American Rescue Plan - American Indian Resilience in Education (ARP-AIRE): 2021 Grant Competition

What Is the Relationship Between the Absolute Priority, Selection Criteria, and Application?

August 5, 2021, 1:30 pm ET

Logistics

- Online participants will be muted for most of the session.
- To ask a question, please type in the chat box.
- Questions will be addressed following each section of the webinar in the order received.
- This webinar will be posted on the OIE website: https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-american-indian-resilience-in-education-arp-aire/how-to-apply/
- For any technical issues, please contact the OIE Technical Assistance Team through the chat box or by email at OIE@seiservices.com

Office of Indian Education

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Today's Webinar

- Overview
- Eligibility, Absolute and Competitive Preference Priorities
- Selection Criteria
- Relation between Absolute Priority, Selection Criteria, and Application
- Use of a Logic Model in Building Project Narrative
- Review of Resources

Objectives

- Understand the eligibility requirements, absolute priority, and the competitive preference priority.
- Understand the selection criteria and the relationship to the absolute priority and application.
- Understand why a logic model is needed to build linkages in your project narrative.
- Have an opportunity to submit questions to OIE.

Which type of grantee do you represent?

- Tribal Educational Agency (TEA)
- A consortium of TEAs
- Other

Overview of the ARP-AIRE 2021 Grant Competition

Please Note

- This webinar presents a portion of the required information available about the grant competition.

- **For full details**, be sure to read
  - The Notice Inviting Applications (NIA)
  - The Application Package

- **Remember!** → Follow instructions on Grants.gov and processes such as DUNS and SAM.

Purpose of the ARP-AIRE Program

- The purpose of the ARP-AIRE program is to support Tribal educational agencies (TEAs) in the provision of direct services to Indian children and youth.

- Projects must include one or more of the activities authorized under section 6121(c) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).

- Links to 6121 (c)
  - https://www2.ed.gov/documents/essa-act-of-1965.pdf
  - https://www.govinfo.gov/content/pkg/COMPS-748/pdf/COMPS-748.pdf

Eligibility and ARP-AIRE Background

Eligible Applicants

- Who is eligible to apply for grants in FY2021?
- Tribal Educational Agencies (TEAs), including a consortium of TEAs.

- **Note:** If applying as a consortium, applicants should refer to 34 CFR 75.127–75.129 for information about group applications.

Eligible Applicants: Groups

- A consortium is made up of more than one TEA, with one TEA identified as the lead applicant.
- If the lead TEA is a novice applicant, the application may qualify for competitive priority points.
- The term "novice" applies to lead applicants only. Novice is defined as a TEA that has not had an active discretionary grant from the Department in the past five years.
- The regulations in 34 CFR 75.127-129, governing Group Applications, must be followed in submitting a consortium application.

Tribal Educational Agency (TEA) Definition

Tribal educational agency (TEA) as defined in the Notice Inviting Applications (NIA):

The agency, department, or instrumentality of one or more federally recognized or State-recognized Indian Tribes that is primarily responsible for supporting Tribal students' elementary and secondary education.

ARP-AIRE Background and Overview

Eligible Applicants	TEAs, including a consortium of TEAs. Note: If applying as a consortium, applicants should refer to 34 CFR 75.127–75.129 for information about group applications.
Estimated Funds Available	$19,800,000 for three years
Estimated Range of Awards	$300,000 to $500,000 for each 12-month budget period
Estimated Average Size of Awards	$400,000 for each 12-month budget period
Project Period	Up to 36 months
Estimated Number of Awards	16 for each 12-month budget period
Application Deadline	9/13/2021 at 11:59:59 p.m. ET

ARP-AIRE Background

- One-time discretionary grant competition authorized under Section 11006(1) of the American Rescue Plan Act of 2021 (ARP) to provide awards to TEAs for activities authorized under section 6121(c) of the ESEA in order to meet the urgent needs of students in response to the Coronavirus 2019 (COVID-19) pandemic. Those activities include a broad range of direct services to Indian children and youth, their teachers, and families.
- This is a direct service program.
- The Department conducted meaningful Tribal Consultation on April 26, 2021.

→ Learn more about Tribal Consultation at https://oese.ed.gov/offices/office-of-indian-education/state-tribal-education-partnership-step/tribal-consultations/

ARP-AIRE does not replace the STEP grant program. This is a BRAND NEW program.

Priorities

This program contains

- one absolute priority and
- one competitive preference priority.

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Absolute Priority

American Indian Resilience in Education (ARP-AIRE)

- To meet this priority, applicants must propose a culturally relevant project designed to assist and encourage Indian children and youth to enter, remain in, or reenter school at any grade level from Pre-K through grade 12, that includes at least one of the following activities from section 6121(c) of the ESEA:

- **Note:** ARP-AIRE is a direct service program.

Absolute Priority Continued

Activities listed in the NIA:

1) Innovative programs related to the educational needs of educationally disadvantaged Indian children and youth.
2) Educational services that are not available to such children and youth in sufficient quantity or quality, including remedial instruction, to raise the achievement of Indian children in one or more of the subjects of English, mathematics, science, foreign languages, art, history and geography.
3) Bilingual and bicultural programs and projects.

Absolute Priority Continued

Activities listed in the NIA:

4) Special health and nutrition services, and other related activities, that address the special health, social, and psychological problems of Indian children and youth.
5) Comprehensive guidance, counseling, and testing services.
6) Early childhood education programs that are effective in preparing young children to make sufficient academic growth by the end of grade 3, including kindergarten and Pre-K programs, family-based preschool programs that emphasize school readiness, screening and referral, and the provision of services to Indian children and youth with disabilities.

Absolute Priority Continued

Activities listed in the NIA:

7) Partnership projects between local educational agencies and institutions of higher education that allow secondary school students to enroll in courses at the postsecondary level to aid such students in the transition from secondary to postsecondary education.
8) Partnership projects between schools and local businesses for career preparation programs designed to provide Indian youth with the knowledge and skills such youth need to make an effective transition from school to a high-skill career.

Absolute Priority Continued

Activities listed in the NIA:

9) Programs designed to encourage and assist Indian students to work toward, and gain entrance into, institutions of higher education.
10) Family literacy services.
11) Activities that recognize and support the unique cultural and educational needs of Indian children and youth and incorporate traditional leaders.
12) High-quality professional development of teaching professionals and paraprofessionals.

Competitive Preference Priority

Applicants that are New Potential Grantees (0 or 5 points)

- To meet this priority, the applicant has not had an active discretionary grant from the Department in the past five years.
- For an applicant that is a consortium of TEAs, if the lead applicant meets this requirement, it will receive the novice points even if not all consortium members meet this requirement.

Questions

- Enter questions or comments into the chat box.
- We may not be able to answer all questions at this time. All questions will be answered and posted on the OIE website.

https://oese.ed.gov/offices/office-of-indian-education/

Selection Criteria and the Relation to the Absolute Priority and Application

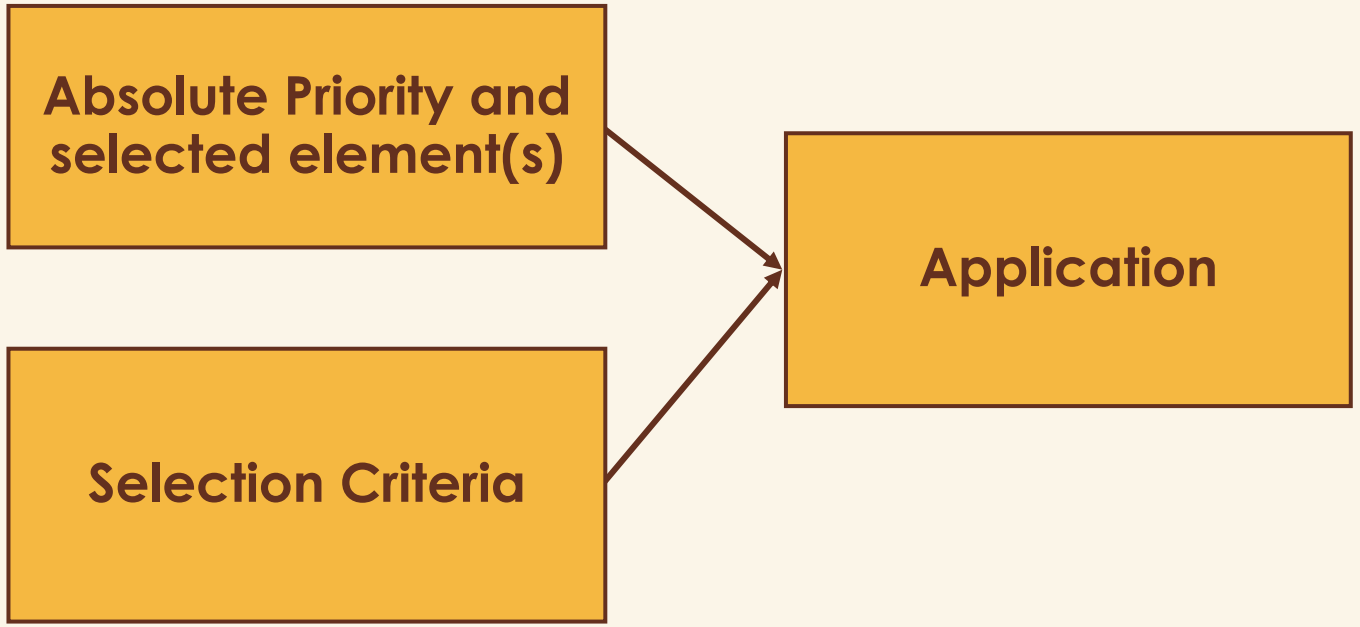
Selection Criteria	Criteria Breakdown	Max Points
a. Quality of the Project Design (1) The Secretary considers the quality of the design of the proposed project. (2) In determining the quality of the design of the proposed project, the Secretary considers the following factors:	(i) The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives. (20 points) (ii) The extent to which the proposed project encourages parental involvement. (10 points) (iii) The extent to which the proposed project demonstrates a rationale (as defined in this notice). (10 points) (iv)The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (10 points)	**50**

Selection Criteria	Criteria Breakdown	Max Points
b. Quality of Project Services: (1) The Secretary considers the quality of the services to be provided by the proposed project. (2) In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (1 point)	(3) In addition, the Secretary considers the following factors: (i) The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services. (4 points) (ii) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice. (10 points) (iii) The likely impact of the services to be provided by the proposed project on the intended recipients of those services. (5 points)	**20**

Selection Criteria	Criteria Breakdown	Max Points
c. Quality of project personnel (1) The Secretary considers the quality of the personnel who will carry out the proposed project. (2) In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (3 points)	(3) In addition, the Secretary considers the following factors: (i) The qualifications, including relevant training and experience, of the project director or principal investigator. (7 points) (ii) The qualifications, including relevant training and experience, of key project personnel. (5 points)	**15**

Selection Criteria	Criteria Breakdown	Max Points
d. Quality of the Management Plan (1) The Secretary considers the quality of the management plan for the proposed project. (2) In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:	(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (10 points) (ii) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. (5 points)	**15**

How Do They Relate?



How should the selection criteria be used and result in program outcomes?
Applicants should use the selection criteria to provide a plan that clearly specifies how the goals, objectives, and measurable outcomes will be achieved by the proposed project and achieve the intended result.

Program Requirement

- **Program Requirement:** Within six months after the date of the award, the grantee must submit to the Department a signed, written agreement with each LEA where participating students are enrolled. The agreement must include provisions that allow the grantee to access data necessary for the success of the project and for reporting on project objectives.

- Agreements between Tribally-controlled schools and grantees are not required if the school and grantee are controlled by the same Tribe.

The following slides present a few examples of logic models, and they are not comprehensive or inclusive of all the criteria and requirements.

Definitions (from the NIA)

Demonstrates a Rationale means a key project component included in the project's logic model is informed by research or evaluation findings that suggest the project component is likely to improve relevant outcomes.

Logic Model (also referred to as a theory of action) means a framework that identifies key project components of the proposed project (i.e., the active ''ingredients'' that are hypothesized to be critical to achieving the relevant outcomes) and describes the theoretical and operational relationships among the key project components and relevant outcomes.

Example 1: Logic Model- ARP/AIRE Program

Inputs

- $19,800,000 for three years
- Tribal Consultation
- Technical Assistance
- Coaching

Activities

- 12 Absolute Priority Activities
  - Innovative programs
  - Educational services that are not available in sufficient quantity or quality
  - Bilingual/bicultural programs
  - Health and nutrition services
  - Guidance, counseling, and testing services
  - Early childhood education programs
  - Partnership projects between LEAs and IHEs
  - College preparation
  - Family literacy services
  - Activities to meet unique cultural and educational needs
  - Professional development

Outputs

- # of grantees that attain or exceed the targets for the outcome indicators that have been approved by the Secretary for their projects

Outcome

- Culturally-relevant projects designed to assist and encourage Indian children and youth to enter, remain in, or reenter school at any grade level from Pre-K through grade 12.

Example 2: Logic Model Early Education Literacy Success

Input	Output	Short-Term Outcomes	Long-Term Outcomes
10 MOUs With Schools	10 new preschool classrooms in TEA	100% of preschool classrooms will meet all health and safety guidance requirements.	30% increase in available preschool seats.
Educational Furniture & Supplies	200 enrolled preschool-age Native Indian children	70% of preschool students will be prepared for kindergarten.	60% of preschool students will be at literacy grade level at the end of their third-grade year.
Culturally-Relevant Literacy Curriculum	200 Family Literacy Engagement Activities	80% of enrolled families will attend 90% of family engagement activities.	70% of families will continue to be engaged in their child's education at the end of the kindergarten school year.
Family Engagement Coordinator	40 Professional Development Sessions	70% of teachers and educational assistants will show improvement in instructional core strategies.	70% of teachers and educational assistants will remain in the preschool classroom
10 Teachers, 10 Educational Assistants			
Teacher and Educational Assistant Professional Development			

Example 3: Logic Model Postsecondary Math Bootcamp

Input	Output	Short-Term Outcomes	Long-Term Outcomes
Partnerships with postsecondary math departments	Culturally-relevant math foundations intensive curriculum and assessments.	By the end of 24 months, 60% of students will test into Math 100.	By the end of 36 months, the number of Native Indian students taking postsecondary remedial math will decrease by 5%.
10 tutors	Enrolled 30 seniors in-person and 40 online participants per session	By the end of 24 months, 80% of students will successfully complete their first college math course with a grade of C or above.	By the end of four years, the number of Native American students successfully completing degrees in STEM fields will increase by 2%.
Funding	Four 3-month sessions providing engaging and culturally-relevant math fundamentals for postsecondary education.	By the end of 24 months, 70% of students will use math tutoring services on campus.	
Four counselors	200 individual and small group counseling and coaching sessions per session		
Online platform			

Example of Linkage: Quality of Project Design

Selection Criteria	Application Budget Part	Absolute Priority Element(s)
a) Quality of the Project Design 2ii) The extent to which the proposed project encourages parental involvement. (10 points)	Part 5: Budget Narrative This section requires an **itemized budget breakdown** for each project year and the **basis for estimating the costs** of personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs and any other projected expenditures.	10) Family literacy services. 11) Activities that support the unique cultural and educational needs of Indian children and youth, and incorporate traditional leaders.

Logic Model Example: Quality of Project Design

Inputs	Activities	Outputs	Outcomes
Part 5: Budget Narrative	10) Family literacy services. 11) Activities that support the unique cultural and educational needs of Indian children and youth	2ii) The extent to which the proposed project encourages parental involvement.	Quality of the Project Design

Example of Linkage: Quality of Management Plan

Criteria Breakdown	Application Requirement	Program Requirement
2i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks.	Part 5: Budget Narrative This section requires an **itemized budget breakdown** for each project year and the **basis for estimating the costs** of personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs and any other projected expenditures. The applicant should provide sufficient detail to enable reviewers and project staff to understand how requested funds will be used, how much will be expended, and the relationship between the requested funds and project activities and outcomes.	Within 6 months after the date of the award, the grantee must submit to the Department a signed, written agreement with each LEA where participating students are enrolled. The agreement must include provisions that allow the grantee to access data necessary for the success of the project and for reporting on project objectives.

Logic Model Example

Inputs	Activities	Outputs	Outcomes

Questions

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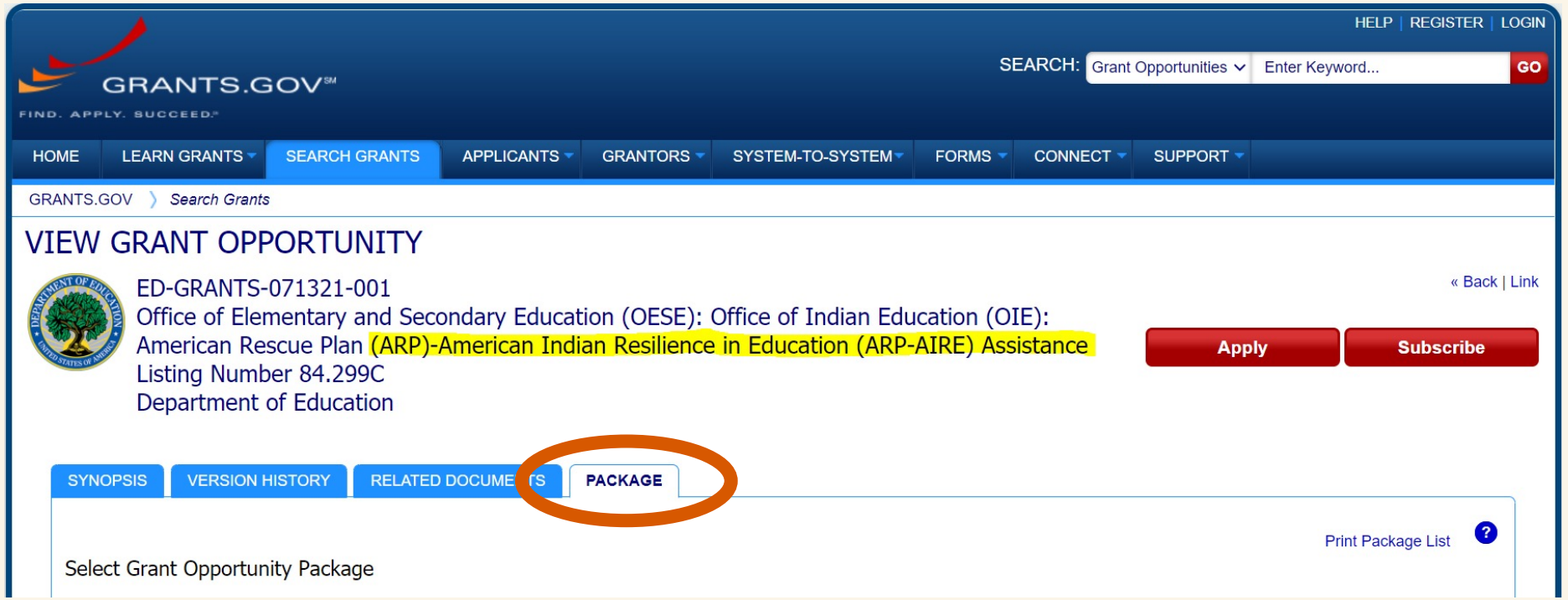
https://oese.ed.gov/offices/office-of-indian-education/

ARP-AIRE Application Package

The Application Package is your guide to all the required components of the ARP-AIRE application.

The following information is abbreviated from the Application Package and **does not** substitute for reading it in its entirety.

https://www.grants.gov/



Eligibility Screening

- Applications will be screened for eligibility.
- Notice of ineligibility will be sent by email.
- All eligible applications will be reviewed by a peer review panel.

Peer Review Panel

- Independently read and scored by three peer reviewers
- Panel discussion
- Ranking order of average final scores by OIE
- Compressed review window – help the reviewers with clear applications

Application Deadline

September 13, 2021
11:59:59 p.m. Eastern Time

Review of Resources

Resources

- **Notice Inviting Applications: July 13, 2021**
- Application Package:
  - https://www.grants.gov/web/grants/search-grants.html?keywords=Indian
  - www.grants.gov
  - **ARP-AIRE Funding Opportunity Number:**

    ED-GRANTS-071321-001
- System for Awards Management: www.sam.gov

More Resources

- You may access requirements from 2 CFR part 200, generally known as the *Uniform Guidance,* at:
- https://ecfr.federalregister.gov/current/title-2/subtitle-A/chapter-II/part-200?toc=1
- https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards
- https://www2.ed.gov/documents/funding-101/funding-101-basics.pdf
- https://www2.ed.gov/documents/funding-101/funding-101.pdf

More Resources: Logic Model

- Logic Models: A Tool for Effective Program Planning, Collaboration, and Monitoring
- Why Build a Logic Model
- Introducing the Education Logic Model (ELM) Application
- Logic Model Toolkit
- Blank Logic Model Template
- Logic Model Development Guide
- Indigenous Evaluation Framework

Tutorials and Webinar Recordings

- Video tutorials

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

- Recordings of both pre-application webinars are available at

  https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-american-indian-resilience-in-education-arp-aire/how-to-apply/

Contact Us

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Thank you for participating!