|  |  |
| --- | --- |
| **Name of Grant Program:** **Civics Teaching and Learning Grant** | **Fund Code:** 589 |

|  |
| --- |
| PART III – REQUIRED PROGRAM INFORMATION |

**A. GENERAL INFORMATION**

|  |  |
| --- | --- |
| **LEA NAME:** |  |
| If applying as a multi-LEA partnership, list other LEAs included in the grant application: |  |
| **Grant proposal contact person:** | **Name:**  **Email:** |
| **SIZE TIER OF LEA (choose one):**  *Size Tier 1*: enrolling up to 1000 students (total) *Size Tier 2*: enrolling 1001-6000 students (total)  *Size Tier 3*: enrolling 6001 or more students (total) | |
| **Name of person who will lead the activities of this grant and coordinate with DESE over the life of the grant, if awarded:** | **Name:**  **Email:** |

**B. PROJECT CATEGORY:** Select one or more project categories for which the applicant seeks funds (reference the RFP for full descriptions).

| * Professional development and/or collaborative planning for teachers and/or administrators focused on instruction of civic knowledge, skills, and dispositions in any grade level * Implementation of civics projects, as required by Chapter 296 of the Acts of 2018, in grade 8 and/or high school * Civics learning experiences for students (e.g. field trips, special programs) that are designed to enrich core curricular learning, in any grade level. |
| --- |

**C. COMPETITIVE PRIORITY:** Check off one or more competitive priority areas applicable to the LEA.

| * LEAs with schools identified as requiring assistance according to the state accountability system * Greater than 40% of student population is designated as economically disadvantaged * Proposal comes from a group of LEAs applying together |
| --- |

**D. PROJECT DESCRIPTION**: **Describe the project for which these grant funds are sought**.

Describe the specific activities the applicant intends to undertake with grant funding, and what will be accomplished. Identify which schools, grades, and/or groups of educators will participate in which specific grant-funded activities. Identify which students would be directly impacted during the grant period. [Suggested Response Length: 300-500 words]

Note: The activities listed here should correspond to the budget submitted (Part II), including the cost of teacher planning time, PD providers, and/or curriculum purchases.

|  |
| --- |
| **D**. |

Note: If applicant intends to contract with an external organization for professional development or other services, please submit a scope of work that includes that organization’s planned activities and costs, on that organization’s letterhead. Those costs should correspond to the budget submitted (Part II).

**E. CONNECTION TO GRANT PRIORITY: Equity.** Civics is a core purpose of public education, and as such, all students should have access to high-quality, culturally relevant civics learning experiences. Grant-funded projects should create or deepen civic learning opportunities that are accessible to all students in a school, grade or district-- as opposed to opportunities that are optional or inequitably available.

How will the project advance equity in civics teaching and learning? [Suggested Response Length: 100-300 words]

|  |
| --- |
| E. |

**F. CONNECTION TO GRANT PRIORITY: Deeper Learning.** Grant-funded projects should help students master civic knowledge, skills and dispositions, appropriate to grade-level standards, through active agency and opportunities to actively “do civics.” Civic action should be student-led and meaningful to students as individuals, with relevance to their identities and lived experiences. Civic learning should be an integrated part of the larger curriculum, not isolated experiences, lessons, or units.

How will the project support deep learning of civics as described above? [Suggested Response Length: 100-300 words]

|  |
| --- |
| **F.** |

**G. CONNECTION TO GRANT PRIORITY: Sustainability.** Grant-funded projects should take steps towards long-term enhancements to civics teaching and learning. Investments such as professional development for educators or acquisition of needed instructional materials can provide benefits long past the period of this grant, as opposed to “one-off” activities.

How will this grant’s activities contribute to long-term, sustainable improvements in civics teaching and learning? *For past recipients of Civics Teaching and Learning grants: How do your plans build on prior work and accomplishments*? [Suggested Response Length: 100-300 words]

|  |
| --- |
| **G.** |