**Name of Grant Program:** Evaluate and Select HQIM Network Support **Fund Code:** 161

**PART III – REQUIRED PROGRAM INFORMATION**

**PART A - Contact and Demographic Information**

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| **A1. District/LEA name** |  | | |
| **A2. If multiple LEAs are applying as a consortium under the lead fiscal agent above, list other LEAs included:** | | | |
| **A3. Contact person for this proposal** | **Name** |  | |
| **Role** |  | |
| **Email** |  | |
| **Phone** |  | |
| **A4. REQUIRED: Additional contact(s) for this grant, as applicable (e.g., district-level leader or school administrator, grant manager/finance office, curriculum director)** | | | |
|  | **Name** |  |  |
| **Role** |  |  |
| **Email** |  |  |
| **Phone** |  |  |
| **A5. Please select content area for HQIM selection based on Network registration** | ☐ Digital Literacy and Computer Science (DL/CS)  ☐ ELA/Literacy  ☐ Mathematics  ☐ Science & Technology/Engineering | | |
| **A6. Grade band for HQIM selection** | ☐ K-5  ☐ 6-8  ☐ 9-12  ☐ Other: | | |

**A7. Provide information about the school(s) that will be implementing the new curricular materials selected through this evaluation and selection process.**

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| --- | --- | --- | --- |
| **School Name** | Number of students enrolled in the grade band identified in A5 | Number of core classroom teachers in the grade band identified in A5 | Number of *additional instructional staff* (ELL/ESL teacher, special education teacher, interventionists, paraprofessionals, etc.) who work with students in the grade band identified in A5 |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |
| 5. |  |  |  |
| 6. |  |  |  |
| 7. |  |  |  |
| 8. |  |  |  |

**A8. Provide a list of individuals who will serve on the Curriculum Council.** The curriculum council is a coalition of diverse stakeholders (e.g., families, staff members, administrators, school committee member, and students as applicable/appropriate) who provide input, feedback, and participate in the decision-making of the evaluation and selection of comprehensive core high-quality instructional materials. The curriculum council should include a diversity of team members with different identities, points of view, roles, and expertise across the district. Council members commit to take actions to move the [IMplement MA:](https://www.doe.mass.edu/instruction/impd/implement-ma-process/story.html) evaluation and selection process forward in their school(s)/district. The individuals on the curriculum council may need professional development/training to develop or strengthen [curriculum literacy](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.doe.mass.edu%2Finstruction%2Fimpd%2Fcurriculum-literacy.docx&wdOrigin=BROWSELINK) to make informed curricular decisions aligned to the district’s instructional vision and localized equity priorities for students. At minimum, members REQUIRED for the Curriculum Council are the following:

* The **district- or network-level leader** who will coordinate this work across schools, if more than one school is involved
* A **Principal or administrator designee** from each participating school
* **One teacher** from each participating school who will serve as a teacher-leader of this work in their school. Representation of teachers on the council should span the grade bands that the materials will be implemented
* **One specialist educator**, at minimum, who serves these student groups, as applicable: English learners and students with disabilities

Beyond this core team, the applicant may choose to include additional individuals with varying perspectives and areas of expertise on the curriculum council based upon localized equity priorities and needs. The curriculum council should reflect inclusion of educators serving English learners and students receiving special education services, as applicable.

**Add additional rows as needed.**

|  |  |  |
| --- | --- | --- |
| **Name** | **Email** | **Role in the school/district (e.g., grade x teacher, paraprofessional, parent/caretaker, etc.)** |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |

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| **A9.** For those who are not required to participate on the curriculum council, describe why the individuals listed were chosen. [response length limit: 200 words] |
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| **A10.** Please **summarize** your interest in the Evaluate and Select HQIM Network Support grant by addressing broadly what you hope to accomplish with funding from this grant. In other words, what is your *why?* [response length limit: 400 words] |
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**Part B: Planned Activities**

Below outlines some of the tasks and time frame for completing Phase 1 and Phase 2 IMplement MA activities. Associated steps include the following:

* **[Phase 1, Learn and Prepare: September – December].** Establish a timeline; determine and problem-solve around the district decision making process and internal needs (e.g., PD, buy-in, etc.); form the curriculum council; establish a local lens through data collection and analysis; craft and create consensus for a content instructional vision; define parameters and priorities; narrow list of 2-3 materials to investigate; embed and monitor equity pauses
* **[Phase 2, Investigate and Select, Part I: January – March].**  Contact publishers to obtain access to/procure materials for investigation; develop data plan for collecting and analyzing evidence; investigate materials through a materials’ review and targeted publisher meetings (if necessary); embed and monitor equity pauses
* **[Phase 2, Investigate and Select, Part II: April – June]** Field test materials in classrooms; analyze collected data; develop consensus process for selection; make selection; communicate the final decision and district stakeholders; begin planning to purchase and launch materials; embed and monitor equity pauses

**NOTE:** To be eligible for possible grant increases to support related launch and implementation activities, **DESE must be informed of the selected high-quality instructional materials to be adopted by Monday, April 1, 2024.** This decision-point might require that your evaluation and selection timeline/planned activities be accelerated from what’s listed above.

Funding is contingent upon availability and will be distributed under the same guidelines that appear in the RFP.

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| **B1.** As you consider how these activities will unfold within your local context, please speak to how your team is prepared to complete these activities in the time frame indicated. (A) If you are applying for funding to support more than one content area, please speak to how the district will balance effectively the two processes at once. (B) Please also speak to any concerns or anticipated challenges and any mitigation strategies being considered to address them. [response length limit: 300 words] |
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**Part C: Demonstrating favorable conditions and the resources necessary to make and sustain equitable curriculum selection and implementation**

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| **C1.** How do the activities in this proposal relate to existing plans and initiatives within the district (e.g., Sustainable Improvement Plan, Strategic Plan, new curriculum implementation in other content areas, district equity plan, Student Opportunity Act plan)? [response length limit: 200 words] |
|  |
| **C2**. Please explain (A) how you intend to engage and invest members on the curriculum council and other stakeholders in your evaluation and selection process to get the buy-in necessary to support and sustain effective implementation and (B) how your process will center equity for students. Equity: decreased disparities and disproportionality in student experiences, achievement, and for historically underserved student groups and communities, e.g., English learners, students with disabilities, students from low-income households, students of color. [response length limit: 400 words] |
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*Thank you for your interest in the Evaluate and Select HQIM Network Support grant and the investment of time to prepare this proposal.*