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| **Name of Grant Program:** Investigating History Implementation Grant  | **Fund Code:** 653 |

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| PART III – REQUIRED PROGRAM INFORMATION |

**A. Contact and Basic Information**

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| **LEA NAME:** |  |
| **PRIMARY GRANT CONTACT:***This is the person we will contact with any questions about the contents of this grant proposal.* | **Name:** |
| **Role:** |
| **Email:** |
| **Phone Number:**  |
| **INVESTIGATING HISTORY PRIMARY CONTACT:***This is the person who will be responsible for the implementation of Investigating History throughout the 2023-24 school year.* | **Name:** |
| **Role:** |
| **Email:** |
| **Phone Number:**  |
| **GRANT MANAGER CONTACT:***This person should be an individual responsible managing the grant funds throughout the duration of the grant.* | **Name:** |
| **Role:** |
| **Email:** |
| **Phone Number:**  |
| **ADDITIONAL CONTACT (OPTIONAL):***Please identify any other individual who will require communication about the grant (e.g. grant manager, finance office, curriculum director, etc.)* | **Name:** |
| **Role:** |
| **Email:** |
| **Phone Number:**  |

**Implementation Model:**

[ ]  We are applying for this grant individually.

 **Please select one:**

[ ]  The professional development described in this grant will be provided to teachers from our district **only**. Our budget (Part II) includes no more than **50%** of the cost of professional development.

[ ]  The professional development described in this grant will be provided to teachers from our district as part of an **institute model** at which teachers from other districts will also attend. Our budget (Part II) includes up to **100%** of the cost of professional development.

[ ]  We are applying for this grant as part of a partnership with other districts; that is, the professional development described in this grant will be provided to teachers from our district and other districts simultaneously. **Please list the other district(s) with whom you are partnering:**

 [ ]  **REQUIRED:** Each of the districts in our partnership has submitted a separate grant proposal.

**Please select one:**

[ ]  If selected, our district will manage the contract with a PD provider. We have included up to **100%** of the cost for professional development sessions from this provider in our budget (Part II).

 OR

[ ]  If selected, another district (district name: ) will manage the contract with a PD provider. We have not included **any** costs for this professional development in our budget (Part II).

**Existing History/Social Science Program and Structure:** Please help us understand your current approach to history/social science instruction in grades 5, 6, and/or 7. (*You need only describe this in the context of the schools and grade level(s) for which you are seeking to adopt Investigating History.*)

Describe the educator(s) whose role(s) is to support history/social science instruction at these grade levels in your district and how they support it (ex. Chief Academic Officer, humanities director, curriculum director, instructional coach, etc.)

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What is the instructional time/delivery model for history/social science at these grade levels? (i.e., number of minutes per day, number of days per week, self-contained vs. departmentalized structure, etc.) For what reasons, if any, might a student in this grade level receive significantly less instructional time (e.g. regular pullout services)?

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If known, what material(s) are currently used to teach history/social science at these grade levels?

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**B. Investigating History Implementation Model**

**To receive funds, recipients must fully implement Investigating History across one or more grades in one or more schools by the 2024-25 school year.** As part of their implementation plan, grant recipients will choose a “long-track” or “short-track” implementation model at each grade level.

* **Long-track implementation** entails using only some units, using Investigating History in only some classrooms within a school, and/or using Investigating History in only some of the schools included under the grant in 2023-24, then implementing the entire grade-level curriculum across all classrooms at all schools included under the grant in 2024-25.
* **Short-track implementation** entails implementing the entire yearlong curriculum across all grade-level classrooms at all schools included under the grant at beginning in 2023-24

LEAs should identify the implementation pathway that best fits their capacity and context; please consult the **Investigating History Readiness Guide** linked on the [Investigating History web page](https://www.doe.mass.edu/instruction/hss/investigating.html) to support you in making this decision.

Please use the table below to provide information for each school in the district that will be adopting Investigating History under this grant. You may add additional rows if necessary.

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|  | **In the 2023-24 school year, how many classrooms/sections of students will be using Investigating History at each of the following grades?** |
| **School Name** | **Grade 5** | **Grade 6** | **Grade 7** |
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Please indicate your implementation model at each grade level:

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| **Grade 5** | [ ]  Not Adopting [ ]  Long-Track [ ]  Short-Track**Please explain your adoption plans at this grade level (time frame, # of classrooms, etc.):**  |
| **Grade 6** | [ ]  Not Adopting [ ]  Long-Track [ ]  Short-Track**Please explain your adoption plans at this grade level (time frame, # of classrooms, etc.):**  |
| **Grade 7** | [ ]  Not Adopting [ ]  Long-Track [ ]  Short-Track**Please explain your adoption plans at this grade level (time frame, # of classrooms, etc.):**  |

**At the schools and grade levels in which you will be implementing Investigating History, in the 2023-24 school year…**

Will all general education students across these grade levels receive history/social studies instruction for at least 90 minutes per week on average (grade 5) or 225 minutes per week on average (grade 6/7)?

 [ ]  Yes [ ]  No

Will all students with disabilities across these grade levels receive history/social studies instruction for at least 90 minutes per week on average (grade 5) or 225 minutes per week on average (grade 6/7)?

 [ ]  Yes [ ]  No

Will all English language learners across these grade levels receive history/social studies instruction for at least 90 minutes per week on average (grade 5) or 225 minutes per week on average (grade 6/7)?

 [ ]  Yes [ ]  No

**If you selected “no” for any of the above questions, please explain:**

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**C. Commitment and Rationale**

Please **briefly summarize** your reasons for wishing implement Investigating History by answering these questions:

* Why is your district interested in implementing high-quality instructional materials related to grades 5-7 history/social science in the upcoming school year?
* What do you hope to accomplish through participating in this grant and how will the funds result in improved history/social science instruction for all learners?

[suggested response length: 150-200 words]

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**D. Investigating History Implementation Strategy and Capacity**

Which certified Investigating History PD provider(s) do you plan on working with as part of this grant? *Please note that districts are responsible for establishing partnerships/contracts directly with a PD provider.*

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| [ ]  Educurious[ ]  Lindsay Lyons[ ]  Local Civics[ ]  Massachusetts Historical Society | [ ]  Primary Source[ ]  SchoolKit[ ]  Shed Education |
| [ ]  N/A; *this option is only available to LEAs who participated in the pilot and will have staff who are familiar with Investigating History provide PD to their colleagues* |

[ ]  **Important:** I am including a scope of work from the vendor(s) indicated as part of my grant proposal. **This is a required part of your submission if funds will be spent towards a certified PD provider.**

Are individuals from your district interested in participating in, and committing to regular attendance at, either of the following DESE supports in the 2023-24 school year? At this time, we are solely gathering interest in order to finalize these supports; at this time, we cannot guarantee that all interested individuals will be able to participate in these offerings. We will provide additional information and an opportunity to confirm participation in August.

**Investigating History Leaders Network** – This network is designed for school and district leaders who are supporting Investigating History teachers. Participants will gain a deeper understanding of the Investigating History instructional approach and learn how to support teachers through the pedagogical shifts required for Investigating History to be successful. There will be opportunities for participants to share successes and problem-solve challenges with context-alike colleagues. This network will consist of approximately 4-5, 3-hour in-person meetings in Central Massachusetts.

[ ]  Yes [estimated number of individuals: \_\_\_\_] [ ]  No [ ]  Not sure; please ask again in August

**Investigating History Teacher Professional Learning Community** – These virtual professional learning communities are intended to provide a collaborative space for grade-alike teachers as they implement the Investigating History curriculum; each professional learning community will be led by an experienced Investigating History Fellow who has experience using the curriculum in their classroom. Participants will consult with each other to address common challenges and share best practices. PLCs will meet approximately once every 3-4 weeks after school and we will aim to structure them regionally; based on participants’ geographic location, the group may arrange opportunities to meet in person.

[ ]  Yes [estimated number of individuals teaching grade 5: \_\_\_\_ grade 6: \_\_\_\_ grade 7: \_\_\_\_]

[ ]  No [ ]  Not sure; please ask again in August

We are looking for you to describe the capacity and the conditions to implement an inquiry-based, culturally responsive, content- and literacy-rich history/social science curriculum; we recognize that adopting a new curriculum requires a substantial amount of work, and that Investigating History may require the development of new mindsets, skills, and capacities among teachers.

To support educators through this shift, you might leverage any or all of the following approaches:

* Professional learning on Investigating History for teachers and leaders (**required**)
* Strategy meetings with district and school leaders
* School walkthroughs
* Office hours
* Collaborative planning time within or across schools
* Participation in DESE-offered supports as described above

Below, **please describe your district’s plan to effectively and skillfully implement Investigating History**. As you consider how the activities of this grant program will take shape within your local context, please consider:

* In what ways does Investigating History represent the greatest alignment to and departure from your existing materials and instruction? How is that shaping your approach to adoption?
* How will professional development structures be used or adjusted to meet the needs of adopting or implementing Investigating History?
* How will educators be given the time, capacity, and support to implement these materials?

[suggested response length: 400 words]

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**For districts applying in partnership:** Please describe how your districts will leverage a partnership to support implementation. For example:

* How will professional development be provided in a way that is accessible to teachers from multiple districts? When and where will the professional development take place?
* In what ways will educators from different districts be supported in building cross-district collaborative partnerships?

*This section may be copy/pasted across all proposals from a partnership.*

[suggested response length: 200 words]

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*Thank you for taking the time to prepare this proposal, and for your interest in Investigating History!*