

FY22 DoDEA Grant Cohort

School District Name	Military Installations Supported	Funding Amount	Abstract
CACHE SCHOOL DISTRICT	Fort Sill and Altus Air Force Base (OK)	\$1,000,000.00	Cache Public Schools proposes the R&R Project for a district Reset and Refocus mission after the pandemic to address literacy learning loss and teacher SEL needs. Cache serves 783 military-connected students (2028 total) near Fort Sill Army Post and Altus Air Force Base in Oklahoma. Current student assessment data indicates a loss of learning during the pandemic resulting from high absenteeism and remote learning. Teacher surveys show teachers are stressed, overwhelmed, and not in a good place to address the learning loss. This project will combat both through continuous strategic planning and capacity building in the instructional staff. By increasing teacher expertise through professional learning, we believe we can better equip our teachers to meet student needs while simultaneously increasing job satisfaction for teachers.
CARTHAGE CENTRAL SCHOOL DISTRICT	Fort Drum (NY)	\$1,250,000.00	Carthage Central School District's RISE (Reading, Instructional Supports & Enrichment) Up Project seeks to create and implement a Multi-Tiered Systems of Support (MTSS) Framework to support students academically, emotionally, and socially in their daily school programs. This project seeks to increase timely, research and data based professional development for teachers, strengthening skills and content knowledge. Unique to this project are facilitators to support and enrich students and staff in all aspects of the framework, as well as ensure the framework's implementation. CCSD understands the importance of assessment data that allows for goal setting opportunities at both the teacher and student level. This will ultimately provide accountability information on the implementation of instructional practices and the effectiveness as it's related to student learning.
CENTRAL KITSAP SCHOOL DISTRICT #401	Naval Base Kitsap - Bangor (WA)	\$2,000,000.00	The primary objective of our Secondary STEM Project (SSP) is to ensure that all Central Kitsap School District students develop a strong STEM foundation by the time they graduate. An important component of that foundation is to experience a wide variety of STEM-related opportunities designed to inform, inspire, and encourage our students to consider pursuing a STEM career. To achieve this objective, we intend to provide our secondary students (grades 6-12) at all 7 sites with a number of engaging and relevant STEM learning opportunities.
CLOVER PARK SCHOOL DISTRICT #400	Joint Base Lewis-McCord (WA)	\$1,300,000.00	Computer Science for All - Clover Park School District's grant project, Computer Science for All, involves building on the existing computer science course framework in ways that provide early opportunities for young students to engage in hands-on computer science and computational thinking and create a robust vertical pipeline of opportunities for all students to develop skills in all areas of computer science.
CORONADO UNIFIED SCHOOL DISTRICT	Naval Station Coronado (CA)	\$1,500,000.00	The goal of Project E3: Engage, Explore, and Excel is to improve mathematics achievement of military-connected CUSD students in grades K-5 by increasing staff capacity to facilitate mathematical literacy, foundations of mathematical practices, and STEM literacy through in-class curriculum and instruction support, and the development of advanced technology-based learning environments. Project E3 will also update components of the CUSD formative assessment system to ensure the practice of data driven instruction as well as accurate and timely identification of students in need of intervention. The success of this solution will not only be measured through qualitative and quantitative formative and summative evaluations, improvement in classroom performance, and increases in standardized test scores in mathematics, but will also be evident in the successful transfer of foundational mathematics knowledge through participation and literacy in STEM activities.
DERBY - UNIFIED SCHOOL DISTRICT #260	McConnell Air Force Base (KS)	\$1,000,000.00	Derby Public Schools, in Derby, Kansas, serves a significant number of military-connected students because of its proximity to McConnell Air Force Base. Through project "Building SELF STEAM", Derby Public Schools will work to increase the number of Military-connected students who when given the choice, choose STEM-related courses. To support STEM instruction, we will provide stipends to after-school STEM-related club sponsors, and purchase supplies for these clubs (2 at each Elementary and 2 at each Middle School). We will also arrange for PLTW PD for the use of the VEX IQ robotics equipment, build and host "Girls Only" Summer STEM camps for elementary and middle school students, throughout the life of this grant, and use funds from this grant to further leverage the existing agreement we have with the premiere space museum an hour away (The Kansas Cosmosphere) to bring STEM content to all of our students.
DUVAL COUNTY PUBLIC SCHOOLS	Naval Station Mayport and Naval Air Station Jacksonville (FL)	\$2,000,000.00	Duval County Public Schools (DCPS) Reinforcing Education Critical to Understanding Interactive Technology (RECRUIT) program is a district-wide initiative to provide STEM instruction, coupled with experiential learning and real-world experiences, to build 1,835 K-8 students' interest and achievement in STEM and military-aligned careers. The goal of the project is to transform how our district teaches and prioritizes STEM education for military-connected students, who are well-positioned to ultimately enter military-aligned career fields. The project will focus on improving STEM outcomes, with a focus areas of interest that have military applications, such as student knowledge and problem-solving abilities, in the areas of cybersecurity, coding, e-sports, and robotics.
EL PASO INDEPENDENT SCHOOL DISTRICT	Fort Bliss (TX)	\$1,500,000.00	Conexiones (Connections) is an initiative by the El Paso Independent School District (El Paso ISD) to bring its knowledge and experience as a language education leader to military-connected students. Historically, the district's 3,879 military-connected students from Fort Bliss have had lower participation in dual language because their high mobility prohibits them from taking part in the comprehensive elementary program. Bliss, Hughey, Milam, and Powell Elementary schools will pilot an alternative program, Conexiones, that will provide K-5 students with Spanish language education complemented by lessons on Hispanic culture. As military-connected students learn about the arts, customs, and traditions of the predominantly Hispanic region, those who were unfamiliar with the culture will gain exposure to help them acclimate to the broader community. Outside of regular classroom activities, Conexiones will engage parents through monthly program newsletters and "family night" activities culminating in the annual World Language Festival, further cementing the connections between military-connected families and the greater El Paso community.
ENTERPRISE CITY SCHOOLS	Fort Rucker (AL)	\$1,250,000.00	The grant is designed to strengthen and expand STEM education opportunities for military-connected students in grades K-8 by providing job-embedded professional development through curriculum and instructional support, as well as in-class support for teachers in those grades. Creativity is the Key to STEMs is designed to provide students a better foundational understanding of math. Students will be offered opportunities to explore and engage in hands-on math and science activities designed to promote critical thinking and problem-solving skills at each of the elementary and middle schools in the Enterprise City Schools System. In addition, it will provide K-3 teachers an opportunity to learn how to integrate STEM into their core content areas by partnering with STEM Integration Specialists to plan and conduct lessons. The goal of this grant is to increase the mathematical proficiency of military-connected students, teach STEM habits of mind, such perseverance, teamwork, and collaboration, and to build teacher confidence and competency in STEM integration. We believe that these skills are essential for military-connected students to have in order to be successful in the workforce of tomorrow.

ESCAMBIA COUNTY SCHOOL BOARD	Naval Station Pensacola and Naval Support Activity Whiting Field (FL)		\$2,000,000.00	All in for the Arts enhances fine and performing arts programming for K-12 students at fifteen military-connected schools in the Escambia County School District (FL). The DoDEA-funded 5-year MCASP project seeks to build a sustainable arts ecosystem that supports and develops students and teachers who embrace and champion the arts—even beyond the four walls of the classroom. Improved access to resources and opportunities, in tandem with elevated instruction, will afford rich arts experiences for all students at seven elementary schools, three middle schools, three high schools, and two K-12 programs in the district. New extra-curricular tutoring and enrichment programs will provide learners avenues to hone their skills and further explore the arts. Competitions and performances in myriad venues will motivate, inspire, and foster grit within these young artists. Through paid internship opportunities, skilled high school arts students will engage young arts students at project middle schools, assisting with instructional activities while gaining valuable work experience.
FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT	Ellison Air Force Base and Fort Wainwright (AK)		\$1,000,000.00	The Fairbanks North Star Borough is located in Interior Alaska and is home to Fort Wainwright Army Garrison and Eielson Air Force Base. Of 11,260 students served by the Fairbanks North Star Borough School District 2,364 (21%) are military-connected. Every student is required to complete Algebra 1, over 2 or 4 semesters, to earn a regular high school diploma. The 4-semester option is very popular, but ineffective, and causes issues when students transfer credits to new school districts. For highly mobile student populations, including military-connected students, the 4-semester option can take students down a path that is very difficult to recover from and graduate high school on time, or at all. Slowing students down who are struggling with math/Algebra 1 is not an effective instructional strategy. With COVID interruptions, learning gaps have grown. A start-up investment from DoDEA is needed to train and prepare secondary school teachers and staff to identify, implement, and sustain evidence-based instructional practices that will increase student math achievement and increase student course completion of Algebra 1. An Algebra 1 Instructional Coach will lead Operation Arctic Algebra Advancement. Efforts will focus on professional development and coaching teachers to optimize positive student outcomes at 9 secondary schools with greater than 10% military-connected student enrollment.
FAIRFAX COUNTY PUBLIC SCHOOLS	Fort Belvoir (VA)		\$2,000,000.00	Military-connected students face unique instructional and social-emotional challenges which have been greatly exacerbated by the global COVID-19 pandemic. Fairfax County Public Schools' (FCPS) military-connected students experienced a marked decrease in mathematics pass rates for the 2020-2021 school year when compared to pre-pandemic levels, and gaps in academic performance are often manifested in disruptive behavior and a lack of readiness to learn. In order to address and remedy this concern, FCPS proposes the creation of "Code Up!", a project targeted to support the military-connected students at eleven FCPS school communities. Through the creation and implementation of informative and engaging STEAM-focused instruction, after-school and summer enrichment programming, and immersive field trips and activities, students will cultivate an enhanced comprehension of, and excitement for, STEAM learning as measured by increased performance on standardized academic tests and enthusiastic interest in future STEAM-related career paths. Participating students will make connections to STEAM fields of interest through authentic instructional learning, and successfully apply math and science knowledge and learned skills through the use of instructive technologies, thereby helping them to identify and engage with potential STEAM careers.
FALCON - EL PASO COUNTY SCHOOL DISTRICT 49	Peterson Air Force Base; Schriever Air Force Base; Air Force Academy; Fort Carson; Cheyenne Mountain Air Force Base; Pueblo Army Chemical Depot; Buckley Air Force Base (CO)		\$2,000,000.00	Operation World Language (OWL) aims to increase the availability and use of world language instruction in order to support academic success and post-graduation opportunities in District 49. To accomplish this goal, D49 will bring a Spanish Dual Language Immersion program to be potentially housed at Remington Elementary School, using a phased approach. To truly serve the needs of our community, multiple language offerings are the long-term goal for sustainability, after the successful implementation of Spanish, through collaboration with our stakeholders. It is imperative that once students have acquired the skill of a second language, that skill must be fostered in a rigorous manner. To combat potential learning loss, secondary students (potentially housed within Horizon Middle School) will have the opportunity to continue World Language learning through multiple discipline classes being offered in that target language. This new opportunity promotes the development of biliterate students through the incorporation of World Language across educational content areas. Activity partnerships with University of Colorado, Colorado Springs will support World Language use in specific career fields. Additionally, the project adds professional development support to secondary teachers that currently teach World Language. Secondary students will then be encouraged to work towards a Seal of Biliteracy, through advanced assessments and application of the target language, which will increase their opportunities for post-graduation.
FORT LEAVENWORTH USD #207	Fort Leavenworth (KS)		\$2,000,000.00	With a primary focus on implementing novel interventions to address student achievement gaps in kindergarten through ninth grade, the goal of Project WIN (Well Defined Individualized Novel Interventions) is designed to support the academic achievement and improved outcomes of all students in the areas of Mathematics and English Language Arts (ELA) based on the individual highest needs for military dependent youth at Fort Leavenworth. To combat the growing diversity of problems and issues facing school-aged youth, in particular with the educational impact of the COVID-19 pandemic, Project WIN leverages best practices in an intervention system focused on promoting academic outcomes important for students. Project WIN targets the imperative need for all schools at Fort Leavenworth to focus on the entire student population in establishing and strengthening a comprehensive continuum of multi-layered tiered systems of prevention and intervention services. Options of varying intensity will be analyzed and directed toward the specific learning needs of students who are experiencing difficulties. Project WIN aims to support military-connected students in achieving the highest academic levels of excellence in Tiers I, II, and III Mathematics and English Language Arts by directing all efforts on "Well-Defined Individualized Novel Interventions" for each individual student to maximize their potential.
FT SAM HOUSTON INDEPENDENT SCHOOL DISTRICT	Joint Base San Antonio (TX)		\$2,000,000.00	The Three Rs of Rebooting School Culture: Rethink, Rearchitect & Renew: We exist to serve the military child and our vision at Fort Sam Houston ISD in San Antonio, Texas, is to provide a quality education, where every student is a learner, every learner is a graduate, and every graduate is a success. Our objective is to re-think the current Teaching and Learning framework of instructional support and rearchitect, to systematically target math achievement gaps at both the elementary (grades 3-5) and secondary (grades 6-8) schools with 50% of our students not on grade level. Our struggling students need explicit individualized support for success today. We will renew our school culture by hiring and providing customized research-based training for Instructional Coaches to focus on acceleration in learning, increasing math achievement measured by qualitative and quantitative data. The primary role of Instructional Coaches guided by the Coaching Coordinator will be to provide direct and immediate support for new curriculum requirements, non-evaluative feedback, pedagogical modeling, and data informed decision making. In addition, we will incorporate professional learning for teachers interested in strengthening effective leadership skills. Through this rebooting of school culture, we will see a renewed sense of hope from students and teachers alike as we heal from the devastating setbacks of the COVID-19 pandemic. Self-efficacy, connections, and well-being will be evident in student and teacher survey data and educational equity will be the norm. Student voice and Social Emotional Learning needs will be met through our newly established research-backed and vertically aligned character education program, improving engagement, increasing belonging, and promoting well-being.

Grand Forks Public Schools	Grand Forks Air Force Base (SD)	\$500,000.00	Project F.I.T. to Learn (Fitness Integration at Twining) is designed to support academic achievement for all students in ELA at Nathan Twining Elementary and Middle School. Project F.I.T. to Learn will establish highly effective, tiered systems of support with researched-based, purposeful movement instruction. This project will enhance student achievement through movement-oriented instruction, designed to meet individual learning needs. Project F.I.T. to Learn cultivates mind-body wellness for teachers, students, and families through the development of a teacher collaborative teacher space and FITNESS lab that encourages and engages movement with "video game" like qualities for all and implements movement-oriented lessons into all tiers of instruction. This project aims to help military students achieve their highest levels by developing lifelong strategies for health and wellness by taking ownership of their academic success.
GROTON BOARD OF EDUCATION	Naval Station New London (CT)	\$1,000,000.00	With support from DoDEA, Groton Public School will improve and expand its world language program. All GPS world language teachers will engage in a multi-year onsite professional development program with expert trainers from the American Council on the Teaching of Foreign Languages (ACTFL). The purpose of this training is to shift the current mode of instruction towards the preferred proficiency-based method aligned with ACTFL's World-Readiness Standards for Learning Languages. GPS will also hire two new world language teachers to expand the program to all five elementary schools. The goal of this effort is to improve students' world language proficiency and foster a deeper understanding and appreciation for cultures other than their own. Using standardized quantitative educational metrics and qualitative teacher surveys, GPS will study the impact of these efforts on the academic achievement and social-emotional wellbeing of our students, with a focus on our military-connected population.
HAWAII - Windward	Marine Corps Base - Hawaii (HI)	\$2,000,000.00	The Kalaheo Complex's DoDEA World Languages Program proposal introduces our project, "Kalāheo Complex K-12 Spanish and Japanese Pipeline with a Project-Based Learning Approach." The goals of our project focus on two key areas: 1. To expand and enhance our existing world language program by increasing world language instructor personnel at the elementary and secondary levels. 2. Provide world language instructors with the tools and skills necessary to expand course offerings and innovative language instruction methods. The project will accomplish the following: 1. Establish world language instruction at the elementary school level to provide 100% of elementary school students with world language instruction. 2. Establish a Japanese program at the intermediate level and expand the existing Spanish program 3. Expand world language instruction at the high school level 4. Increase retention of world language students through project-
HAWAII - Radford	Joint Base Pearl Harbor-Hickam, Camp Smith, Ford Island (HI)	\$2,000,000.00	Our project aims to prepare our military-connected students in grades PreK to 12 for college, career and community by increasing their knowledge, skills and interests through engaging in real world applications. By having students apply their learning to real world, authentic problems, projects, and experiences and learn to utilize a variety of technology tools, they will be able to explore a variety of career options, expand and deepen their interests, and bring relevance to the knowledge and skills they are gaining through their in-class learning experiences and extracurricular opportunities. The project's activities include 1) train and prepare teachers to effectively incorporate real world application across career pathways into their curriculum and instruction, 2) enhance student individual determination and collaborative skills through application of AVID WICOR strategies and dispositions, 3) increase teacher and student access to and application of technology tools to develop computer science, computational thinking, digital literacy and 21st century skills, and 4) expand co-curricular and afterschool enrichment activities, competitions, and clubs focused on real world application.
HAWAII - Leeward	Army (Schofield Barracks, Wheeler Army Airfield); Air Force and Navy (Joint Base Pearl Harbor-Hickam, Barber's Point Naval Air Station, U.S. Pacific Fleet and Submarine Force); Coast Guard (Coast Guard ISC Honolulu, Coast Guard Air Station Barbers Point); and Marine Corps-Camp Smith (HI)	\$1,000,000.00	One of the pillars of the Hawaii Department of Education (HIDOE) 2030 Promise Plan is to establish coalitions with business and industry to strengthen Next Generation Science Standards (NGSS) through project-based learning and mentoring opportunities, developing new career pathways that involve Science, Technology, Engineering and Mathematics (STEM). To continue the trajectory toward STEM proficiency, HIDOE must provide students along the K-12 continuum with authentic learning experiences, including career technical education (CTE) opportunities. Through the integration of project-based learning (PBL) and technology-rich instruction, Ho 'oulu holomua" will enhance academic achievement for military connected students at four targeted schools over 4.5 years, equipping them to succeed in college and careers aligned with STEM and in-demand, high-wage careers of the future. Military connected students will engage in PBL, while developing digital literacy through daily interaction with technology as part of Computer Science or Engineering courses, the design thinking process and a new Academy of Law and Public Safety.
HILLSBOROUGH COUNTY SCHOOL DISTRICT	McDill Air Force Base (FL)	\$2,000,000.00	HPCS has identified a group of schools that comprise a feeder pattern and combined, serve the highest number of military-connected students of any geographic region in HPCS. Drawing from research on the benefits of a "regional model" that leverages collaboration and cross-school collaboration to increase student success, the district proposes to institute a STEM Innovation Hub at the targeted sites. Key activities include creating and offering new coursework centered on project-based and inquiry-based learning, increasing the number of elementary and middle school students who earn STEM-related industry certifications; providing high-quality professional development; offering a variety of high-interest STEM-centric clubs, especially for students traditionally underrepresented in STEM; providing opportunities for students to compete in local and national STEM competitions; engaging parents and the community to build awareness in STEM and its benefits for students; and planning and executing at least one STEM-focused community service project each year.
HOKE COUNTY PUBLIC SCHOOLS	Fort Bragg (NC)	\$1,760,090.25	F.R.E.S.H. Reads will offer opportunities in-school, after-school, and during the summer for students to engage in activities that support: • Exploration of career interests in STEM and other areas: • Collaborative work to solve real-world problems within the community and beyond • Tackling "tough topics" through books to support social and emotional well-being • Promote reading as a life skill for learning and pleasure - F.R.E.S.H. Reads will focus on Hoke County students in elementary through high school. The project will include: themed in-school and after-school meetings and clubs; project-based learning modules and engineering design challenges addressing real world issues that incorporate literature and informational texts; a "Back to School" Reading Camp focusing on research-based reading success strategies, study skills, stress management, and building relationships around books. Success will be measured by quantitative and/or qualitative measures.
INTERNATIONAL LEADERSHIP SCHOOL OF TEXAS	Various military installations throughout Texas	\$2,000,000.00	The "Chinese Advanced Language" (CAL) project will provide ILTexas Chinese teachers (119+) with advanced professional development (PD) opportunities from 2023 to 2027 and provide over 4,000 students (9-12 grades) access to a Chinese language and culture immersion summer camp from 2024 to 2026. The advanced PD will offer Chinese teachers, particularly those teaching intermediate and advanced level Chinese courses, more resources, including training and instructions from three Advanced Chinese Instructional Coaches, which will result in higher quality Chinese instruction for 21,000+ ILTexas students. At the summer camp, students will study Chinese in the morning and have Chinese cultural activities in the afternoon. The outcomes of this summer camp are to improve the students' Chinese language proficiency and increase their understanding of and continual interest in Chinese culture. The CAL project is expected to increase the language proficiency level of all ILTexas students, with a focus on military-connected and JROTC students. Participants of the summer camp are anticipated to achieve an advanced level of Chinese language proficiency in college.

KNOB NOSTER SCH DIST R 8	Whiteman Air Force Base (MO)	\$1,750,000.00	Great Expectations and Results Urgency Plan for Computer Science and Cybersecurity (GEARUP 4 CSC) will engage students in grades K-12 in robust learning opportunities across the computer science, coding, and cybersecurity spectrum. Leadership identifies these skills as among the most important for national security. This grant is the fourth in a strategically-planned series of GEAR UP initiatives that will ensure a quality, forward-focused, personalized educational program is provided to all Knob Noster and Whiteman Air Force Base students that prepares them for success in college/career. Through embedded, research-proven training, this grant will strengthen teacher Knowledge, Skills, and Abilities (KSAs) to better prepare students for Kindergarten-12 success.
LACKLAND INDEPENDENT SCHOOL DISTRICT	Joint Base San Antonio (TX)	\$1,250,000.00	Lackland Independent School District (LISD) is located on Lackland Air Force Base in San Antonio, Texas, or Military City USA" as "it's affectionately referred. For LISD, the goal is to provide students with numerous opportunities to acquire skills and strategies that prepare them for their chosen future pursuits. Lackland ISD's reputation for academic excellence has been sustained over the years because we endeavor to pursue all opportunities that benefit our students. We emerged from the weight of the pandemic more dedicated to ensuring that our students are equipped with the 21st Century Skills necessary to choose and pursue any post-secondary career or educational opportunity available to them. We've experienced the need for instant adaptability over the last two years, while working to build within our students the mental and emotional capacity associated with dynamic changes. It's our vision to restore academic confidence in STEM-related courses for our elementary students and expand our STEM and CTE offerings to our secondary students. Our students desire to be influencers, content creators, innovators, and more as they positively contribute to society. We are determined to equip them with the tools, space, skills, and knowledge needed to forge ahead by connecting them with a first-class education and access to industry experts.
MADISON CITY SCHOOLS	Redstone Arsenal (AL)	\$2,000,000.00	Madison City School System (MCS), located in Madison, Alabama, is part of the greater Huntsville area, where the largest category of employment of the citizenry is professional, scientific, and technical services. Notable employers are the Army, Marshall Space Flight Center, and technical companies that support the DOD. Accordingly, MCS places emphasis on our future STEM workforce. MCS intends to support the Federal Government's STEM mission and the goals of the DoD through Creating a Spark for STEM Career Pathways by building a smooth pathway from Pre-K to the STEM workforce. The pathway strategy is evidence-based. For example, MCS had not achieved the federal non-traditional participation goal for Career Technical Education (CTE) enrollment for female and minority students. Strong evidence indicates a recent expansion of CTE offerings in middle school caused an increase in non-traditional enrollment to the degree that MCS now meets the federal goal. The successful pathway strategy will be employed again. MCS recognizes that achieving an effective STEM career pathway requires highly qualified, well-trained STEM teachers; evidence-based activities and project-based STEM literacy and STEM career-awareness learning experiences; state-of-the-art supplies; and motivated STEM career advisors.
MASCOUTAH COMMUNITY UNIT SCHOOL DISTRICT #19	Scott Air Force Base (IL)	\$2,000,000.00	Mascoutah Community Unit School District 19 struggles with both student and teacher attendance. Students, teachers, and administrators are exhausted as we are exiting the COVID-19 pandemic. The Every Student, Every Day - Making Success Deliberate project aims to increase student academic achievement in STEM through developing administrators capacity to lead with empathy, fully converting the Response to Intervention system to a Multi-Tier System of Support; and expanding extracurricular and summer activities. These strategies work together cohesively to foster a positive learning environment for students, teachers, and administrators.
MONROE COUNTY - Sigsbee Charter	Naval Air Station Key West (FL)	\$500,000.00	Sigsbee Charter School (SCS), located on Naval Air Station Key West (NASWK), is a K-8 school with a mission specifically focused on creating innovative curriculum to meet the unique needs of the military child. The school embraces 50% military-dependent students from all five branches of the Armed Forces and has established learning partnerships with local military installations and environmental agencies. What's The Problem?, aims to improve self-efficacy and participation in STEM for students in grades 3-8, while supporting their social-emotional needs through a STEM-based Problem Based Learning (PBL) curriculum. Strategies address students' diminished participation in STEM courses, issues with the transferability of curriculum due to a highly transient workforce, and a decline in military-connected students' mental wellness since the Covid-19 Pandemic. The project will implement STEM-based PBL tasks that deepen community and military partnerships to increase student self-efficacy in STEM. The curriculum will be recorded in transferable Learning Guides to promote sustainability. Restorative Practices will be adopted to improve mental wellness for military-connected students. What's The Problem? will provide resource model for schools serving military-connected students who are interested in adopting sustainable PBL curriculum that improves student self-efficacy and participation in STEM learning.
NEWPORT PUBLIC SCHOOLS	Naval Station Newport (RI)	\$500,000.00	The primary goal of Newport STREAM is to improve student reading and writing through enhanced literacy instruction and interdisciplinary strategies applied across all subjects and grades as connected with our new 2020 DoDEA-funded Reaching for the Stars. In 2021, only about a third of Rhode Island students were proficient in science, ELA and mathematics. Across all tests, EL and economically disadvantaged students consistently scored lower than wealthier groups. As data suggests there is a need to support our students in literacy to help increase student achievement. Pell is addressing these challenges through new State-wide policies which need an overarching plan for integrating new policies with pre-existing programs through literacy. A strong foundation in literacy will ensure that all students will have the opportunity to acquire strong literacy skills.
NORTH HANOVER TOWNSHIP BOARD OF EDUCATION	Joint Base Dix-Lakehurst-McGuire (NJ)	\$1,000,000.00	Project P.E.A.C.E.: Physical, Emotional, Academic and Cognitive Engagement - The past three academic years have been fraught with interrupted learning for students due to closures, quarantines and illnesses during the Covid-19 pandemic. Although our schools are returning to normal practices, our students are exhibiting difficulty with executive function, self-regulation, focusing, interpersonal skills, stamina, and academic gaps. This project is designed to prepare students for learning and to help students to self-regulate by strengthening the mind-body connection. Emphasizing wellness and movement in military connected children on Joint Base McGuire-Dix-Lakehurst, NJ, it integrates intentional physical activity into the student day, based on the research linking physical activity to social-emotional wellness and cognitive engagement. Activities take place before, during and after school in both formal and informal settings and vary according to the needs of the specific student. A tiered approach to exer-learning intervention will be applied, with students with the most significant needs receiving the most intervention. Activities range from exer-learning and gaming, to mindfulness and self-soothing strategies, to self-monitoring with heart rate units to identify and respond to stress detection. All project activities are enhanced with engaging technologies. Direct services to students are supported by a systemic, systematic, collaborative, job-embedded professional learning program, with an emphasis on internal capacity and the development of teacher efficacy and leadership.

O'FALLON TWP. HIGH SCHOOL DISTRICT #203	Scott Air Force Base (IL)	\$750,000.00	Bringing Intercultural Learning through Innovative Techniques (BILIT) at O'Fallon Township High School District 203 (OTHS) will develop students' fluency in a second language, create an immersive cultural experience, and encourage both military-connected students and AFJROTC cadets to enroll in world languages. OTHS needs to expand its current World Language staff and course offerings to meet the needs of military-connected students planning to attend college. Through creative uses of technology, project BILIT will incorporate Mandarin Chinese courses, immerse students in authentic culture utilizing "Classrooms from Around the World" peer instruction and international travel, and build capacity through teacher trainings at international universities. Through Project BILIT, OTHS students will demonstrate fluency in a second language by earning the "Seal of Biliteracy", a nationally recognized standard, earned by achieving proficiency in speaking, writing, listening, and reading in the target language. The successes demonstrated during Project BILIT will be sustained
OKALOOSA COUNTY SCHOOL DISTRICT	Elgin Air Force Base (FL)	\$2,000,000.00	ENGAGE 2.0 builds on the research that a healthy body and mind is instrumental in preparing students for future educational dreams and aspirations. It combines STEM education with a healthy body and mind focus. STEM education incorporates core subject areas, team building, and problem-solving skills. These experiences are paramount for college and career readiness. Research also overwhelmingly supports the relationship between active bodies and academic achievement. With these two concepts at the forefront, the ENGAGE 2.0 project is a holistic approach for educating students. The proposal sets up three strategies to meet its goal of improving the college entrance exam scores of military-connected students: 1. In class technology support through Technology Enhanced Classrooms (TEC) to promote active learning. 2. In class curriculum support through Interactive Cooperative Group opportunities. 3. Building capacity of teachers through innovative training and support
RANDOLPH FIELD INDEPENDENT SCHOOL DISTRICT	Joint Base San Antonio (TX)	\$1,500,000.00	Randolph Field ISD is a Texas public school district located on Joint Base San Antonio. Randolph Field ISD was not immune to the negative effects of the global pandemic. The Reset! Enrich! Imagine the Future! project will combat the negative effects of both student and teacher learning loss by providing differentiation for students in learning and assessment. Problem-based learning, high quality assessment practices, and social emotional support will result in higher academic achievement. Instructional Coaches will assist teachers as they apply quality professional learning from the lesson design process through implementation and assessment.
RICHLAND SCHOOL DISTRICT 2	Fort Jackson (SC)	\$2,000,000.00	Premier Pathways for Student Success will be implemented at 12 elementary, 7 middle schools, and 5 high schools. This project will impact 3,733 military-connected students that will provide a continuum of synergistic learning across our school district. The purpose of the project is to focus on the components necessary for students to achieve academic success, excel in STEM, and experience mindful well-being. This innovative project will identify and implement evidence-based practices to meet the academic needs of the highly mobile military-connected students in our community. It will provide resources that promote student achievement in the core curriculum areas-including STEM, promote virtual learning to increase educational program cohesiveness, and provide multi-tiered systems of support learning environments so that transitioning military-connected students are afforded the opportunity to increase educational continuity and address core content gaps due to relocations.
SAN DIEGO UNIFIED SCHOOL DISTRICT	Naval Station San Diego (CA)	\$2,000,000.00	Operation World Language Success (OWLS) Project will expand and enhance world language programs within San Diego Unified School District. Services are targeted within six elementary, three middle and two high schools. Project objectives: (1) Expand access to World Language courses leading to the Seal of Biliteracy, (2) Effectively use computer-assisted instruction or distance learning, to establish course offerings of one world language course not currently offered. Project activities are planning, needs assessment and professional development, implementation of an after-school enrichment Foreign Language Elementary Experience (FLEX) program, addition of an introductory world language course at middle schools, provision of AP World Language preparation courses or tutoring to students at high schools and to establish one new online world language course. The intended outcomes, as measured through an independent evaluation process are: (1) Increase the number of military-connected students in grades 12, who complete a four-year course of world language or earn a passing score on an AP language exam and who earn the CA Seal of Biliteracy, (2) Increase the percentage of military connected 8th grade students who demonstrate readiness for success in higher level world language courses in high school by completing Spanish 3,4 with scores of 3 or higher on the district created, standards-aligned World Language Critical Concepts and Proficiency Scales at the Novice High level, and (3) Increase the percentage of military connected students in 5th grade within target elementary schools who commit to enrollment in a three year World Language course of study in Middle School.
SAVANNAH - CHATHAM SCHOOL DISTRICT	Fort Steward and Hunter Army Airfield (GA)	\$500,000.00	SCCPSS has students connected to Ft. Stewart-Hunter Army Airfield, the 165th Airlift Wing, and Coast Guard Air Station Savannah throughout the district. Located next to Hunter Army Airfield, Pulaski Elementary School (Pre-K-5) has 52% military-connected students and a 24% Hispanic student body. Pulaski has no course offerings in World Language. The creation of the Mighty Multilingual Lab for students in grades K-5 will allow students to increase their knowledge, skills, and interest in the Spanish language and Hispanic culture. Students will learn to speak grade-appropriate Spanish using a digital language lab and experience the Hispanic culture through virtual field trips. The Spanish language will be embedded throughout the environment and communication practices of the school.
SILVER VALLEY UNIFIED SCHOOL DISTRICT	Fort Irwin and Marine Corps Base Barstow (CA)	\$2,000,000.00	Military Connected Academic and Support Program Grant to Silver Valley Unified School District
STEILACOOM HISTORICAL SCHOOL DISTRICT #1	Joint Base Lewis-McCord (WA)	\$1,500,000.00	Leading through Languages will increase the number of K-12 students enrolled in world language courses by creating a K-12 World Language Pipeline. This project will establish district-wide early exposure to Spanish in grades K-5 using teacher specialists at two of the military-connected elementary schools. The project will also expand access to world language courses at the middle school and high school through multiple pathways. These include the creation of a new Career and Technical Education (CTE) pathway of world language course options within the JROTC program at Steilacoom High School (SHS) and the development of new partnerships between SHS and local colleges allowing students the opportunity to earn world language dual credits by certifying teachers as college instructors in the high school. One additional pathway for students at, SHS and Pioneer Middle School provides virtual opportunities for students to participate in world language courses not offered campus.
WAYNE COUNTY PUBLIC SCHOOLS	Seymour Johnson Air Force Base (NC)	\$500,000.00	WCPS believes that "understanding and respecting cultural diversity enrich the learning environment and all students deserve a quality education." It is essential to promote, enrich, and sustain early language exposure to enhance bilingualism, biliteracy and cultural awareness. The targeted schools will be able to be part of this critical and innovative language program and allow the students to learn a logographic language and culture early in school by using the four skills of reading, writing, listening and speaking. At the same time, cultural components will be embedded in the learning process. The students will be able to reflect on their own culture and the target culture and work collaboratively with another school district in China to enrich language and culture appreciation. Through this world language program, students will be given the opportunity to enhance their knowledge in a new language.

Wheatland (K-8) School District	Beale Air Force Base (CA)	\$500,000.00	The Wheatland School District is applying for this grant opportunity to establish Team STEAM at the Lone Tree Elementary and Wheatland Charter Academy schools, which are located on Beale Air Force Base. Team STEAM will: 1) Build on an existing successful After School Program STEM component and build on that competency and limited infrastructure to create a STEAM lab for the school day. 2) Fill the STEAM gaps in the schools that have no infrastructure – as there are no dedicated science labs or art classrooms – we will establish a dedicated STEAM lab classroom for the day program in partnership with the After School Program. 3) Seamlessly and meaningfully integrate social emotional learning (SEL) with a hands-on approach to Science, Technology, Engineering, Arts and Math (STEAM).
Wheatland Union High School District	Beale Air Force Base (CA)	\$500,000.00	Wheatland Union High School District is a rural district in the agricultural heart of the Sacramento Valley, at the southeast corner of Yuba County, California. Following COVID-19 school closures and distance learning, students returned to school with significant levels of learning loss, as evidenced by the fall 2021 administration of the NWEA. Student Reading scores for both military-connected and non-military-connected students showed an average of two grade levels below nationally normed grade level scores.
WICHITA FALLS INDEPENDENT SCHOOL DISTRICT	Sheppard Air Force Base (TX)	\$500,000.00	As the height of the global pandemic seems to be nearing an end, the adverse effects on education are apparent. Even though Sheppard Elementary is the highest performing school in the region, we are plagued by the devastating realities of academic gaps in student learning, teacher burnout, and staffing shortages. Wichita Falls ISD is developing a holistic plan addressing the needs of our military-connected students, as well as our weary educators. We will create new learning opportunities that engage students with outdoor classroom spaces, extracurricular activities, and technology resources to increase academic growth in math and reading. In-class supports, such as certified tutors, will provide students with one-on-one instruction while allocating time for teachers to work with small groups in the classroom. Uniquely, this project not only focuses on student enrichment but also explores the need to improve classroom teachers' mental wellness and working conditions.
Widefield - EL PASO CO. SCHOOL DISTRICT #3	Peterson Air Force Base; Schriever Air Force Base; Air Force Academy; Fort Carson; Cheyenne Mountain Air Force Base; Pueblo Army Chemical Depot; Buckley Air Force Base (CO)	\$1,000,000.00	For military-connected students, the impact of educational disruption related to the pandemic has been catastrophic. Although the statewide average of math proficiency dropped 5.9 points when comparing pre- and post-pandemic assessments, the average proficiency among WSD3 military connected students plummeted 45.8 points. Despite the growing number of formal course options for STEM instruction, far too few military-connected students enroll in this coursework at the middle and secondary level due to scheduling conflicts, a lack of confidence in their skills and capabilities, or scaffolded coursework that makes late entry challenging. WSSD3 proposes to sustainably bridge the gap in STEM accessibility during secondary years, creating a Collaboratory in the shared space of each school that offers low barriers to entry, engages students in all subgroups, and builds authentic skills that lead to industry certification in DoD priority fields.
YELM COMMUNITY SCHOOLS	Joint Base Lewis-McCord (WA)	\$750,000.00	In Yelm Community Schools, teachers and school staff are working hard to improve student outcomes, however, student achievement has not improved substantially following recent school disruption. Growth and achievement data illuminate that initial instruction is not reaching the number of military-connected students that is consistent with an effective tier one system of core instruction. The project focuses on increasing the impact of initial instruction for military-connected students as measured by student growth and achievement in core subjects: English/language arts and mathematics. The project builds on previous projects successes by creating systems of consistent core instruction and curriculum implementation, through partnership with school leaders. Project strategies and activities include creating and standardizing tools for monitoring curriculum use, instructional impact, and military connected student growth and achievement. As a result of the project, students will have greater access to effective instruction and challenging, grade level content.
YORK COUNTY SCHOOL DIVISION	Joint Base Langley-Eutis (VA)	\$2,000,000.00	The York County School Division aims to engage all students in rigorous educational experiences to enable them to become college and career ready. In today's global economy, learning a second language can offer many benefits to students, the most important of which are employment opportunities. YCSD students can begin studying a second language in 7th grade, with a possibility of completing up to six years of a language and obtaining a "Seal of Biliteracy" at graduation. Unfortunately, even many students who do complete four or more years of language study are unable to communicate in the respective language when they graduate. It is clear from these outcomes, the focus of the traditional language program must shift from teaching isolated skills (listening, speaking, reading, and writing) to students being able to perform real world tasks. Increasingly, virtual reality has attracted attention of world language experts as a premier resource to enhance experiences of second language learners. The Technology Enhanced Language Learning (TELL) program will leverage virtual reality technology to provide situated and immersive experiences for our military connected students in middle and high school. TELL will provide an overall immersive language experience through virtual simulations, culturally authentic classroom settings, extracurricular clubs, and summer enrichment camps.
		\$63,060,090.25	