

**DEPARTMENT OF DEFENSE EDUCATION ACTIVITY (DoDEA)
REQUEST FOR CONSIDERATION GUIDANCE / APPLICATION**

DoDEA, Education Directorate: Overview Information; FY2011 DoDEA Grant Program, Notice Inviting Requests for Consideration (RFC) for Fiscal Year (FY) 2011

Catalog of Federal Domestic Assistance (CFDA) Number: 12.556 or 12.557

Dates

- RFC Applications Available: On or about 07 Jan 11
- RFC and Technical Assistance Posted: On or about 07 Jan 11
- [Deadline for Intent to Apply \(optional\): 24 Jan 11](#)
- ~~Deadline for Transmittal of RFCs: 21 Feb 11~~
- [Deadline for Transmittal of RFCs: 24 Feb 11](#)
- Deadline for Intergovernmental Review: 07 Mar 11
- Full Applications Available (by invitation only): On or about 18 Mar 11
- Deadline for Transmittal of Full Applications (by invitation only): 29 Apr 11
- Grants Awarded: 01-30 Jun 11

FUNDING OPPORTUNITY DESCRIPTION

Authorization: Section 574(d) of P.L. 109-364, as amended; Title 10 U.S.C. Section 2192(b) and Title 10 U.S.C. Section 2193a

Background: The Department of Defense considers the education of the dependents of members of the Armed Forces to be a critical quality of life and readiness concern. The quality of K-12 education is an important criterion for military families as they make career decisions on assignments and is linked to retention in the Military Services. A significant element of family readiness is an educational system that recognizes and responds to the unique needs of the children of military families by not only providing a quality education but also easing the challenges military dependent students face due to transitions and deployments.

Purpose: DoDEA's FY2011 Grant Program seeks to improve student achievement, increase educational opportunities, ensure student preparation for success in college and careers, and ease the challenges military dependent students have due to transitions and deployments. Through the FY11 DoDEA Grant Program, LEAs are asked to target one or two of the following program areas (listed alphabetically): Early Learning, K-12 Academic, Online Education, Special Education, and Support.

Award Information

Type of Award:	Discretionary
Project Period:	On or about 01Jun 11 – 31 Aug 14
Estimated Available Funds:	\$30,000,000
Estimated Number of Awards:	25-35
Range of Awards:	\$100,000 - \$2,500,000

Funding: The funding formula is based on the number of military dependent student at eligible (target) school(s), as shown below.

Total Military Dependent Students at Target School(s)	Minimum Award	Maximum Award
100 or fewer	\$100,000	\$135,000
101-200	\$135,000	\$270,000
201-300	\$270,000	\$405,000
301-400	\$405,000	\$540,000
401-500	\$540,000	\$675,000
501-600	\$675,000	\$810,000
601-700	\$810,000	\$945,000
701-800	\$945,000	\$1,080,000
801-900	\$1,080,000	\$1,215,000
901-1,000	\$1,215,000	\$1,350,000
1,001-1,100	\$1,350,000	\$1,485,000
1,101-1,200	\$1,485,000	\$1,620,000
1,201-1,300	\$1,620,000	\$1,755,000
1,301-1,400	\$1,755,000	\$1,890,000
1,401-1,500	\$1,890,000	\$2,025,000
1,501-1,600	\$2,025,000	\$2,160,000
1,601-1,700	\$2,160,000	\$2,295,000
Above 1,700	\$2,295,000	\$2,500,000

Eligibility: Eligibility is determined through a two-step process.

- The first step is the LEA must have a military dependent student population of at least five percent.
- The second step is based on the size and percentage of the military dependent student population measured at the school, not district level, and on whether or not the school has previously received DoDEA grant funds. LEAs may only apply to receive funds for school(s) with a military dependent student population of at least 15 percent. ~~Each LEA will certify the numbers and percentages it reports, using FY11 Federal Impact Aid data.~~ **Correction: Each LEA will certify the numbers and percentages it reports, using its most current Federal Impact Aid data, that is, FY12 Federal Impact Aid data.**
- Current DoDEA grant recipients are eligible to apply for an FY11 DoDEA Grant if they have eligible schools that are not named (that is, not receiving services) from their existing DoDEA grant awards.

Definition of Military Dependent Student: The term, *military dependent student*, is defined as an elementary or secondary school student who is a dependent of a member of the Armed Forces or a civilian employee of the Department of Defense who is employed on Federal property.

Focus

- Although all military dependent students attending the target school(s) can be counted for funding purposes, LEAs are not required to focus on each grade at the target school(s).

For example, an elementary school program could target grades 3-5 or a high school program could target grades 9-10.

- If two program areas are selected, they could be focused either on the same school(s) or on different schools. For example, a STEM Education program could be focused on an elementary school, and an Online Education program could be focused on a high school. All programs must address documented needs.
- If two programs focus on the same school(s), they could target different student groups. For example, a Special Education program might address the needs of a subgroup of special needs students, but a Support program could extend to all military dependent students in the school. All programs must address documented needs.

Serving All Students: Although funding is based on the military dependent student population, all students at the target schools may receive program services. [The exception is the Support program which must focus solely on military dependent students.](#)

INTENT TO APPLY (Optional)

To help determine the number of reviewers required, please send a non-binding intent to apply to DoDEA by 5PM EST on January 24, 2011 via grants@hq.dodea.edu.

REQUIREMENTS

Number of Proposals: LEAs may only submit one proposal.

Page Limit: The application narrative is where the applicant addresses the selection criteria that reviewers use to evaluate your application. The RFC, excluding the cover page and appendices, may not exceed three pages in total. The following standards must be used:

- A page is 8.5" x 11", one side only, with one-inch margins at top, bottom, and both sides.
- Single space all text, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs.
- Use a 12-point font for most text; titles may be larger; charts may use a 10-point font.
- Use Times New Roman only. An application submitted in any other font (including Times Roman) may not be accepted.

Submission Requirements: There are two ways to submit. Either email the signed cover page and application in a PDF file to grants@hq.dodea.edu or fax the cover page and application to 703-588-5329. (Your faxed cover page and application will automatically be turned into a PDF file. Therefore, a separate cover page for the fax is not required.)

RFC Request For Consideration

Cover Page (one page): Please model your cover sheet after the appended example.

Introduction (0)

This section needs should provide an overview of your LEA to orient the reviewers, who may not know your area or schools. It must include enrollment data using one of the examples shown below. It should also reference the LEA's relationship with the military installation(s) being served by the target schools. Although it is ungraded, it is an important part of the 3-page RFC.

Recommended length: 0.5 page.

Target Schools	Grades	# of Schools	Enrollment, SY10-11			Percentage of Military
			Military	Other	Total	
ABC Elementary	K-5	1	500	100	600	83.3%
DEF Elementary	K-5	1	500	300	800	62.5%
XYZ High School	9-12	1	300	1,700	2,000	15.0%
Target Total	K-12	3	1,300	2,100	3,400	38.2%
LEA Totals	K-12	40	1,800	20,200	22,000	8.2%

Target Schools	Grades	# of Schools	Enrollment, SY10-11			Percentage of Military
			Military	Other	Total	
Elementary	K-5	6	1,000	200	1,200	83.3%
Middle	6-8	2	1,000	600	1,600	62.5%
High	9-12	2	600	3,400	4,000	15.0%
Target Total	K-12	10	2,600	4,200	6,800	38.2%
LEA Totals	K-12	60	3,600	40,400	44,000	8.2%

Needs Assessment (up to 80 points)

A compelling proposal begins with clearly documented needs illustrated in a needs assessment. The needs assessment is a systematic review of information collected from a variety of sources, analyzed to determine strengths and weaknesses, and listed for action by order of priority. It is important to define needs with multiple data sources.

The needs assessment is the foundation of a proposal. The selected program areas and strategies flow from the needs assessment. (It is usually counterproductive to select a program area and strategies first and then search for a need those solutions address.) The needs assessment must identify the needs that the two program areas selected by the LEA will address. Recommended length: 1.5-2.0 pages.

In addition to the narrative portion, up to two pages of charts/graphs/tables may be appended per program area. If one program area is selected, the appendix can be two pages long. If two program areas are selected, the appendix can be four pages long.

An effective needs assessment clearly:

1. States the need, showing who is affected by the need and stating when and where the need exists.
2. Presents data collected to confirm the existence of the need, the sources of the data and the methods used to collect them. Data may include:
 - Quantitative (e.g., test scores, absentee rates, historical trends).
 - Related/supporting qualitative data (e.g., results from interviews, focus groups).
 - Multiple methods to document the need (e.g., surveys, analysis of school records, previous studies, focus groups) and multiple data sources (e.g., teachers, students, parents).

- Comparisons, if applicable, to neighboring LEAs, state data, and/or national data.
3. Briefly discusses (1) current or past efforts to address the need and why those efforts failed or were inadequate and (2) the consequences of not dealing with the need.
 4. Presents the need LEA staff have for professional development in the selected program area(s).

Project Synopsis (up to 20 points)

The LEA must state the 1-2 program areas the proposed grant will address. For each program area, the project synopsis will briefly describe what will be accomplished, who will implement it and the key strategies that will be used. The program areas selected must address the needs documented in the needs assessment. Recommended length: 0.5-1.0 page.

Program Areas: Based on the needs assessment, LEAs will select one or two of the following five program areas on which to focus their projects.

- Early Learning: To meet this priority, the application must address the need to offer a rigorous course of study aligned to the prekindergarten reading, writing, mathematics, science, and/or social studies curricula. Selected programs must be based on research-based practices and include a sustained professional development component.
- K-12 Academic Program: To meet this priority, the application must have a high quality plan to address one of the following three areas:
 - English/Reading: The application must address the need to offer a rigorous course of study in English language arts and/or reading. Selected programs must be based on research-based practices and include a sustained professional development component.
 - Science, Technology, Engineering, and Mathematics (STEM): The application must address the need to (1) offer a rigorous course of study in mathematics, the sciences, technology, and/or engineering; (2) cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and (3) prepare more students for advanced study and STEM careers. Selected programs must be based on research-based practices and include a sustained professional development component.
 - Other Curricular Areas: The application must address the need to offer a rigorous course of study in one curricular area, such as social studies, foreign language, or the fine arts. Selected programs must be based on research-based practices and include a sustained professional development component.
 - Student achievement in the academic program area must include measurements of performance on state norm- and/or criterion-referenced assessments.
- Online Education: To meet this priority, the application must have a high quality plan to address the need to (1) offer a rigorous course of study at the secondary level; (2) enable transitioning high school students to continue their course of study; (3) provide credit recovery for students who failed a course, (4) provide students who received a low grade

in a course to improve that grade by retaking the course; and (5) prepare students for postsecondary placements in a career or institute of higher education. Online education may occur throughout the year.

- **Special Education:** To meet this priority, the application must have a high quality plan to address the needs of students with special needs. Selected programs must be based on best practices and include a sustained professional development component. They might include such areas as challenging behaviors, autism, targeted academic support, and related response to intervention services.
- **Support:** To meet this priority, the application must address the needs of the military dependent students at the target school(s) and in the LEA. The emphasis of the program must be to ease the challenges military dependent students face due to transitions and/or deployments. In recent years some Support programs have focused primarily on socio-emotional issues, and others have focused primarily on academic transition issues. As with the other program areas, the project design must address identified needs.

SUMMARY OF RUBRICS	Points
Introduction	--
Needs Assessment	80
• Student needs	(20)
• Multiple data sources	(40)
• Past efforts and consequences	(10)
• Related training needs	(10)
Project Synopsis	20
• Responds to documented needs	(10)
• Presents a reasonable plan	(10)
Preference Priority	up to 5
Total Points	100-105
See appended rubrics on page 10.	

Preference Priority Points: An LEA will receive additional preference priority points if it provides Federal Impact Aid data showing that it one or both of the following priorities. Such information should be provided in the Introduction.

- **Three points:** The LEA experienced ten percent or more growth in its military dependent student population between the 2008-09 and 2009-10 school years [or the 2009-10 and 2010-11 school years](#).
- **Two points:** The LEA’s target schools have a military student population that equals or exceeds 40 percent.

Communication: Applicants may contact Brian Pritchard, DoDEA’s Grants Liaison, by email or telephone at grants@hq.dodea.edu and 703-588-3345, respectively.

**IMPORTANT CONSIDERATIONS
REGARDING THE FULL APPLICATION**

In creating the program synopsis, the following points should be considered.

Absolute Priorities for the Full Application: The application must comprehensively and coherently address 1-2 of the five program areas specified above. The application must provide evidence of sufficient commitment to successfully implement and achieve the goals in its plans and to sustain the program after grant funding ends.

Research-Based Strategies: DoDEA requires the use of strategies that have demonstrated effectiveness. Commercial and/or non-commercial research-based strategies may be proposed.

Capacity Building: Projects should build capacity to sustain the program after grant funding ends.

Serving Subsets of Students: For funding purposes LEAs may count all military dependent students at the target school(s). For programmatic purposes LEAs may focus their projects on a subset of students at the target school(s). For example, an elementary program may focus only on grades 3-5.

Evaluation: During the grant period, student data must be disaggregated at the school level for the military dependent student population. DoDEA requires at least three percent of grant funds be spent on an external (third-party) evaluator.

Budget Definitions: For budgeting purposes, the grant years will be as follows:

- Year 1: From award date (expected to be Jun 11) to 31 Aug 12
- Year 2: 01 Sep 12 to 31 Aug 13
- Year 3: 01 Sep 13 to 31 Aug 14

FTE Cap: For all program areas, except the Support program, up to 25 percent of Federal funds may be allocated to fulltime equivalent (FTE) positions. For the Support programs, LEAs may propose a higher percentage of Federal funds for FTE positions.

- The term, *full-time equivalent* (FTE), usually refers to fully benefitted positions. For grant purposes, the funding category, *Personnel*, includes FTE and non-FTE positions /costs. Examples of non-FTE personnel costs include stipends for teachers, wages to afterschool tutors, and costs for substitute teachers.
- Examples of non-FTE personnel costs include stipends for teachers, wages to afterschool tutors, and costs for substitute teachers.

Indirect Costs, Administrative Costs, and Fringe Benefits

- No indirect or administrative costs may be applied.
 - Indirect costs are those incurred for a common or joint purpose benefiting more than one cost objective and not readily assignable to the cost objectives specifically benefitted without effort disproportionate to the results achieved. For additional information, see OMB Circular A-87, Attachment B.
 - Fringe benefits for grant-funded FTE positions are an allowable cost. They are defined as costs in the form of employer contributions or expenses for employee benefits such as: social security; employee life, health, unemployment, and worker's compensation insurance (except as indicated in OMB Circular A-87, Attachment B,

No. 22), and other similar benefits for employees expected to work solely on this grant.

APPENDIX: Cover Sheet

**2011 Department of Defense Education Activity (DoDEA)
Grant Program - Request for Consideration**

**LEA Name
Project Title (optional)**

LEA Street Address
City, State, Zip
Tel: --- --- ----
Web: www.-----

Point of Contact
Name:
Title:
Tel: --- --- ----
Email: -----@-----

Alternative Point of Contract:
Name:
Title:
Tel: --- --- ----
Email: -----@-----

Military Installations Served: Name(s):

Grant Grade Levels/Program Area(s):

Include an enrollment chart patterned after the example shown below:

Target School Groups	Grades	# of Schools	Enrollment, SY10-11			Percentage of Military
			Military	Other	Total	
Target elementary schools	PK-5	7	1,000	1,400	2,400	41.7%
Target middle schools	6-8	3	500	1,500	2,000	25.0%
Target School Total	PK-8	10	1,500	2,900	4,400	34.1%
LEA Totals	PK-12	40	1,800	20,200	22,000	8.2%

Name and Title (Superintendent or Authorized Representative)

Date

Cover Page Notes and Instructions

- **Military Installations Served:** Please spell out the name of the military installation(s) being served through the proposed grant program.
- **Grant Grade Levels/Program Areas:** Specify the target grades and program area, for example, K-5 STEM Education and High School Support.
- **Chart:** Target school and LEA enrollment data may be grouped as shown in the example above or the examples on page 4.
- **Signature:** With the signature, include the printed name and title of the official—normally the superintendent or chief financial officer—authorized to commit the LEA to a grant with or without the Board of Education’s approval. If Board of Education approval is required, please state so.

Appendix: RUBRICS

DoDEA intends to use the rubrics shown below in evaluating the RFC applications:

Requirement	Evaluation Criteria
Needs Assessment & Analysis (20)	<p>Guiding Question: <i>Is there a bona fide, pressing need?</i></p> <p>Student needs (10)</p> <ul style="list-style-type: none"> a. Achievement – national, state and/or LEA test data b. Support –military student behavior and/or attitude data c. Lack of educational opportunities at target school(s) <p>Needs directly related to 1 or 2 of the programs listed below: (10)</p> <ul style="list-style-type: none"> ▪ Early learning ▪ K-12 academic ▪ Online education (regular, remedial, and/or graduation) ▪ Special education ▪ Support program
Multiple Data Sources (40)	<p>Guiding Question: <i>Are there multiple data sources that validate the need?</i></p> <p>Multiple data sources may include</p> <ul style="list-style-type: none"> a. Demographic data – military in particular (10) b. Academic data – for example, trends indicating challenges (10-20) c. Parent and/or community involvement data (10-20) <p>Support program need statement may have less academic data and more data such as:</p> <ul style="list-style-type: none"> ▪ Climate surveys – education community ▪ Military community – deployment and transfer data, etc.
Past Efforts and Consequences (10)	<p>Guiding Question: <i>Will the project improve or build upon past efforts to improve student outcomes in ways that address unmet or expanded areas of need?</i></p> <p>Past efforts and consequences</p> <ul style="list-style-type: none"> a. Data indicate the LEA can build on an existing program or past efforts, but obstacles have impeded continuation or expansion of promising efforts -OR- No/insufficient past efforts with current data indicating needs (10) b. Consequences of failing to address the documented need (10)
Related Professional Development Needs (10)	<p>Guiding Question: <i>Will there be appropriate professional development to implement the program and sustain it (builds capacity) after grant funding ends?</i></p> <p>Data indicate the need for professional development:</p> <ul style="list-style-type: none"> a. For content knowledge (may include technology) (3-5) b. For instructional strategies (may include technology) (3-5) c. For cultural awareness and sensitivity (3-5, if applicable)
Responds to Documented Need (10)	<p>Guiding Question: <i>Does the plan adequately and clearly address the identified need?</i></p> <ul style="list-style-type: none"> ▪ Proposed project promises to answer needs (10)
Presents a Reasonable Plan (10)	<p>Guiding Questions: <i>Does the program synopsis represent a reasonable approach to address the identified need(s)?</i></p> <ul style="list-style-type: none"> ▪ Plan limits the scope to specifically address identified needs, does not attempt to promise “too much”, but does serve all students or subsets of students that include military dependent students (6) ▪ Strategies, programs, and/or materials selected are research-based (2) ▪ Plan enables the LEA to sustain improved student achievement and/or student support and provide data-driven evidence to justify the future use of district funds for sustained implementation (2)

