number of Awards	20
Award Amount Per LEA	\$500,000 - \$1,500,000 (See Funding Formula)
Project Period	54 months (4.5 years)
Eligible Applicants	<u>10 percent or greater</u> military-connected student enrollment in all participating schools.
Technical Assistance Webinars	February 12, 2020 and March 11, 2020

Contact Information	DoDEA Grant Program Office: DoDEAGrants@dodea.edu 571-372-6026 DoDEA Procurement Division: 1. Alim Koroma, Grant Officer, alim.koroma@dodea.edu , 571-372-1473 2. Hope Woods, Sr. Contract Specialist, Hope.woods@dodea.edu, 571-372-1449
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FULL ANNOUNCEMENT TEXT**I. FUNDING OPPORTUNITY DESCRIPTION**

A. Program Objective: The objective for the DoDEA Grant Program is to provide eligible school districts with the resources to close achievement gaps, spark ingenuity, innovate and sustain quality education and seamless learning transitions for military-connected students. To advance excellence for military-connected students, DoDEA provides a competitive grant program to domestic public schools that identify a need focused on: academic mastery, narrowing learning gaps for students that transition, and/or providing consistent access to educational programs. Since 2009, the DoDEA Grant Program has impacted over one million students in 36 states. The objective of the FY 20 grant program is to provide resources that promote student achievement in the core curricular areas: Science, Technology, Engineering, Arts and Math (STEAM); literacy; to promote virtual learning programs that increase educational program cohesiveness (including accelerated learning, credit recovery and unique student course selections [e.g. world languages]); and to resource multi-tiered systems of support (MTSS) learning environments so that transitioning military-connected students are afforded the opportunity to increase educational continuity and address core content gaps due to relocations.

B. Program Priorities: Beginning in Pre-K and continuing through grade 12, STEAM engagement prepares students with the knowledge, skills, dispositions and learning application opportunities necessary for successful postsecondary engagement. STEAM student-centered goals will focus on achievement results that decrease student knowledge and mastery gaps as a result of frequent and/or mid-year transitions and increase student mastery. LEAs who apply for an FY 2020 DoDEA grant, must choose one of the following objectives as a project focus:

- **Build Strong Foundations for STEAM Literacy to ensure students can** learn, apply and articulate introductory and advanced STEAM concepts. Projects with this focus should build student competencies and exposure to content in digital fluency, cyber safety, computational thinking and fluency with digital platforms. Projects integrating approaches to learning computational thinking (ex: Mathematics Practices), critical thinking as an intellectual discipline (conceptualizing, applying, analyzing, synthesizing, and evaluating) while using digital or other advancing technology-based learning environments. Technology embedded instruction that results in digitally produced student work can be included in this project focus.
- **Prepare the future Workforce for work life balance through practices** by creating authentic learning experiences that encourage and prepare students to develop skills and aptitude through the application of the health sciences. DoDEA recognizes the mounting evidence demonstrating that physical activity increases academic achievement while also developing fit bodies and socially-emotionally well children and adolescents. Projects with this focus should foster educational opportunities that advance individual student, school or local community innovation, or where the convergence of ideas at the intersection of different fields gives rise to new solutions engaging technologies. Projects with this focus may choose to focus on a singular component of STEAM (i.e. Science-only).

C. Program Authority: Authority for MCASP is provided by the following: Section 574 (d) of P.L. 109-364; Title 10 U.S.C. Section 2192(b) and Title 10 U.S.C. Section 2193a.

II. AWARD INFORMATION

- A. Funding Availability:** DoDEA anticipates that approximately \$20,000,000 will be available in FY 2020 for this announcement. Proposed projects will be 54 months in duration and the total federal amount requested from DoDEA for each project must be no less than \$500,000 and no more than \$1,500,000 for all years of the project, including direct and indirect costs. Applicants are required to use the first year of their award as a planning year. During this year, the grantee is expected to refine the project and evaluation plans, provide professional learning, secure necessary resources, and fulfill staff positions. Any project requesting total federal support from DoDEA of less than \$500,000 or more than \$1,500,000 total for all years will not be considered for funding. DoDEA anticipates funding awards under this BAA year will be announced by September 30, 2020.

The amount available through this announcement will be dependent upon final FY 2020 budgetary decisions. Publication of this notice does not obligate DoDEA to award any specific project or to obligate any available funding. If any applicant incurs any costs prior to receiving an award agreement from the authorized DoDEA Grant Officer or DoDEA Grant Program Manager, the applicant does so solely at his/her own risk of such costs not being included under an award if an award is made to the applicant. Pre-award cost are not allowed under this award, unless prior approval has been given by the DoDEA Grants Officer or DoDEA Grant Program Manager in accordance with 2 Code of Federal Regulations (CFR) 200 Section 308 (d) and Section 407.

All participating schools must have **10 percent or greater** military-connected student enrollment for school year (SY) 2019-20. The enrollment numbers should be verifiable from the district's U.S. Department of Education Impact Aid totals and/or the State Military Student Identifier data. Figure 2 outlines the funding formula for this opportunity which is based ONLY on the *total number of military-connected students at eligible school(s)*.

Figure 2. DoDEA FY20 MCASP Grant Funding Formula

Number of Military-Connected Students at Target School(s)	Award Amount (Total for 5 years)
500 or fewer	\$500,000.00
500 – 1,000	\$750,000.00
1,001 – 1,500	\$1,000,000.00
1,500 or greater	\$1,500,000.00

- B. Project/Award Period:** Applications must cover a project period of 54 months to be eligible for merit review. Start dates may vary depending on the date of the official award letter is signed. Applicants selected to receive funding may be asked to modify the project start date.

III. ELIGIBILITY INFORMATION

- A. Eligible Applicants:** Eligible applicants for this funding opportunity are limited to PK-12 public LEAs in the United States. For-profit organizations, foreign institutions, and individuals are not eligible to apply. Likewise, federal agencies or current federal employees are not eligible to receive federal assistance under this announcement but may be project partners. Current DoDEA grant recipients are eligible to apply. Awards will be made to LEAs on behalf of their eligible school(s).

Although funding is contingent upon military-connected student enrollment, it is expected that the proposed projects may serve all students at the target schools. LEAs can submit only one application on behalf of its eligible school(s). The following three caveats should be noted:

- Projects must focus primarily on military-connected students and include impacts that are demonstrable and measurable.
- If a second subgroup is identified within the military-connected student subgroup, both subgroups must be demonstrable and measurable.
- Districts must be able to disaggregate military-connected student data.

Competitive Preference Priorities (20 additional points possible): This competition includes up to two (2) priority areas for applicants to earn additional points.

- **New applicants:** Applicants may receive **10 additional points** if the LEA has never previously received a DoDEA grant award.
- **Health Sciences Priority:** Health Science is an applied science that focuses on the study of the human body's ability to improve, maintain or restore health and well-being. Projects that include a health science goal that develops knowledge and skills through multidisciplinary study, or the application of healthy physical and mindful wellness activities **may receive up to 10 additional points**. Examples of projects that may receive these additional points include any of the following: real-world problem solving projects (e.g. sustainable planet through nutrition), student centered project-based learning (e.g. meeting fitness grams goals through a school-based program); the implementation of any evidence-based strategies to provide 60 minutes of physical activity daily to improve student strength, endurance, enhance academic achievement and increase self-esteem in children and adolescents through scheduling and recess planning; the implementation of any practical or relevant courses that prepare students for Health Science career fields such as cooking/nutrition, sports science and physiology, skeleton/bone [endoskeletons/exoskeletons], CTE Health Science Career Pathway).

B. Cost Sharing or Matching Information: There is no cost share requirement; however, cost sharing is encouraged.

C. Other Criteria that Affect Eligibility: Applications that are lacking any of the required elements or do not complete the forms as prescribed in Section IV (B) (1) (2) (3) of this BAA will not be considered. All applications must be submitted through Grants.gov. **Emailed, faxed, or mailed application will NOT be accepted.**

IV. APPLICATION AND SUBMISSION INFORMATION

A. Application Package Submission: Applications can only be submitted through <https://grants.gov/>. Below is an overview of applying on <https://grants.gov/>. For access to complete instructions on how to apply for opportunities, refer to: <https://www.grants.gov/web/grants/applicants/apply-for-grants.html>.

To *Register to Apply* through Grants.gov, applicants should read the registration instructions carefully and prepare the information requested before beginning the registration process. Reviewing and assembling the required information before beginning the registration process will alleviate last-minute searches for required information. Grants.gov requires applicants to register with the system prior to submitting any application. This registration can take several weeks and involves multiple steps. To allow enough time for this process, applicants should register as soon as they decide they intend to apply, even if they are not ready to submit an application. Also, even if an applicant has registered with Grants.gov previously, the applicant's password may have expired or their System for Award

Management (SAM) registration may need to be renewed or updated prior to submitting to Grants.gov. Organization applicants can find complete instructions here:

<https://www.grants.gov/web/grants/applicants/registration.html>

How to *Submit an Application* to DoDEA via Grants.gov

Grants.gov applicants can apply online using Workspace. Workspace is a shared, online environment where members of a grant team may simultaneously access and edit different web forms within an application. For each funding opportunity announcement, you can create individual instances of a workspace.

- a. Create a Workspace: Creating a workspace allows you to complete it online and route it through your organization for review before submitting.
- b. Complete a Workspace: Add participants to the workspace, complete all the required forms, and check for errors before submission.
- c. Submit a Workspace: An application may be submitted through workspace by clicking the Sign and Submit button on the Manage Workspace page, under the Forms tab. Grants.gov recommends submitting your application package at least 48-72 hours prior to the close date to provide you with time to correct any potential technical issues that may disrupt the application submission.
- d. Track a Workspace: After successfully submitting a workspace package, a tracking number (GRANTXXXXXXXX) is automatically assigned to the package. The number will be listed on the Confirmation page that is generated after submission.

For additional training resources, including video tutorials, refer to:

<https://www.grants.gov/web/grants/applicants/applicant-training.html>

Applicant Support: Grants.gov provides applicants 24/7 support via the toll-free number 1-800-518-4726 and email at support@grants.gov. If you are experiencing difficulties with your submission, it is best to call the Grants.gov Support Center and get a ticket number. (DoDEA grant staff is unable to provide Grants.gov technical support.). LEAs should sign up for email notifications to receive alerts regarding any changes to this announcement.

All applications must be received by 11:59 PM Eastern time on Friday, May 22, 2020. Proof of timely submission is automatically recorded by Grants.gov. An electronic date/time stamp is generated within the system when the application is successfully received by Grants.gov. The applicant Authorized Organization Representative (AOR) will receive an acknowledgement of receipt and a tracking number (GRANTXXXXXXXX) from Grants.gov with the successful transmission of their application. Applicant AORs will also receive the official date/time stamp and Grants.gov Tracking number in an email serving as proof of their timely submission. When DoDEA successfully retrieves the application from Grants.gov, and acknowledges the download of submissions, Grants.gov will provide an electronic acknowledgment of receipt of the application to the email address of the applicant with the AOR role. Again, proof of timely submission shall be the official date and time that Grants.gov receives your application. Applicants using slow internet, such as dial-up connections, should be aware that transmission can take some time before Grants.gov receives your application. Do not wait until the deadline to apply – please apply early as late submissions will not be accepted! Again, Grants.gov will provide either an error or a successful received transmission in the form of an email sent to the applicant with the AOR role. The Grants.gov Support Center reports that some applicants end the transmission because they think that nothing is

occurring during the transmission process. Please be patient and give the system time to process the application.

After the application is submitted through Grants.gov, the AOR will receive two e-mails. It is extremely important that the AOR watch for and save each of the e-mails. The two e-mails are:

First Email – The applicant will receive a confirmation page upon completing the submission to <https://beta.sam.gov>. This confirmation page is a record of the time and date stamp that is used to determine whether the proposal was submitted.

Second Email – The applicant will receive an e-mail indicating that the proposal has been validated by <https://beta.sam.gov> within two days of submission (This means that all the required fields have been completed). After an institution submits an application, Grants.gov generates a submission receipt via email and also sets the application status to “Received.” This receipt verifies the Application has been successfully delivered to the Grants.gov system. Next, Grants.gov verifies the submission is valid by ensuring it does not contain viruses, the opportunity is still open, and the applicant login and applicant DUNS number match. If the submission is valid, Grants.gov generates a submission validation receipt via email and sets the application status to “Validated.” If the application is not validated, the application status is set to “Rejected.” The system sends a rejection email notification to the institution, and the institution must resubmit the application package. Applicants can track the status of their application by logging in to Grants.gov.

B. Content and Form of Application: An application must include all elements (1) through (3) below; elements (4) through (6) are optional but recommended. Failure to provide this information in the required format and within prescribed page limits may result in the application being excluded from further review. Any non-requested elements submitted as part of a full application package will be removed from the application prior to merit review.

(1) **Required Federal Forms.** At the time of application submission, applicants must complete and submit the following federal forms with signatures of the Authorized Representative of the submitting LEA. (Note: submission through Grants.gov results in automatic electronic signatures on these forms; however, physical signature is required. Please ensure to upload signed documents to application package. Only the forms that are attached to this specific announcement in Grants.gov are acceptable):

- (i) SF-424, Application for Federal Assistance
- (ii) SF-424-A, Budget Information, Non-Construction Programs
- (iii) SF-LLL, Certifications Regarding Lobbying
- (iv) Project Narrative Attachment File
- (v) Budget Narrative Attachment File

(2) **Project Narrative.** Applicant’s narrative must include all subsections listed in Section V of this BAA and follow the standards set forth below:

- A page is 8.5" x 11", one side only, with 1" margins at the top, bottom, and sides.

- Single space all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs.
- Use a 12-point font; titles may be larger; charts may use a 10-point font.
- Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial. Applications submitted in any other font will not be considered.
- Narrative should be no longer than 30 pages. This page requirement does not include cover page, table of contents, charts, tables, figures, and graphs.

(3) **Detailed Budget.** Provide a detailed budget table that clearly identifies and justifies the cost of separable elements of the proposed work and correlates with the budget narrative and sustainability section written in the project narrative. The detailed budget table must include a detailed year-by-year breakdown by category of cost separated into federal and non-federal categories (if applicable). The detailed budget should be sufficiently detailed to enable a clear understanding of the cost breakdown and calculations used to derive the line item subtotals in each object class of the SF-424A budget. The budget should be written with enough detail to allow DoDEA staff and the review panel the ability to evaluate the level of effort proposed by the project. The budget must include all anticipated expenses in order to realistically describe for reviewers what resources will be necessary to carry out the project. DoDEA staff will review budget information in recommended applications to determine if costs are allowable, allocable, and reasonable. (See Section VIII (B) Appendix B for sample Detailed Budget Table). The following funding requirements apply to all awarded grants under this announcement:

- **Personnel:** For grant purposes, the funding category, Personnel, includes the salaries of full-time equivalent (FTE) and non-FTE positions. Under this announcement, FTEs are considered key personnel who will spend 50% or more of their time implementing the goals of this grant project (i.e. Project Director, Full time STEAM Coach, etc.). Up to 25 percent of the total federal funds may be allocated to these positions. Examples of non-FTE personnel costs include stipends for teachers, wages for afterschool tutors, and the cost of substitute teachers. FTE and non-FTE positions must be clearly delineated on the detailed budget (See Section VIII (B) Appendix B). The salaries and/or stipends for every FTE and Non-FTE plus the percent of time and/or number of months/hours devoted to the project must be specified. If an exception to the 25% allocation for FTEs is needed, the applicant must justify within their budget narrative section of the project narrative why this exception is warranted.
- **Fringe benefits:** Fringe benefits are defined as costs in the form of employer contributions or expenses for social security, employee life, health, unemployment, and worker's compensation insurance, as well as other similar benefits for employees who are expected to work solely on this grant. The overall cost of each type of benefit to include the percentage rate at which it is paid must be listed in the applicant's detailed budget.
- **Travel:** Cost (i.e., transportation, lodging, meals while on official travel), a description of anticipated travel, destination, total number of travelers is required per line item. If the actual trip details are unknown, applicants should state the basis for the proposed travel costs. Applicant should refer to their written travel policy for guidance regarding acceptable travel cost. In the absence of an acceptable, written non-federal entity policy regarding travel costs, the rates and amounts established under 5 U.S.C. 5701-11 ("Travel and Subsistence Expenses; Mileage Allowances"), or by the General Services Administration federal travel per diem rates at <https://www.gsa.gov/travel-resources>. As a condition of accepting this grant award, at least three, but no more than four persons are required to attend the FY 2020 post award Community of Practice meeting. The project director and one day-to-day staff member (preferably a business/finance LEA staff member) are required to attend this meeting, which is expected

to occur in November 2020. Applicants may allocate a \$5,000.00 line item in their travel budget to attend this meeting for the first year and each subsequent year of the grant period of performance. Any remaining funds not expended for the post-award meeting may be reallocated to other grant expenditures.

- **Equipment:** Equipment is defined by the 2 CFR §200.313 as tangible, nonexpendable, personal property, and/or information technology systems having a useful life of more than one year and an acquisition cost of \$5,000.00 or more per unit. An applicant is expected to be familiar with the management requirements and disposition of equipment as listed in the 2 CFR §200.313, if the LEA chooses to acquire equipment for grant implementation. All equipment, if procured, will be tracked annually through the completion of the Tangible Personal Property Report (SF-428). This is a standard federal form for awarding agencies to collect information on tangible property (i.e. equipment). The form consists of cover sheet (SF-428) and three attachments to be used as required: Annual Report, SF-428-A; Final (Award Closeout) Report, SF-428-B; and a Disposition Request/Report, SF-428-C. A Supplemental Sheet, SF-428-S, may be used to provide details on individual items.
- **Supplies:** Supplies are defined by the 2 CFR §200.314 and §200.453 as materials, supplies, and fabricated parts to include costs of computing devices. Supplies are generally less than \$5,000 per unit item. Supplies must be listed on the applicant's detailed budget by quantity and price per unit item. (See Section VIII (B) Appendix B).
- **Contractual:** A contract is a legal instrument by which a non-federal entity purchases good and services needed to carry out the project under the Federal award, per 2 CFR §200.22. Procurement standards are identified in 2 CFR §200.317-200.326. All procurement transactions under this award must be conducted in a manner providing full and open competition consistent with the standards identified in 2 CFR §200.319. All grants are required to have a third-party evaluator. Up to 5% of the total federal funds may be allocated to this position. The third-party evaluator must not be a current employee of the LEA. To ensure objectiveness, creativity, and accountability in monitoring and evaluation, a returning grantee may not use the same third-party evaluator listed on more than two active DoDEA grants for that LEA. To be inclusive, we highly recommend that the grantees select an evaluator competitively using outside avenues, such as by contacting local universities, research/evaluation organizations, and posting jobs on professional websites to hire qualified evaluators.
- **Other:** Food and beverage costs, except for subsistence costs associated with authorized travel (per diem), are not allowable. Pre-award costs such as the costs incurred by the applicant prior to the start date of the period of performance of the award such as registration fees, subscriptions and warranties are allowable; however, the awardee must receive written approval from the DoDEA Grant Officer or DoDEA Grant Program Manager before incurring any pre-award costs. If the applicant will be including pre-award costs, please email DoDEA at DoDEAGrants@dodea.edu for prior approval.
- **Indirect costs:** Indirect costs as defined in 2 CFR §200.56 are also referred to as "facility and administrative" cost and incurred for a common purpose benefiting the LEA in a capacity more than grant execution. Indirect costs may include the cost of materials supplied from stock or services rendered by specialized facilities. For example, the salaries of administrative and clerical staff should normally be treated as indirect costs and reflected on the detail budget. Applicants must indicate the rate at which their indirect costs have been calculated on their detailed budget and provide a description of the indirect costs in their budget narrative. Indirect cost for this funding opportunity will be using the federal governments de minimis rate of 10%. Applicants are not required to allocate indirect costs for this funding opportunity (See Section VII (B) Appendix B).

(4) **Supporting documents.** Supporting documents should include needs assessment data, résumés of key personnel, and a bibliography. Memorandums of understanding/agreements (MOUs) that LEAs

have with local partners may be included.

(5) **References Cited.** If literature references are cited in the project narrative, then a References Cited section should be included. Each reference should include the names of all authors in the same sequence in which they appear in the publication, the article title, publication or publication title, volume number, page numbers, and year of publication. While there is no established page limit, this section must include bibliographic citations only and must not be used to provide substantive information outside the 30-page project narrative.

(6) **Letters of Commitment.** If substantive partnerships are described in the project narrative, letters of commitment should be provided. Letters of commitment are important for demonstrating the concrete involvement of project partners (including DoD partners) and are reviewed as part of the application. Project partners are strongly encouraged to submit letters of commitment indicating their interest in the topic and format of the proposed project, their willingness to participate in the project, and how the project complements their strategic priorities.

C. Intergovernmental Review: Applications submitted to this funding opportunity are not subject to Executive Order 12372, Intergovernmental Review of Federal Programs.

V. APPLICATION REVIEW INFORMATION

A. Evaluation Criteria: Applications are due Friday May 22, 2020 by 12:00 PM (EST). All applications must be submitted electronically via [Grants.gov](https://grants.gov). Applications received after the deadline will not be considered.

The Project Narrative, to include all sections, may not exceed 30 pages in length. The Project Narrative must describe, in enough detail, how the project will be implemented and address the Evaluation Criteria below. The Project Narrative will be reviewed and scored according to the quality of the responses to the requirements in the below Sections I-VIII. Applicants who have received a previous DoDEA grant will also be reviewed based on their performance history—including compliance with applicable reporting requirements, expenditures of the previous grant funding, and the extent to which any previously awarded amounts will be expended prior to a potential award from this grant announcement, and conformance to the terms and conditions of their previous Federal awards. Applicants must also demonstrate how the previous grant project relates to the new grant activities being proposed, show evidence that the intervention worked, and provide data from the current grant evaluation of the effectiveness—both qualitative and quantitative data.

Section I: Overview Materials

(Materials in this section are required but are not scored. If these materials are not provided, the grant application will not be reviewed.)

The purpose of this section is to provide needed information on your district, eligible schools, and military-connected students.

Cover page:

The cover page must include all contact information (including mailing address), names of military installations served, focus areas (with subgroups if applicable), enrollment data for eligible schools and the district, and an authorized signature (see Section VIII (B) Appendix A for a template).

Abstract:

An abstract of no longer than 250 words is required. The abstract should be a concise overview of the objectives of the project, project activities, location of the project, expected outcome(s), and the

proposed rationale/impact for the work. Please note that project abstracts of applications that receive funding may be posted on program-related websites and/or included in notices that DoDEA may send to members of Congress.

Table of Contents:

The project narrative should include an accurate table of contents.

Section II: Needs Assessment and Rationale for the Project (10 points total)

A needs assessment determines and presents the needs or “gaps” between the current condition and the desired outcome. A strong needs assessment will provide detailed information, including supporting data, on the current needs of military-connected students as it relates to the proposed project. Data presented **must be disaggregated** for military-connected students and provide a comparison to the general student population. The needs assessment must also include information on current and past efforts (funded by DoDEA and otherwise) to address any achievement gaps in the proposed focus area. Finally, this section will present past and current professional learning efforts for staff in the proposed focus area and present staff challenges and needs to be met in order to improve student outcomes in the focus area.

Reviewers will use the rubric included below to score applications.

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

Criteria for Military-Connected Students and Need	Evidence
Includes all populations impacted by project (e.g. military-connected students and any relevant subgroups).	
Provides academic achievement data comparison between military-connected students and the general student population (e.g. formative and summative assessments in state, LEA and/or project schools).	
Provides data that support the needs of military-connected students (e.g. data showing military-connected students performing below general student population in grade level, school, LEA, and/or state).	
Provides data directly supporting project goals. (e.g. if project focuses on improving math scores of military-connected students in grades 6-8, data show an achievement need for that student population in math).	
Presents data on technology needs, if applicable	
Identifies technology needs (e.g. devices, educational software, memberships, subscriptions) relative to the focus area(s).	
Explains how technology will address student achievement needs in the focus area(s).	

Reviewer will use rubric to score the application on the summary of effectiveness and evidence of impact from current and past efforts in direct student services to address the need (5 points).

Criteria	Evidence
If applicant has previously received a DoDEA grant, needs assessment includes specific successes and/or challenges from previous grants and lessons learned. (E.g. Did needs change? Did gap close? What will be repeated? What will be changed?) Provide the information requested in the format below.	
Project Name	
Award Amount	
PI/Director Name	
Project Focus and Goals	
Project Results	
Relevance to Current Proposal	
Explains how successes or lessons learned from past DoDEA grant or other grant-funded LEA efforts are incorporated into the new project.	
If relevant, explains efforts to increase parental/community involvement (e.g. increase communication, family nights, college fairs, financial aid sessions, apprenticeship programs, internships, collaboration).	

Section III: Project Goals and Design (10 points total)

Applicants are permitted to include up to three STEAM-focused goals. Each goal may not have more than three strategies and should be written as a SMART (Specific, Measurable, Attainable, Relevant, and Time-bound) goal (see example below). These should be the same goals used in Section VII: Evaluation. Strategies to support the goals must be related to improving student outcomes related to the SMART goals. Choose up to three (3) broad strategies from below or create your own strategies:

- Extracurricular activities
 - After-school STEAM clubs
 - Student STEAM-related competitions
 - Summer STEAM programs
- In-class curriculum and instruction support
 - Project-based learning
 - Integrating social emotional learning with STEAM in the classroom
 - Providing opportunities to earn industry recognized STEAM careers certifications and credentials
 - Establishing pre-apprenticeship and apprenticeship opportunities
 - Embedding work-based learning activities
- Organizational capacity building

- Implementing train-the-trainer or mentoring STEAM programs
- Building faculty capacity to use student data to target student learning needs
- Developing community support for STEAM education for targeted schools (with businesses/military partnerships and higher education collaborations)
- In-class technology supports
 - Electronic white boards
 - Tablets/laptops
 - Educational software
- Tutoring
- Virtual classes (e.g. completely online virtual classrooms, blended classrooms, flipped classrooms)

SMART Goal Example:

Increase the percentage of military-connected middle level students in grades 6-8 scoring proficient or above in the SBAC science assessment during the grant cycle to 60%. (Currently 48%)

Measures (Examples)

- Student performance in STEAM courses in statewide, districtwide and/or schoolwide benchmark assessments
- Student performance in ALEKS (AI-adaptive learning and assessment web-based platform)
- Student performance in AP courses (STEAM and interdisciplinary such as AP Seminar and AP Research)
- Student performance in college entrance exams (e.g., ACT Math, ACT Science, ACT overall, and Accuplacer)
- Enrollment and completion in dual enrollment STEAM courses
- Enrollment, grade and completion in CTE courses
- Number and percentage of students earning industry-recognized credentials
- Number and percentage of students matriculating to higher grades and grade groupings (regular and honors) and higher education STEAM programs with articulation agreements

Goal:				
Strategy/Activity Category: Extracurricular Activity, In-class curriculum and instruction support, In-class Technology supports, Tutoring, or Virtual classes	Specific Activity	Target/Direct Audience	Research or Evidence Base	Current, New, or Enhanced Intervention (Note that New and Enhanced Intervention will happen based on grant award)

Reviewers will use the rubric included below to score applications.

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

Criteria	Evidence
Project has no more than three (3) 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 <u>over time</u> and should not maintain the status quo.	
Goals reference STEAM academic achievement or other quantifiable measure for military-connected students (e.g. state assessments, graduation rate, advanced placement (AP) exams, dual college course enrollments and completions, health assessments, mental health assessments, 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.	
Strategies align with the goal and the needs identified. (3 points)	
No more than three (3) strategies per SMART goal.	
Strategies are aligned to need and relevant to meeting the SMART goal.	

Reviewers will use the rubric to score application: Presents information on district's past and current staff professional learning efforts (3 points).

Criteria	Evidence
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 (e.g. additional substitutes, teacher training in CCR-STEAM standards curriculum and instruction, content specialists, coaches, PLCs).	
Includes current challenges in offering professional learning (e.g. administration/teacher buy-in, available planning time, contract hours).	

Section IV: Project Planning Year (15 points total)

In this section, applicants provide information in their narrative (5 points) about *how* the project director will (1) use the planning year (Year 1) to (1) build strong communication systems so all stakeholders understand the purpose of the project and know how to get involved; (2) involve project school staff in planning-especially leadership and budget/finance staff; (3) identify key activities to prepare for each strategy's implementation; (4) provide professional learning and develop a plan for ongoing professional learning to support staff practice in applying strategies with fidelity, (5) research the proposed strategies and develop specific plans with timelines, milestones, and responsible people for implementation, (6) collaborate with the evaluator to plan for an evaluation approach with the appropriate data collection, evaluation tools, and measures, (7) identify military installation and business partners and institutions of higher education and other collaborators, and (8) identify ongoing technical assistance needs and sources for providing those services (i.e., DoDEA ETAC, school or district, or third-party vendor).

In addition, applicants will fill out the provided template (10 points) to detail planning year activities and timelines. Applicants may add as many rows to the template as they need to address their expected activities. However, applicants may not include more than 3 goals and no more than 3 strategies per goal. An example of a filled-in Planning Year template is provided in **Appendix D**.

Reviewer Rubric (from the narrative): Overall approach for the planning year, including establishing planning year activity milestones, namely, *how* the project director will (5 points).

Criteria	Evidence
Identify the stakeholders and sustainability planning team members, and frequency of meetings.	
Determine what is communicated to each stakeholder group.	
Establish a system for regular communication with all stakeholders so they understand the purpose of the project and know how to get involved. This includes the point of contact at each target school and other leadership as necessary.	

Involve staff at each target school in planning instructional strategy implementation in their schools and identifying military-connected students to involve in the project.	
Provide, or arrange for, appropriate professional learning opportunities to prepare staff to implement strategies with fidelity.	
Collaborate with the evaluator to determine a plan for appropriate data collection methods and tools necessary to monitoring and revising implementation as needed.	

Reviewer Rubric (from the template): Overall approach for Planning Year strategy preparation and professional learning to *prepare* staff to implement strategies (10 points).

Criteria	Evidence
Establish a communication plan with materials and timeline and responsible persons.	
Determine metrics and milestones to benchmark progress in preparation of staff for implementation.	
Establish key strategy implementation activities, data collection tools and metrics to ensure the activity occurred, and a timeline.	

2020 MCASP DoDEA PLANNING YEAR TEMPLATE				
District:				
Project Name				
Number of Elementary Schools:		Number of Military-connected Students:		
Number of Middle Schools:		Number of Military-connected Students:		
Number of High Schools:		Number of Military-connected:		
Students: Number of Other Schools (e.g. K-8, Virtual):		Number of Military-connected Students:		
Communication and Implementation Plan <i>(Communicating about the project purpose to and seeking input from such groups as school board, district staff, staff and parents at target schools, military installation, and community stakeholders. Advertising the project to such groups as school board, district staff, staff and parents at target schools, military installation, and community stakeholders at the beginning of the project: e.g. build project website; add project page to district/school website; create Twitter handle and feed; create district and/or school newsletter; email to parents at involved schools; report to school board; report to business community or chamber of commerce; create announcement flyer in military installation and local libraries.)</i>				
Target Audience	Type of Communication	First Month of Communication	Frequency of Communication	Responsible Person's Role
Directions for filling in cells (REMOVE DIRECTIONS IN YOUR APPLICATION)				
Strategy Category - Extra-curricular - In-class Support - Building Organizational Capacity - Technology - Tutoring - Virtual Learning	<i>What activities are needed during the planning year to ensure strategies are implemented with fidelity?</i> <i>Tool: What tool is needed to ensure strategy is in place? TBD with Evaluator</i>	<i>Name a month or range of months when these activities will occur</i>	<i>What type of professional learning is needed during the planning year to ensure staff are ready to implement strategies with fidelity?</i> <i>Tool: What tool is needed to capture attendance and/or satisfaction? TBD with Evaluator</i>	<i>Name a month or range of months when these activities will occur</i>
Goal 1: Improve XXX achievement of YYY level military-connected students as measured by ZZZ during the grant cycle				
Strategy Category: - Extra-curricular - In-class Curriculum and Instruction Support - In-class Technology Support - Tutoring - Virtual Learning	Strategy Preparation Activities Tool: TBD with Evaluator	Month	Professional Learning that Prepares for Strategy Implementation Tool: TBD with Evaluator	Month
Strategy 1	Preparation Activity Tool: TBD with Evaluator		Professional Learning Tool: TBD with Evaluator	
Strategy 2	Preparation Activity Tool: TBD with Evaluator		Professional Learning Tool: TBD with Evaluator	

Strategy 3	Preparation Activity		Professional Learning	
	Tool: TBD with Evaluator		Tool: TBD with Evaluator	
Goal 2: Improve XXX achievement of YYY level military-connected students as measured by ZZZ during the grant cycle				
Strategy 1	Preparation Activity		Professional Learning	
	Tool: TBD with Evaluator		Tool: TBD with Evaluator	
Strategy 2	Preparation Activity		Professional Learning	
	Tool: TBD with Evaluator		Tool: TBD with Evaluator	
Strategy 3	Preparation Activity		Professional Learning	
	Tool: TBD with Evaluator		Tool: TBD with Evaluator	

Section V: Project Implementation Years (20 points)

Applicants should include a narrative (5 points) explaining *how* the project director will manage the project during Year 2 (the first year of implementation) through Year 5 (final year of implementation and close out) to ensure that: (1) project school staff continue to be supported when implementing strategies; (2) strategies are implemented, monitored, and redirected as data dictates, (3) the evaluator receives necessary data to analyze project implementation and outcomes, (4) the barriers to implementation are addressed in a timely manner, and (5) project activities and outcomes are communicated to key stake holders. Additionally, the narrative should explain the capacity for data management to include the applicant's capacity has to identify, track, and disaggregate data for (1) military-connected student population, (2) professional learning efforts, and (3) technology (if applicable).

Applicants will fill out the provided template (15 points) to detail Year 2 (the first year of implementation) strategies, professional learning activities, and a timeline. Strategies, professional learning activities, and approximate timelines will continue during years 3-5. Applicants may add as many rows to the template as they need to address their expected activities. However, applicants may not include more than 2 goals and no more than 3 strategies per goal. An example of a filled-in Year 2 Implementation template is provided in **Section VIII (B) Appendix E**.

Reviewer Rubric (from the narrative): Overall approach to Year 2 strategy implementation including establishing Year 2 implementation activities, namely, *how* the project director will do the following (5 points).

Criteria for Overall Approach to Year 2 Implementation	Evidence
Describes how the project director will:	
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 outside 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.	
Communicate with all stakeholders about project implementation progress and student outcomes.	

Reviewer Rubric (from the template): Overall approach for Year 2 implementation of strategies and professional learning to support staff who implement strategies (15 points).

Criteria	Evidence
Build on the communication plan established during the planning year to continue information flow and encourage input and involvement from community stakeholders.	
Determine key implementation activities to support each strategy and when activities should be implemented (determining effectiveness of activities will be established AFTER award).	
Maintain appropriate types of professional learning opportunities (e.g. job-embedded coaching, demonstration classroom, coach-supported PLCs, and ongoing sessions from experts) and when they should be implemented (determining effectiveness of different types of professional learning for changing staff practice will be established AFTER award).	

2020 MCASP DoDEA IMPLEMENTATION YEAR TEMPLATE				
District:				
Project Name:				
Number of Elementary Schools:		Number of Military-connected Students:		
Number of Middle Schools:		Number of Military-connected Students:		
Number of High Schools:		Number of Military-connected Students:		
Number of Other Schools (e.g. K-8, Virtual):		Number of Military-connected Students:		
Communication Plan (Communicating about the project implementation to and seeking input from such groups as school board, district staff, staff and parents at target schools, military installation, and community stakeholders. Providing updates on the project to such groups as school board, district staff, staff and parents at target schools, military installation, and community stakeholders at the beginning of the project: e.g. maintain project website; regular updates to project page on district/school website; regular information on Twitter feed; regularly distribute district and/or school newsletter; email updates to parents at target schools; provide regular reports to school board, business community or chamber of commerce; distribute activity announcement flyer in military installation and local libraries.)				
Target Audience	Type of Communication	Description of Communication	Frequency of Communication	Role of Responsible Person
Directions for filling in cells (REMOVE DIRECTIONS IN YOUR PROPOSAL)				
- Extra- curricular - In-class Curriculum & Instruction Support - In Class Technology Support - Tutoring - Virtual Learning				
Strategy 1	Activity		Professional Learning	
	Tool: TBD with Evaluator		Tool: TBD with Evaluator	
Strategy 2	Activity		Professional Learning	
	Tool: TBD with Evaluator		Tool: TBD with Evaluator	
Strategy 3	Activity		Professional Learning	
	Tool: TBD with Evaluator		Tool: TBD with Evaluator	
Goal 1: Improve XXX achievement of YYY level military-connected students as measured by ZZZ during the grant cycle				
Strategy 1	Activity		Professional Learning	
	Tool: TBD with Evaluator		Tool: TBD with Evaluator	
Strategy 2	Activity		Professional Learning	
	Tool: TBD with Evaluator		Tool: TBD with Evaluator	
Strategy 3	Activity		Professional Learning	
	Tool: TBD with Evaluator		Tool: TBD with Evaluator	

Section VI: Project Leadership (15 points)

For this section, applicants will describe expectations for the project director and an outside evaluator, two key leadership positions for the project. There should be clear delineation of these roles. Support staff positions (names, if known, should be included and noted whether they are compensated through the grant). If so, state what percentage of their compensation is provided through the DoDEA grant funds. Please note that the project director position is required to be from .5 to 1.0 FTE. Applicants should also include a statement explaining how the project director and outside evaluator will collaborate to perform evaluation tasks included below.

Reviewers will use the rubric included below to score applications. Presents criteria for the Project Director (7 points). Applicants should include a brief statement explaining *how* the project director will do the following.

Criteria Describes how the project director will:	Evidence
Use background knowledge and experience to direct a project with the chosen focus.	
Address the project barriers and challenges (e.g. poor staff buy-in, school leadership turnover, low bandwidth 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.	
Collaborate with project school leadership(s) and district leadership to command authority to direct the project in target schools.	
Provide the outside evaluator with formative and summative project data to analyze project progress and student outcomes.	

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.*

Presents Criteria for the Outside Evaluator (6 points)

Applicants should include a brief statement demonstrating that the outside evaluator has expertise in.

Criteria Describes the Evaluator's expertise in:	Evidence
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/or STEAM.	

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 outside evaluator that is no more than two pages in length. *If the outside evaluator is TBD, applicants should provide a description of the criteria they will use to advertise the position.*

Overall Approach to Evaluation Responsibilities (2 points)

Provide annual analysis for process and summative data provided by the project director.

Criteria	Evidence
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 total)

For the Evaluation Section, applicants will provide information about how their project will be evaluated to ensure that the project meets its outcome targets. A successful evaluation plan provides methods and benchmarks to answer the big and small questions. Your small questions should align with your planning and implementation timeline to make sure you are meeting your benchmarks. Big questions are those you will use to evaluate the overall effectiveness/impact of the applicant's grant project.

Figure X. Examples of Big and Small Questions

Big Questions (Examples)	Small Questions (Examples)
To what extent did the project meet its SMART goals (Section III)?	To what extent are participants (military-connected students and staff) improving?
What aspects of the project are successful?	What are the barriers to success and how did the project address these barriers?
What can we learn from the project?	What are recommendations for moving forward with sustainability?

Crosswalk of Evaluation Plan of Action for Grant Years 1 through 5 Template

Big Question	Annual Milestone/Target	Grant Year/Data Collection Timeline	Data Collection Source/Instruments	Analysis
To what extent did the project reach its SMART Goals?	(If applicable) Setting/resetting baseline performance benchmark, % buy-in/satisfaction of teachers, administrators, and other stakeholders	Year 1-Planning Specifics on what data for which year to determine baseline. Note that for last year of the grant, the summative evaluation would tap into data that is 1 year behind from when the project ends.	Ex: Project Documents, Correspondence, Surveys, Interviews, Focus Groups, Observations, Site Visit, Student Performance Data (but being more specific per project design)	Formative Evaluation Descriptive Statistics Inferential Statistics
What aspects of the project are successful?				
What has the district learned from the project?				
Small Question	Annual Milestone/Target	Grant Year/Data Collection Timeline	Data Collection Source/Instruments	Analysis
To what extent are participants (military-connected students and staff) improving?				
What are the barriers to success and how did the project address these barriers?				
What are recommendations for moving forward with sustainability?				

Overall approach to Evaluation (10 points)

Applicants should provide information about how the project director will collect the necessary data to answer these big and small questions. The evaluation plan should include how the evaluator will review process as well as summative data to author the evaluation report at the end of each year.

Criteria for Evaluation Plan	Evidence
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 <i>and</i> 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 and Initial Sustainability Plan (20 points total)

Please note: Grant funds must be used for projects that *directly* support students. They cannot be used for projects that only support staff professional learning.

The budget narrative should provide explanations for the appended detail budget table, explain how the budget would be spent and how it is cost effective. Sustainability planning also means determining what activities should be continued, eliminated or taken on by another initiative or school function once grant funding ends. Planning to identify other sources of funding including community and philanthropic organizations, higher education institutions, other federal and state agencies, and businesses. Also, consider how regular school and district funding allocations can be used to sustain the effective grant activities. Community backing through passage of bonds, for example, can help in making purchases (e.g., labs) that are later open to the public with user fees for consumable supplies.

Sustainability planning goes beyond the dollars. The sustainability plan should explain, in detail, how project data will be used to sustain the project after the funding cycle. It means creating a roadmap for how the grant project will continue and achieve its intended impact in your school or district throughout and beyond the grant funding, even when there are obstacles. Sustainability planning can strengthen buy-in through communication with stakeholders (school boards, district and school administrators, teachers, and 3rd-party vendors (e.g., afterschool programming), parents and community. It should also include succession planning to prepare for when inevitable staffing changes occur.

Reviewers will use the rubric included below to score applications on a Clear Overview (10 points).

Criteria	Evidence
Provides a clear overview and rationale for how	

grant dollars (and any matching funds) will be allocated.	
Describes existing resources and other support the LEA expects to receive for the proposed project. This may include any resources or support (monetary or in-kind) applicants expect to receive from community partners. A letter of support from the community partner (if applicable) should be included as an appendix. The letter should provide details about the resources and/or support that will be provided to the applicant as part of the project.	
Provides an overview of LEA grant internal control processes.	
Identifies how project leaders will track budget expenditures.	
Identifies the role/position and FTE for each 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 district standards for inventory control for supplies and equipment.	

Sustainability Plan (10 points)

Provides detailed description of your initial sustainability plan and how you will continue to refine your sustainability plan throughout the life of your grant. You will be required to provide an updated version of your sustainability plan annually with your annual report submission. See appended Sustainability Plan. Criteria	Evidence
Provides information on how you will use project data to build the sustainability plan.	
Addresses awareness of the financial needs to sustain program.	
Identify potential partners—military installation, business, community, and other stakeholders.	
Identifies succession plan for staffing.	
Identifies the members of the grant project sustainability planning team.	

B. Review and Selection Process:

MCASP applications are peer-reviewed using the evaluation criteria listed throughout this BAA, with DoDEA making the final award selections. Applications may receive a maximum score of 100-120 points.

Narrative (30-page maximum)	Points
I. Overview Materials	(not scored)
II. Needs Assessment	10
III. Project Goals	10
IV. Project Planning Year	15
V. Project Implementation Year	20
VI. Leadership Roles	15
VII. Project Evaluation	10
VIII. Budget Narrative and Sustainability Plan	20
Total	100
Competitive Preference Priority: New Applicants	10
Competitive Preference Priority: Health Sciences	10
Total Possible	100-120

All grants have a project performance period ending date of May 31, 2025.

Grantees are required to use the first year of the grant (2020 - 2021) as a planning year.

Selection Factors: Funding decisions are based on the following specific criteria:

1. Evaluation of risks posed by applicant to include performance history (returning grantees) and ability to effectively implement requirements.
2. Application scores, as determined by peer reviewers.
3. Availability of Federal funds.
4. Applications submitted under this BAA will be protected from unauthorized disclosure. Restrictive notices notwithstanding, one or more support contractors may be utilized as subject-matter-expert technical consultants. However, proposal selection and award decisions are solely the responsibility of the DoDEA Director, Grant Officer, and Program staff. Each support contractor employee that has access to technical and cost proposals submitted in response to this BAA will be required to sign a confidentiality agreement prior to receipt of any proposal submissions. In accordance with Office of Management and Budget (OMB) guidance in parts 180 and 200 of 2 CFR, in its DoD policy that DoD Components must report and use integrity and performance information in the Federal Awardee Performance and Integrity Information System (FAPIIS), or any successor system designated by OMB, concerning grants as follows:
 - a. The Federal awarding agency, prior to making a Federal award with a total amount of Federal share greater than the simplified acquisition threshold (2 CFR §200.88 Simplified Acquisition Threshold);, will review and consider any information about the applicant that is in the designated integrity and performance system accessible through SAM (see 41 U.S.C. 2313);
 - b. An applicant, at its option, may review information in the designated integrity and performance systems accessible through SAM and comment on any information about itself that a Federal

awarding agency previously entered and is currently in the designated integrity and performance system accessible through SAM;

- c. The Federal awarding agency will consider any comments by the applicant, in addition to the other information in the designated integrity and performance system, in making a judgment about the applicant's integrity, business ethics, and record of performance under Federal awards when completing the review of risk posed by applicants as described in 2 CFR §200.205 federal awarding agency review of risk posed by applicants.

VI. AWARD ADMINISTRATION INFORMATION

A. Technical Assistance: To help applicants develop high-quality applications, DoDEA has scheduled two optional technical assistance webinars for LEAs. The first webinar will focus on general technical assistance and be held on **Wednesday, February 12, 2020**. This webinar will be live. A recording and copies of corresponding materials are available on the Evaluation and Technical Assistance Center (ETAC) website homepage (www.dodeagrants.org). A pre-recorded webinar, focusing on goals and strategies, is also available. In addition, applicants are encouraged to consult Section VIII(B) Appendix C of this BAA, which provides answers to the most frequently asked questions about the program. Section VIII(B) Appendices D and E provides examples of filled-in planning year and implementation year templates required for Section V of the Project Narrative.

General Technical Assistance Webinar (live)

Wednesday, February 12, 2020 2:00 - 3:30 PM (EST)

Visit: <https://dodeagrants.org/> for login information.

B. Award Notification: Successful applicants will receive notification of their grant award, via email, no later than September 30, 2020. The Federal award signed by the DoDEA Grants Officer is the authorizing document for grant activities. The Federal award notification will be sent via email to the points of contact listed on the cover page of the application.

C. Administrative and National Policy Requirements: Grant awards are governed by the guidance in 2 CFR part 200, "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards," as modified and supplemented by the Department of Defense's (DoD) interim implementation found at 2 CFR part 1103, "Interim Grants and Cooperative Agreements Implementation of Guidance in 2 CFR part 200" (79 FR 76047, December 19, 2014), all of which will be incorporated by reference.

Provisions of Chapter I, Subchapter C of Title 32, CFR, "DoD Grant and Agreement Regulations," other than parts 32 and 33, continue to be in effect and will be incorporated by reference, with applicability as stated in those provisions. A copy of DoDEA's terms and conditions for Federal awards is located at: <https://www.DoDEA.edu/Partnership/upload/fy17grantcycle.pdf>

D. Reporting: Grant recipients are required to submit performance reports online on a semester basis. An interim evaluation and report on the year's activities with a financial report are due annually. Further guidance will be provided to grantees once awards are made. The reporting cycle is outlined below and will be the same for four years of the grant period. Year 5 of the grant is the closeout report and for that year only a fall semester report (due January 31) and final Closeout Report (Summative for Years 1-5) due before May 31.

Due Date	Report Type
JANUARY 31	Fall Semester Report
JULY 31	Spring Semester Report
OCTOBER 31	• Summer Semester Report • Annual Report • Annual Financial Report SF 425)

VII. AGENCY CONTACTS

DoDEA Grant Program Office
 Education Partnership and Resources
 Department of Defense Education Activity
 4800 Mark Center Drive
 Alexandria, VA 22350
 (571) 372-6026
DoDEAGrants@dodea.edu

VIII. OTHER INFORMATION

A. Definitions: Below are definitions of key words or phrases used in this announcement.

Military dependent (military-connected) student: 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. *We use military-connected throughout this BAA in place of military dependent.*

Outcomes: The changes that show movement toward achieving ultimate goals and objectives, e.g., the number of persons who, as a result of their participation in a project, demonstrate changes in: awareness and knowledge of specific concepts and/or issues; interest in and/or attitudes toward certain issues, careers, or courses of action; and behavior or skills. Outcomes may be changes that occur in the short term (e.g., knowledge, attitudes, skills and aspirations); medium term (e.g., practices and behaviors); or long term (e.g., social, economic, and environmental conditions). (Adapted from the Framework for Evaluating Impacts of Informal Science Education Projects (p.32, http://www.informalscience.org/sites/default/files/Eval_Framework.pdf).)

STEAM (Science, Technology, Engineering, Arts and Math): For the purposes of this BAA, STEAM is defined as the following broad categories and projects can include one or more of the following components:

- **Math:** Any mathematics material or courses to include advanced courses such as Advanced Placement (AP) algebra II, trigonometry and statistics/probability, algebra III, analytic geometry, International Baccalaureate (IB) mathematics, and discrete mathematics.

- Science and engineering: Any science and engineering material or courses to include advanced biology, chemistry, advanced environmental/earth science, health sciences, physics, engineering, AP/ IB biology, anatomy, physiology, and biotechnology. Advanced environmental/earth sciences include AP/IB environmental science, college preparatory and AP earth science, and geology. Engineering includes academic material and courses applying science and mathematics concepts and skills to engineering problems. Some specialized topics, such as aerospace materials, metallurgy, surveying/mapping sciences, and cartography also acceptable for application to this BAA.
- STEAM-related technical courses: Technical courses include computer/information science (computer science), engineering/science technologies, and health science/technology. Computer science courses include computer programming, logic, algorithms, and systems administration, but not word processing or other courses that instruct students in using software. Engineering/science technologies courses or material under this BAA should focus on instrumentation, equipment maintenance, and other technical tasks conducted in engineering and science occupations.

APPENDIX A
Sample Cover Sheet

**Department of Defense Education Activity (DoDEA) Military-
Connected Academic and Support Programs (MCASP)
Full Application, 2020**

XYZ School District

Promoting Military-Connected Student Excellence in Science

123 Main Street
Alexandria, VA 12233

Project Director

Name: John Smith
Title: STEM Coordinator
Phone: 123-456-7890 ext. 1
Email: jsmith@xyzschool.net

Alternate Point of Contact

Sarah Jones
Title: Director of STEM
Phone: 123-456-7890 ext. 4
Email: sjones@xyzschool.net

External Evaluator

Name: Karen Brown
Title: Evaluator
Phone: 456-123-7890 ext. 7
Email: kbrown@abcuniv.edu

Unique Entity Identifier (provided by SAM):

Total Funds Requested: \$

Military Installations Served:

Focus Area: Science

Grant Grade(s)/Level(s):

New Applicant? [Answer either Yes or No]

Health Science Focus? [Answer either Yes or No]

Target Schools	Grades	Enrollment, SY 2018-19			Percentage of Military
		Military	Non-Military	Total	
ABC Elementary School	K-5	100	150	250	40.0%
XYZ Elementary School	K-5	150	100	250	60.0%
XYZ Middle School	6-8	450	50	500	90.0%
Total for Grant Proposal	K-8	700	300	1,000	70.0%

Insert Abstract (no more than 250 words)

//physical signature of Sam Smith, Superintendent//

Authorized School District Representative Signature and Date

APPENDIX B
Sample Budget Table²

LEA: XYZ School District		Project Title: Promoting Military-Connected Student Excellence in Science			
DETAILED BUDGET					
Total Amount of Federal Funds Requested:		\$ 500,000.00			
Budget Categories	Description	Federal Amount Requested	Percentage of Federal Total	Non-Federal Funds	Goal and Strategy
Year 1: Date of Award-August 31, 2019					
Personnel					
* Project Coordinator	0.5 FTE to oversee project implementation	\$20,000.00	4%	\$10,000.00	All goals and strategies
* STEM Coach	0.5 FTE to provide teacher training and coaching	\$20,000.00	4%	\$10,000.00	All goals and strategies
Personnel Total		\$40,000.00	8%	\$20,000.00	
Fringe Benefits					
Project Coordinator/STEM Coach	FICA is calculated at 7.65%. Retirement is calculated at 18.89%. (FICA is \$51,000 x 7.65% = \$3,901.50) + (Retirement is \$51,000 x 18.89% = \$9,633.90) for a total of \$13,535.40.	\$2,500.00	1%	\$11,035.40	All goals and strategies
STEM Coach	Same as above	\$2,500.00	1%	\$11,035.40	All goals and strategies
Fringe Benefits Total		\$5,000.00	1%		
Travel					
* Post-Award Meeting	Travel to Post-Award Meeting	\$4,500.00	1%		All goals and strategies
* Travel for Professional Development	4 Teachers attending a regional summit on STEM technologies (Lodging at \$193.00 per night for 2 nights for two rooms; meals and expenses \$63 a day for 4 days; and \$525 per teacher for airfare).	\$3,124.00	1%		G1, S1 and S3
Travel Total		\$7,624.00	2%		
Equipment (refer to definition)	(any single item costing \$5,000 or more)				
*		\$0.00			
Equipment Total		\$0.00	0%		
Supplies					
Robotics Kits	Middle School Robotics Kits (\$4000.00 per kit x 6 kits =\$24,000.00) – List enclosed	\$12,000.00	2%	\$12,000.00	G1, S2
Tablets	Tablets for Mobile Science Implementation \$2000.00 per tablet x 12 tablets = \$24,000.00	\$12,000.00	2%	\$12,000.00	G1, S3
Supplies Total		\$24,000.00	5%	\$24,000.00	
Contractual					
* External Evaluator	ABC University	\$6,000.00	1%		All goals and strategies
* Professional Development	One STEM Consultant to provide 40 hours (\$1000.00 per hour) per school year of training to 5 teachers	\$25,000.00	5%	\$15,000.00	All goals and strategies
Contractual Total		\$31,000.00	6%	\$15,000.00	
Other					
*					
Other Total		\$0.00	0%		
Indirect Costs					
Indirect Cost	Clerical support and building use /utilities	\$2,500.00	1%		
Indirect Total		\$2,500.00	1%		
Year 1: Total		\$110,124.00	26%	\$81,070.80	

² Applicants may add as many subcategories as necessary. Project costs for all five grant years must be included, and amounts must match SF 424A: Budget for Non-Construction Programs. Applicants must provide a breakdown of project costs for each grant year using the Sample Budget Table provided above. (The sample provides a breakdown for Year 1 only; applications must include a breakdown for Years 2, 3, 4, and 5 of the project). All entries must be supported by project goals/strategies.

APPENDIX C

Most Frequently Asked Applicant Questions

The questions included below represent the most common challenges faced by applicants during the application process. Please take the time to read and consider the answers provided here before submitting your application. These are intended to help you avoid common mistakes.

1. Why should I budget this much time for a project director?

If you are assigning this role as an extra duty to a school principal or superintendent, it demonstrates that you have underestimated the role this individual needs to play in the project. The role of the Project Director includes information dissemination; consensus building; monitoring of implementation; coordination of data collection and evaluation activities; the review and processing of incoming information; completion of general reporting requirements; and the oversight of budgets. Unless you have a single school and a simple strategy, this work takes time. We estimate a need for at least .5 FTE for a typical multi-school project.

2. I am the project director on another DoDEA grant already. Can I be included on this grant?

A project director's time may not add up to more than 1.0 FTE. It is a requirement of the 2020 DoDEA grant programs for project directors to be at least .5 FTE. If you are a project director on both a 2018 and a 2019 grant, you cannot work on any additional DoDEA grants, even if the contribution is in-kind. If you are the project director on a 2016 or 2017 DoDEA grant already, and your total commitment adds up to less than .5 FTE, then you may serve as the project director on a 2020 grant. Please note that projects should always follow district hiring and staffing guidelines.

3. What am I supposed to do during the planning year? Because the outcome of grant applications is often uncertain, some grantees wait until the grant is awarded to begin distributing information to stakeholders and to collectively plan for project implementation. To allow time for this critical step toward implementation, each grant award will carry a mandatory planning year. During this planning year, grantees should schedule activities that: build buy-in among staff and administration at target school, offer professional learning opportunities and the sharing of baseline data; create job descriptions for new staff; establish requirement lists for outside providers; secure approvals for new hires and complete hiring process; purchase material/equipment; bring networks and infrastructure up to capacity for new technology; and have evaluators work with district personnel to ensure data collection methods and schedules are mutually agreeable. You are required to request reimbursement regularly for all expenditures made during the planning year.

4. Why should I consider working with an outside evaluator before the grant is awarded? When the role of the evaluator is not well defined, or the evaluation needs are not considered in the design of the project, it may result in slowdowns or errors in evaluation planning and reporting. To avoid this, please consider the suggestions included below.

- a. Ensure that your evaluator is impartial, qualified, and has experience in evaluating system change in schools. Grant administration experience is not equivalent to evaluation experience,

and neither is classroom experience. Funded projects will require both quantitative and qualitative analysis, which generally includes knowledge of statistical methods, focus group or observational techniques, and triangulation of evidence from multiple sources.

- b. During the application period, consider collaborating with the evaluator on the design of your evaluation plan. Some evaluators are willing to help design an applicant's evaluation plan contingent upon being hired if the grant application is funded. However, please note that if you incur costs associated with an evaluator BEFORE you receive a grant award, you will be responsible for paying such costs and the Government will NOT reimburse you for such costs in the event that you do not receive a grant award.
- c. If you receive an award, you must ensure that your evaluator has access to the required data, which includes process and summative data. You must work with him/her to clear administrative and other hurdles to gain access to the data. Your communication with the evaluator should not be limited to sending summative test scores for summary analysis. Evaluators need access to baseline and comparative data for data analysis. They may need access to schools to learn about local and district processes in order to effectively evaluate data and offer relevant recommendations.

5. How do I make sure that my goals and strategies are aligned? Past peer reviewers have observed that some applicants provide goals based on one group of students while providing strategies that focus on another. Aligning the goals and strategies during the application process will not only result in higher ratings for your application but also make your project easier to implement and evaluate.

Examples of some things to *avoid* are:

- The goal is to improve all military-connected student achievement scores, but the strategies impact a very small number of students (e.g., tutoring for lowest quartile and only via an afterschool program that not all can attend).
- The goal is to close gaps between military-connected student performance and state averages on assessments, but the military-connected student subgroup baseline already exceeds the state average.
- The goal was based on military-connected student achievement, but the measure is parent satisfaction with the strategy.

6. How do I create measures and targets that will be achievable and realistic? This is a common challenge faced by applicants. If you are thinking about year-to-year, small percentage point fluctuations as representing significant change, and setting targets based on some arbitrary increase, you will most likely not meet your goal. Instead, look at multi-year trends or averages to establish realistic targets. Most LEAs have access to several years' worth of state test data already and do not need to use the first implementation year to establish baselines.

7. Can an applicant receive points for both competitive preference priority areas? Yes, if an applicant has not ever previously received a MCASP grant and submits a project focused on health sciences, the applicant can receive points for meeting both competitive preference priorities

8. How many goals can a project have? A project may have up to three (3) goals. However, having more goals does not equate to more points in the scoring rubric. Applicants should include the number of goals that are meaningful and achievable for the scope of the proposed project.

9. Is there supposed to be one big and small evaluation question per goal? Applications must include three (3) big and three (3) small evaluation questions, regardless of the number of goals. For example, a project with two goals may have two big and small questions related to its first goal and one big and one small question related to its second goal. A project with one goal still needs to

include three big and three small evaluation questions.

- 10. Is there a specific format the application should follow?** Yes, the application needs to follow the exact section headers as displayed on document page 28 (i.e. II. Needs Assessment, III. Project Goals...VIII. Budget Narrative and Sustainability Plan). There is a “2020 MCASP Cover Page and Project Narrative Template” posted on dodeagrants.org homepage under the “Announcements” section applicants must use.
- 11. Do projects have to use the MTSS approach?** Projects do not have to use the specific MTSS framework but should think of comprehensive supports to address the needs that are included in the project application.
- 12. Do project goals have to reference an academic goal?** For example, if a project wanted to have a mental health focus as part of the health science focus area, could a mental health assessment be used instead of academic data? It depends on the measure, but yes, the goal measure could be “non-academic” if it is able to be quantified and is SMART.
- 13. Can professional development be used as a goal?** Page 5 states, “The objective for the DoDEA Grant Program is to provide eligible school districts with the resources to close achievement gaps, spark ingenuity, innovate and sustain quality education and seamless learning transitions for military-connected students.” Therefore, all goals should be focused on student outcomes. Professional development is a strategy for impacting student academic and/or health improvement but is not a goal in and of itself.
- 14. Is there a cap on fringe benefits amounts?** No, there is no dollar amount cap on fringe benefits.
- 15. How much should be budgeted for travel for the FY20 Community of Practice meeting?** Applicants may allocate a \$5,000.00 line item in their travel budget to attend the Community of Practice meeting.
- 16. Are big questions a restatement of a SMART goal in question form?** No. The goal is a statement of a specific measurable outcome achievable within the timeframe of the project. The big question is a takeaway that you hope to learn from the interventions proposed in the project and is related to the project goal(s).
- 17. Does the evaluation plan template on page 25 need to be included in the body of the application or can it be included in the appendix?** The evaluation matrix can be included in the appendix.
- 18. How do you define military-connected students?** Page 30 defines it as, “Military dependent (military-connected) student: 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. We use military-connected throughout this BAA in place of military dependent.”
- 19. What school year should the district use to determine if it is eligible to apply for a MCASP grant?** The district should use its most current, verifiable available data. The cover sheet template says 2018-2019, but if 2019-2020 data are available, use the more recent school year.
- 20. Can applicants request funds to cover student transportation?** Yes, grant funds may be used to cover the transportation costs related to any strategy being used to implement a goal (e.g. after school activities, field trips, etc.).
- 21. How are health sciences defined?** Health sciences are defined as physical health, anything related to physical education and nutrition, and mental health related to resiliency, grit, and growth

mindset. This focus is intended to encourage thinking about foundational knowledge in health science, in content learning, and in application for student growth.

- 22. Can environmental sciences be included under health science focus?** It depends on how it is structured. For example, aspects such as how contaminants effect the body and drug prevention curricula could be considered as health sciences.
- 23. Can applications be submitted after 11:59 PM Eastern time on Friday, May 22, 2020?** No, applications will not be accepted after the published submission deadline.
- 24. What are the total possible points for an application?** An application can receive 100 points through scored sections II through VIII content. If the project applies for and receives the competitive preference points, the total possible score is 120 points.
- 25. Can a school round up its military-connected student percentage to meet the 10% qualification threshold?** Applicants are not allowed to round up (e.g. if a school is 9.76% or 9.99% military connected) for eligibility. Participating schools **MUST** be at least 10% or greater military-connected student enrollment to be included in the MCASP grant competition.
- 26. Can a grantee use the same third-party evaluator for multiple MCASP grants?** A third-party evaluator may only evaluate two active DoDEA MCASP grants per district.

APPENDIX D

Section IV Planning Year Sample Completed Template

2020 MCASP DoDEA PLANNING YEAR				
District and Project Name: XYZ School District ABC Project				
Project Name: Promoting Military-Connected Student Excellence in Science				
Number of Elementary Schools: 1		Number of Military-connected Students: 100		
Number of Middle Schools: 1		Number of Military-connected Students: 150		
Number of High Schools: 0		Number of Military-connected Students: 450		
Number of Other Schools (e.g. K-8, Virtual): 0		Number of Military-connected Students: 0		
Communication Plan (<i>Communicating about the project purpose to and seeking input from such groups as school board, district staff, staff and parents at target schools, military installation, and community stakeholders. Advertising the project to such groups as school board, district staff, staff and parents at target schools, military installation, and community stakeholders at the beginning of the project: e.g. build project website; add project page to district/school website; create Twitter handle and feed; create district and/or school newsletter; email to parents at involved schools; report to school board; report to business community or chamber of commerce; create announcement flyer in military installation and local libraries.</i>)				
Target Audience	Type of Communication	First Month of Communication	Frequency of Communication	Responsible Person
School Board	Brief at meeting	September	Once/year	Superintendent
School Staff at focus schools	Email and in-person	October	Up to 5 times/year	Project Director
Community and all project participants	Website and twitter	October	Ongoing and update website at least twice/year	Project Director
Directions for filling in cells (REMOVE DIRECTIONS IN YOUR PROPOSAL)				
- Extra-curricular - In-class Curriculum & Instruction Support - In Class Technology Support - Tutoring - Virtual Learning	<i>What activities are needed during the planning year to ensure strategies are implemented with fidelity?</i>	<i>Name a month or range of months when these activities will occur</i>	<i>What type of professional learning is needed during the planning year to ensure staff are ready to implement strategies with fidelity?</i>	<i>Name a month or range of months when these activities will occur</i>
	<i>Tool: What tool is needed to ensure strategy is in place? TBD with Evaluator</i>		<i>Tool: What tool is needed to capture attendance and/or satisfaction? TBD with Evaluator</i>	
Strategy Category: - Extra-curricular - In-class Curriculum & Instruction Support - In Class Technology Support - Tutoring - Virtual Learning	Strategy Preparation Activities	Month	Professional Learning that Prepares for Strategy Implementation	Month
	Tool: TBD with Evaluator		Tool: TBD with Evaluator	

Goal 1: By May 2023, the percentage of military-connected elementary level students in grade 5 scoring proficient or above in the SBAC science assessment will increase by 10% over 2019 baseline.				
Strategy 1. In-class Curriculum and Instruction Support (Problem-based Learning approach in all science classrooms)	1. All PBL materials in all classrooms	1. November-February	1. Schedule and conduct outside expert sessions	1.October-December (schedule) March-June (conduct one/month)
			Tool: TBD with Evaluator after award	
			2. Add science achievement to every PLC agenda	2.March-June
	Tool: TBD with Evaluator		Tool: TBD with Evaluator	
Strategy 2. Extra-curricular (science themed field trips and after-school clubs)	1. All Year 1 events planned (science museum, Lego robotics competition)	1. No later than (NLT) May	1.Session on purpose for each event	1.NLT March
	Tool: TBD with Evaluator		Tool: TBD with Evaluator	
	2. All club sponsors selected	2.NLT May	2.Club sponsors receive training	2.NLT May
	Tool: TBD with Evaluator		Tool: TBD with Evaluator	
Strategy 3. Tutoring (after and before school)	1.Hire tutors	1.NLT July	1. Five sessions for tutors on small group learning and software program	1.NLT August
	Tool: TBD with Evaluator		Tool: TBD with Evaluator	
Goal 2: By May 2023, the percentage of military-connected middle level students in grade 8 scoring proficient or above in the SBAC science assessment will increase by 10% over 2019 baseline.				
Strategy 1. Extra-curricular (science themed field trips and STEM club)	1. All Year 1 events planned (field trips, STEM competitions)	1.NLT May	1. Session for staff on purpose for each event	1. NLT March
	Tool: TBD with Evaluator		Tool: TBD with Evaluator	
	2. All club sponsors selected	2.NLT May	2. Club sponsors receive training	2. NLT May
	Tool: TBD with Evaluator		Tool: TBD with Evaluator	
Strategy 2. Tutoring (after and before school)	1.Hire tutors	1.NLT July	1.Five sessions for tutors on small group learning and software program Tool: TBD with Evaluator	1.NLT August
	Tool: TBD with Evaluator		Tool: TBD with Evaluator	

APPENDIX E
Section V Implementation Planning Year Sample Completed Template

2020 MCASP DoDEA IMPLEMENTATION YEAR TEMPLATE				
District and Project Name: XYZ School District. ABC Project				
Project Name: Promoting Military-Connected Student Excellence in Science				
Number of Elementary Schools: 1		Number of Military-connected Students: 100		
Number of Middle Schools: 1		Number of Military-connected Students: 150		
Number of High Schools: 0		Number of Military-connected Students: 450		
Number of Other Schools (e.g. K-8, Virtual): 0		Number of Military-connected Students: 0		
Communication Plan (<i>Communicating about the project implementation to and seeking input from such groups as school board, district staff, staff and parents at target schools, military installation, and community stakeholders. Providing updates on the project to such groups as school board, district staff, staff and parents at target schools, military installation, and community stakeholders at the beginning of the project: e.g. maintain project website; regular updates to project page on district/school website; regular information on Twitter feed; regularly distribute district and/or school newsletter; email updates to parents at target schools; provide regular reports to school board, business community or chamber of commerce; distribute activity announcement flyer in military installation and local libraries.</i>)				
Target Audience	Type of Communication	Description of Communication	Frequency of Communication	Role of Responsible Person
School Board	Annual Briefing	End-of-Year Meeting	Once	Superintendent
School Staff at focus schools	Email and in-person	Provide information about upcoming project activities for students and professional learning for staff	Monthly	Project Director
Community and all project participants	Website and twitter	Keep the website up to date on past and future activities and any staff changes Use Twitter to highlight student achievements and upcoming events	Ongoing with formal website updates at least twice per year	Project Director
Directions for filling in cells (REMOVE DIRECTIONS IN YOUR PROPOSAL)				
- Extra-curricular - In-class Curriculum & Instruction Support - In Class Technology Support - Tutoring - Virtual Learning	<i>What activities are needed during the implementation years to ensure strategies are implemented with fidelity?</i>	<i>Name a month or range of months when these activities will occur</i>	<i>What type of professional learning is needed during the implementation years to ensure staff are ready to implement strategies with fidelity?</i>	<i>Name a month or range of months when these activities will occur</i>
	<i>Tool: What tool is needed to ensure strategy is implemented with fidelity? TBD with Evaluator</i>		<i>Tool: What tool is needed to capture attendance and/or satisfaction? TBD with Evaluator</i>	

Strategy Category:	Strategy Preparation Activities	Month	Professional Learning that Prepares for Strategy Implementation	Month
	Tool: TBD with Evaluator		Tool: TBD with Evaluator	
- Extra-curricular - In-class Curriculum & Instruction Support - In Class Technology Support - Tutoring - Virtual Learning				
Implementing Goal 1: By May 2023, the percentage of military-connected elementary level students in grades 5 scoring proficient or above in the SBAC science assessment will increase by 10% over 2019 baseline.				
Strategy 1. In-class Curriculum and Instruction Support (Problem-based Learning approach in all science classrooms)	1. Teachers deliver PBL lessons	1. At least once per month in first semester and at least twice per month in second semester	1. Teachers discuss student outcomes of PBL lessons and plan next PBL lesson at PLCs	1. October – May (monthly)
	Tool: TBD with Evaluator		Tools: TBD with Evaluator	
Strategy 2. Extra-curricular (science themed field trips and after-school clubs)	1. Begin Lego robotics club – recruit military-connected students	1. No later than (NLT) October	1a. Project Director offers mentoring to club sponsors 1b. Satisfaction survey of Lego robotics students	1a. Every month as needed 1b. January
	Tool: TBD with Evaluator		1a-b. Tools: TBD with Evaluator	
	2. Conduct science museum visit	2. NLT March	2a. PLC session devoted to creating materials for science museum visit 2b. Satisfaction survey of students on museum visit	2a. At least one month before science museum visit 2b. NLT one week after returning from science museum
	Tool: TBD with Evaluator		2a-b. Tools: TBD with Evaluator	
Strategy 3. Tutoring (after and before school)	1a. Identify students in need of tutoring (focus on military-connected)	1a. NLT October 1b. NLT October	1a. Project Director offers mentoring to tutors	1a. Every month as needed
	1b. Offer after and before school tutoring 1a-b. Tools: TBD with Evaluator		1b. Satisfaction survey of students in tutoring 1a-b. Tools: TBD with Evaluator	1b. After first 10 tutoring sessions and again in February.

Implementing Goal 2: By May 2023, the percentage of military-connected middle level students in grades 6-8 scoring proficient or above in the SBAC science assessment will increase by 10% over 2019 baseline.

Strategy 1. Extra-curricular (science themed field trips and STEM club)	1a. Recruit students for STEM club (focus on military-connected) 1b. Begin STEM club	1a. NLT October 1b. NLT October	1a. Project Director offers mentoring to club sponsors 1b. Satisfaction survey of students in club	1a. Every month as needed 1b. After 2 months of club sessions and again in February
	1a-b. Tools: TBD with Evaluator		1a-b. Tools: TBD with Evaluator	
	2. Conduct science field trip to local industry lab	2. NLT April	2a. PLC session devoted to creating materials for science industry lab visit 2b. Satisfaction survey of students on science industry lab visit	2a. At least one month before science industry lab visit 2b. NLT one week after returning from science industry lab visit
	2. Tool: TBD with Evaluator		2a-b. Tools: TBD with Evaluator	
Strategy 2. Tutoring (Advisory period and after-school)	1a. Identify students in need of tutoring (focus on military-connected) 1b. Rearrange student schedules for science Advisory Tutoring 1c. Offer after-school science tutoring	1a. NLT October 1b. NLT October 1c. NLT November	1a. Project Director offers mentoring to tutors 1b Satisfaction survey of students in advisory 1c. Satisfaction survey of students in after-school tutoring	1a. Every month as needed 1b-c. After first 10 Advisory and after-school tutoring sessions and again in February
	1a-b. Tools: TBD with Evaluator		1a-c. Tools: TBD with Evaluator	