American History & Civics Education

FY 2023 Discretionary Grant Competition

Pre-Application Webinar

Office of Elementary and Secondary Education | Effective Educator Development Division

May 17, 2023

Thank you for your interest in the FY 2023 American History and Civics discretionary grant competitions!

▶ This webinar is being recorded.

▶ Participant lines will be muted throughout this presentation.

▶ Be sure to check out our application support video series: https://eed.communities.ed.gov/#program/eed-videos.

▶ ** In the chat, please share your name, the name of the organization you represent, and whether you intend to apply for the Academies or National Activities competition, or both.

Welcome and Overview

Venitia Richardson, Division Director

Effective Educator Development Division
Office of Elementary and Secondary Education

Webinar Agenda

AHC Programs and the 2023 Competition (12pm – 12:45pm)

- Competition Overview
- Application for Parts and Structure
- Selection Criteria
- Performance Reporting Requirements

Priorities and Program Requirements (12:45pm – 1:30pm)

- AHC National Activities Program-Specific Priorities and Requirements
- Q&A
- AHC Academies Program-Specific Priorities and Requirements
- Q&A

A Note About The Webinar Slides

- After the webinar a copy of the slides will be published on the AHC-NA and AHC-A webpage for download and review by prospective applicants.

- **Please note that the slides presented on this webinar are used to provide guidance only.**

- Applicants should refer to the Notice Inviting Applications (NIA) published in the Federal Register and the application instructions published in Grants.gov **for complete competition requirements and application submission instructions.**

American History and Civics Competition Overview

Program Purpose and Authority

Program	AHC - Academies	AHC - National Activities
Authority	ESEA, Title II, Part B, Subpart 3, Section 2232	ESEA, Title II, Part B, Subpart 3, Section 2233
Purpose	To support the establishment of: (1) Presidential Academies for the Teaching of American History and Civics that offer **workshops for both veteran and new teachers** to strengthen their knowledge of American history, civics, and government education (Presidential Academies); and (2) Congressional Academies for Students of American History and Civics that **provide high school students opportunities** to enrich their understanding of these subjects (Congressional Academies).	To promote new and existing **evidence-based strategies** to encourage **innovative American history, civics and government, and geography instruction, learning strategies, and professional development activities** and programs for teachers, principals, or other school leaders, particularly such instruction, strategies, activities, and programs that benefit low-income students and underserved populations.
Program Length	**Five**-year program; <u>**No grant renewal potential**</u>	**Three**-year program; **Potential for two-year renewal**

FY'23 Competition Timeline

Event	Date
AHC NIAs published	April 28, 2023
Intent to Apply Email to AmericanHistoryandCivics@ed.gov (*Name of organization, State, Name and email of point of contact)	May 30, 2023
Applications Due	July 12, 2023, 11:59:59 pm Washington, DC time
Tentative Peer review period	Late July – Mid-August, 2023
Estimated Award Announcement:	On or before September 30, 2023

FY'23 Funding & Estimated Number of Awards

Program	AHC Academies	AHC National Activities
Estimated Available Funds	Approx. $2.9M	Approx. $19M
Number of New Awards Anticipated	3-5	25-30
Estimated Range of Awards (first year)	$300K - $1M	$500K - $1M
Project Period	Up to 60 months	Up to 36 months (potential for 2-year renewal)

Eligible Entities

Program	AHC - Academies	AHC - National Activities
Eligible Entity Type(s)	• Institution of Higher Education • Non-Profit	• Institution of Higher Education • Non-Profit • For-Profit
Organizational Expertise	Historical methodology or the teaching of American history and civics.	Development of evidence-based approaches with the potential to improve the quality of American history, civics and government, or geography learning and teaching.
Are group applications allowed?	Yes - Must follow the procedures for group applications described in 34 CFR 75.127 through 34 CFR 75.129	Yes - Must follow the procedures for group applications described in 34 CFR 75.127 through 34 CFR 75.129
Are LEAs eligible to apply?	LEAs are not eligible to apply as the lead applicant on either AHC program. **However, the Department strongly encourages eligible entities to partner with LEAs.**	

Documenting Demonstrated Expertise

Applicants must demonstrate expertise in the development of evidence-based approaches with the potential to improve the quality of American history, civics and government, or geography learning and teaching. Applicants are encouraged to include **one or more** of the following documents in **Appendix B of the Other Attachments Form** in the proposed application as proof of meeting this requirement.

- Copy of eligible applicant's **mission statement**.

- **Samples of current or previous work** completed by the applicant where **PD or other educational training** is provided in history and/or civics.

- Samples of applicant's **work developing evidence-based approaches to teaching** and learning history and civics

- **Project staff resumes** that support a strong background or experience in history and civics

- **Sample artifacts** created by the applicant to support history and civics expertise.

Application Parts & Structure

Application Parts

The application consists of the following Parts:

Part 1: ED Standard Forms	Part 2: ED Abstract Narrative	Part 3: Project Narrative	Part 4: EED Applicant Budget Worksheet	Part 5: Other Attachments Form

Applications should be organized as described in the application instructions.

Part 1: ED Standard Forms

1. **Application for Federal Assistance** (SF 424)

2. **Department of Education Supplemental Information** form SF 424

3. **Department of Education Budget Summary Form (ED 524) Sections A** (Provides a break-down of U.S. Department of Education funds) **& B** (Provides a break-down of Non-Federal program funds)

4. **Disclosure of Lobbying Activities (SF-LLL)**

5. **General Education Provisions Act (GEPA) Requirements – Section 427**

6. **Assurances, Non-Construction Programs (SF 424B); and**

7. **Grants.gov Lobbying Form**

Updates to GEPA Requirements – Section 427

▶ ED has updated its standard GEPA Requirements – Section 427 form.

▶ The updated form is submitted electronically and integrated into the Grants.gov system

▶ Applicants are generally no longer required to upload a separate PDF document but will electronically complete and submit the form with the application package in Grants.gov

▶ Learn more: https://www2.ed.gov/fund/grant/about/training-management.html

▶ Training: https://www2.ed.gov/rms-training/ensuring-equitable-opportunities-under-the-gepa-section-427/story.html

Part 2: ED Abstract Narrative Form

▶ **One page limited to 2000 characters**

▶ Be sure to include the following:

  ▶ The **name and eligibility classification** of each applicant;

  ▶ Provide a **list of the names of all participating** LEAs, State agencies (including the Bureau of Indian Education if it is a participant), or nonprofit or for-profit organizations or entities in the application;

  ▶ Indicate if the application is from a single eligible applicant or a partnership and identify the applicant's eligibility classification (e.g., an LEA);

  ▶ Describe the reach of the proposed project by indicating the total number of schools, teachers, principals, etc., and students directly impacted by the project in the participating LEA(s);

  ▶ A **summary statement** of the project objectives and activities; and

  ▶ An identification of the **Competitive Preference Priorities** for which the applicant is applying.

Part 3: Application Narrative-Project Narrative Form

Describes the proposed approach to addressing absolute priorities and other required elements if funded.

Be sure to include:

- Table of Contents (no more than **one** double-spaced page)
- Response to absolute priorities, selection criteria, and requirements found in the NIA.
- Clear headings to help the Department staff and peer reviewers match the narrative with the selection criteria.

Applicants are encouraged, but not required, to limit project narrative to **40** pages

Part 4: EED Applicant Budget Worksheet

- **The EED Applicant Budget Worksheet is comprised of 5 sections:**
  - **Section A: Federal Funding Summary** – For each year of the grant, applicants must provide the requested amounts for each budget category.
  - **Section B: Non-Federal Funding Summary (for AHC Academies applicants only)** – Applicants will provide a summary of <u>secured</u> non-federal matching funds for each budget category. Funds reported must be available for use immediately upon award.
  - **Section C: Sources of Non-Federal Funding (for AHC Academies applicants only)** – Applicants will provide information that describes the sources of non-federal matching funds.
  - **Section D: Itemized Budget Breakdown** – Applicants will provide a detailed, itemized breakdown of the amounts requested under each budget category, for each year of the project.
  - **Section E: Narrative Justification** - Applicants must provide a narrative that justifies project costs for each budget line item.

Pay Attention to the Federal Cost Principles When Planning Your Budget

When developing your application budget, your proposed project expenditures must be allowable, allocable and reasonable for the implementation and operation of the proposed project.

- **Allowable expenditures** are for costs permitted under the AHC-A program statute and/or OMB circulars.

- **Allocable expenditures** are those that are specifically for the operation of the proposed project, as designed.

- **Reasonable** means the cost for an expense is comparable to market prices and that the overall budget request for the project is appropriate for the scope of activities.

Part 5: Other Attachment Form

- **Appendix A**: **Logic Model**
- **Appendix B:** **Documentation of applicant's demonstrated expertise in the development of evidence-based approaches with the potential to improve the quality of American history, civics and government, or geography learning and teaching.**
- **Appendix C**: **Resumes of Key Personnel**
- **Appendix D:** **Current Approved Indirect Cost Rate Agreement**
- **Appendix E:** **Letters of Support and MOUs from partners, if applicable**
- **Appendix F:** **Match Intent and Ability Letter (if applicable to the program)**
- **Appendix G:** **Proprietary Information -** *Eligible Applicants should identify any specific proprietary information and page numbers in the application where it can be found*
- **Appendix H:** **Other documents, if applicable**
- **Appendix I:** **Optional AHC Applicant Checklist**

APPLICATION SUBMISSION

All applications must be submitted electronically in GRANTS.gov;

Applications must be submitted no later than *11:59:59 pm, EDT on July 12, 2023*.

Applications must be **fully uploaded and submitted with a date and time stamp** by the Grants.gov system by the deadline.

Late applications will **NOT** be accepted.

APPLICATION PREP & SUBMISSION TIPS

01
Start early and submit early.

02
Pay attention to formatting requirements outlined in the common instructions for submitting applications for federal assistance.

03
Be sure you get a validation email from Grants.gov after you submit.

NEED HELP WITH GRANTS.GOV?

▶ All questions or concerns regarding submission of your application package through Grants.gov should be directed to the **Grants.gov support team**.

▶ You must obtain a **Grants.gov Help Desk Case Number** and keep track of your progress to resolve the issue(s).

▶ Be mindful of the Grants.gov system maintenance outage from June 17-19, 2023.

▶**Grants.gov Contact Center**

▶Email: support@grants.gov

▶Toll-Free Phone Number: 1-800-518-4726

Competition Selection Criteria

About the Selection Criteria

The selection criteria and possible points are the same across both AHC programs.

Applicants for the AHC Competitions should consider the selection criteria when drafting their applications.

The maximum total score for the selection criteria is 100 points.

Non-Federal peer reviewers will review each application against the selection criteria and competitive preference priorities.

The points or weights assigned to each criterion are indicated in parentheses.

Be sure to read the full text of the selection criteria in the NIA

(A) Quality of the Project Design (20 pts)

Project Design is the core of the proposal. It establishes the rationale for the project and outlines the project's objectives, activities that will be completed, and the services that will be performed.

Applications will be evaluated based on how well they describe:

i. The extent to which the proposed project demonstrates a rationale. (10 points)
ii. The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition. (10 points)

(B) Need for the Project (25 pts)

Need for the Project establishes why the proposed services are needed and identifies gaps and deficiencies in the target areas.

Applications will be evaluated based on how well they describe:

i.   The magnitude or severity of the problem to be addressed by the proposed project. (8 points)
ii. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (7 points)
iii. The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals. (10 points)

(C) Quality of the Management Plan (25 pts)

The management plan establishes how the project will be implemented by describing how objectives will be accomplished, outlining key timelines and benchmarks, and by highlighting critical personnel roles.

Applications will be evaluated based on how well they describe:

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. (13 points)

II. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (12 points)

(D) Adequacy of resources (30 pts)

Applications will be evaluated based on how well they describe:

i. The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization. (6 points)

ii. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (8 points)

iii. The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multiyear financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence. (8 points)

iv. The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (8 points)

FY 23 AHC Application Scoring

Selection Criteria	National Activities Max. Points	Academies Max. Points
A. Quality of Project Design	20	20
B. Need for the Project	25	25
C. Quality of the Management Plan	25	25
D. Adequacy of Resources	30	30
Total Points - Selection Criteria	100	100
Competitive Preference Priority 1	5	3
Competitive Preference Priority 2	7	7
Invitational Priority		
Max Total Points	112	110

Performance Reporting

Performance Reporting

- Successful applicants will be required to submit an **annual performance report (APR)** during each year of the project and a **final performance report (FPR)** at the end of the project demonstrating progress in meeting approved project objectives across all years of the grant.

- The APR and FPR will contain the following:

  - **Detailed financial information** describing actual and project expenditures related to the grant; and

  - Performance results on:

    - AHC **GPRA program performance measures**; and

    - **Project-specific performance measures** established by the grantee.

GPRA Performance Measures

For each year of the project grantees must meet the following GPRA Performance Measure:

AHC - Academies	AHC - National Activities
Presidential Academies: The average percentage gain on an assessment after participation in the Presidential Academy. **Congressional Academies:** The average percentage gain on an assessment after participation in the Congressional Academy.	The average percentage gain on an American History, Civics and Government, Geography and/or other related assessment after participation in the grant activities.

** Applicants should consider this measure in conceptualizing the approach to, and evaluation of, its proposed project.

Project-Specific Performance Measures

In addition to reporting on the program's GPRA measures, successful applicants will be required to submit annual information on progress toward meeting project-specific measures.

The application should include:

A list of the project-specific performance measures

Performance targets for each measure during each year of the project

A plan for how the performance data will be collected.

Overview of Competition Priorities

AHC Program Priorities at a Glance

Academies

Absolute Priority
- <u>Presidential Academies</u> for the Teaching of American History and Civics (Required)
- <u>Congressional Academies</u> for Students of American History and Civics (Required)

CPP 1
- Using the Resources of the National Parks (up to 3 points)

CPP 2
- Promoting Equity in Student Access to Educational Resources and Opportunity

Invitational Priority
- Fostering critical thinking and promoting student engagement in civics education

National Activities

Absolute Priority
- Innovative Instruction or Professional Development in American History, Civics and Government, and Geography (Required)

CPP 1
- Innovative Activities for Civic Engagement (up to 5 points)

FY 2023 Invitational Priority

Projects that describe how they will **foster critical thinking** and **promote student engagement in civics education** through professional development and/or student-facing projects involving **media literacy, digital citizenship**, or other activities designed to support students in--

a) **Evaluating sources and evidence** using standards of proof;

b) **Understanding their own biases** when reviewing information, as well as uncovering and recognizing bias in primary and secondary sources;

c) **Synthesizing information** into cogent communications; and

d) Understanding how inaccurate information may be used to influence individuals and developing strategies to **recognize accurate and inaccurate information**.

* Applicants will not receive extra points for addressing the invitational priority.

**Closer Look: AHC National Activities
Absolute and Competitive Preference Priorities**

AHC National Activities Absolute Priority

Absolute Priority 1

- Innovative Instruction or Professional Development in American History, Civics and Government, and Geography

Absolute Priority (cont.)

Innovative Instruction or Professional Development in American History, Civics and Government, and Geography

Under this priority, we provide funding to projects that are designed to develop, implement, expand, evaluate, and disseminate for voluntary use, **innovative, evidence-based approaches or professional development programs** in American history, civics and government, and geography. To meet this priority, a project must--

(a) **Show potential to improve the quality of teaching of and student achievement** in American history, civics and government, or geography, in elementary schools and secondary schools; and

(b) **Demonstrate innovation, scalability, accountability**, and a focus on **underserved populations**.

AHC National Activities Competitive Preference Priorities

Competitive Preference Priority 1

- Innovative Activities for Civic Engagement. (up to 5 points)

Competitive Preference Priority 2

- Promoting Equity in Student Access to Educational Resources and Opportunities. (up to 7 points)

** CPPs are optional. Applicants may address either or both Absolute Priorities.

Competitive Preference Priority 1

CPP 1: Innovative Activities for Civic Engagement (up to 5 points)

Under this priority, we provide funding to promote new and existing evidence-based strategies to **encourage innovative civics and government learning strategies and professional development activities** and programs for teachers, principals, or other school leaders, particularly such instruction, strategies, activities, and programs that **benefit low-income students and underserved populations**. To meet this priority, a project must include one or both of the following--

a) **Hands-on civic engagement activities** for teachers and students; or

b) Programs that educate students about the **history and principles of the Constitution of the United States, including the Bill of Rights.**

Competitive Preference Priority 2

CPP 2: Promoting Equity in Student Access to Educational Resources and Opportunities (up to 7 points)

Under this priority, and applicant must demonstrate that the applicant proposes a project designed to promote **educational equity and adequacy in resources and opportunity for underserved students--**

a) in one or more of the following educational settings: (1) Early learning programs (2) Elementary school (3) Middle school (4) High school (5) Career and technical education programs(6) Out-of-schooltime settings (7) Alternative schools and programs (8) Juvenile justice system or correctional facilities

b) That examines the sources of inequity and inadequacy and implement responses, and that may include one or both of the following:

c) Rigorous, engaging, and well-rounded (e.g., that include music and the arts) approaches to learning that are inclusive with regard to race, ethnicity, culture, language, and disability status and prepare students for college, career, and civic life, including civics programs that support students in understanding and engaging in American democratic practices **(up to 3 points).**

d) Establishing, expanding, or improving the engagement of underserved community members (including underserved students and families) in informing and making decisions that influence policy and practice at the school, district, or State level by elevating their voices, through their participation and their perspectives and providing them with access to opportunities for leadership (e.g., establishing partnerships between civic student government programs and parent and caregiver leadership initiatives) **(up to 4 points).**

AHC Competition Resources

American History and Civics National Activities Program Webpage:
https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/effective-educator-development-programs/national-activities-grant/

American History and Civics Academies Program Webpage:
https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/effective-educator-development-programs/american-history-and-civics-academies/

- FY 23 Notice Inviting Applications (NIA)

- FY 23 Application Instructions Package

- FY 23 Pre-Application Webinar Recordings and Slides

- EED Budget Narrative Template

QUESTIONS: Email questions to AmericanHistoryandCivics@ed.gov

Thank You!

- **A recording of this webinar and a PDF of the slides will be posted to the AHC competition webpages on OESE.ED.gov.**

- **Closing Date: July 12, 2023 at 11:59:59 p.m., Washington, DC time**

- **Late applications WILL NOT be reviewed**

- Send Notifications of intent to apply to: AmericanHistoryandCivics@ed.gov by May 30, 2023

- All applications must be submitted electronically using **Grants.gov**

- Grants.gov Help Desk: 1-800-519-4726

Closer Look: AHC Academies
Absolute and Competitive Preference Priorities

AHC Academies Absolute Priorities

Absolute Priority 1

- Presidential Academies for the Teaching of American History and Civics

Absolute Priority 2

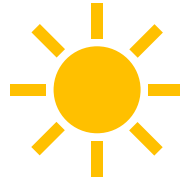- Congressional Academies for Students of American History and Civics

** **Applicants must address both Absolute Priorities.**

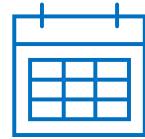# Absolute Priority 1: Presidential Academies for the Teaching of American History and Civics

Applicants must propose to establish a Presidential Academy that offers a seminar or institute for teachers of American history and civics that provides **intensive PD opportunities for teachers of American history and civics** to strengthen their knowledge of the subjects of American history and civics and. The academy must:

Be led by primary scholars and core teachers who are accomplished in the field of American history and civics

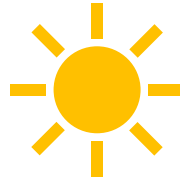**Be conducted during the summer or other appropriate time**

Be at least 2 weeks and not more than 6 weeks in duration.

Absolute Priority 2: Congressional Academies for Students of American History and Civics

Applicants must propose to establish a seminar or institute for outstanding students of American history and civics. The purpose of the seminar or institute must be to broaden and deepen students' understanding of American history and civics and must**:**

Be led by primary scholars and core teachers who are accomplished in the field of American history and civics

Be conducted during the summer or other appropriate time
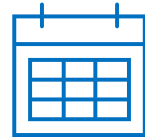
Be at least 2 weeks and not more than 6 weeks in duration.

AHC Academies Competitive Preference Priorities

Competitive Preference Priority 1

- Using the Resources of the National Parks. (up to 3 points)

Competitive Preference Priority 2

- Promoting Equity in Student Access to Educational Resources and Opportunities. (up to 7 points)

** CPPs are optional. Applicants may address either or both Absolute Priorities.

Competitive Preference Priority 1

Using the Resources of the National Parks (up to 3 points)

Applicants that propose to develop innovative and comprehensive programs using the resources of the National Parks, including, to the extent practicable, through coordination or alignment of activities with the National Park Service National Centennial Parks initiative.

Competitive Preference Priority 2

CPP 2: Promoting Equity in Student Access to Educational Resources and Opportunities (up to 7 points)

Under this priority, and applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students--

a) in one or more of the following educational settings: (1) Early learning programs (2) Elementary school (3) Middle school (4) High school (5) Career and technical education programs(6) Out-of-schooltime settings (7) Alternative schools and programs (8) Juvenile justice system or correctional facilities

b) That examines the sources of inequity and inadequacy and implement responses, and that may include one or both of the following:

c) Rigorous, engaging, and well-rounded (e.g., that include music and the arts) approaches to learning that are inclusive with regard to race, ethnicity, culture, language, and disability status and prepare students for college, career, and civic life, including civics programs that support students in understanding and engaging in American democratic practices **(up to 3 points).**

d) Establishing, expanding, or improving the engagement of underserved community members (including underserved students and families) in informing and making decisions that influence policy and practice at the school, district, or State level by elevating their voices, through their participation and their perspectives and providing them with access to opportunities for leadership (e.g., establishing partnerships between civic student government programs and parent and caregiver leadership initiatives) **(up to 4 points).**

AHC Academies Cost-Sharing Requirement

Section 2232 (g)(1) of the ESEA, requires that each grantee provide matching funds equal to 100% of the total amount of the AHC-Academies grant award.

- Matching funds must be from nonfederal sources.
- Matching funds may be provided as **cash or in-kind** donations.
- If a cost is unallowable with Federal funds, it is also unallowable with matching funds.
- ** The funds must be secured at the time the application and AHC applicants are required to indicate the amount and sources of the funding.

Thank You and Reminders!

American History and Civics National Activities Program Webpage:
https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/effective-educator-development-programs/national-activities-grant/

American History and Civics Academies Program Webpage:
https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/effective-educator-development-programs/american-history-and-civics-academies/

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