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| **Name of Grant Program:** HQIM Implementation Grant **Fund Code:** 185 |

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| **PART III – REQUIRED PROGRAM INFORMATION** |

**PART A – Goals and General Information**

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| *A1. District/LEA*  |  |
| *A2. Partnered Prep Org* |  |
| *A3. Business Office/ Ed Grants Contact* | **Name** | **Role:** |
| **Email:** | **Phone:** |
| *A3. Grant Lead (if different* | **Name** | **Role:** |
| **Email:** | **Phone:** |
| *A4. HQIM and Grades:*  | **Subject:** | **Grades:** |
| **Adoption Year:** |  |
| **Curricular Material:** |

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| A5. Please list the names, roles, and schools of all Implementation Grant Leadership Team members. Please include any members who will be added for Year 2 work. Add rows as needed. |
| **Name** | **Email** | **Job Title** | **Responsibility (1-4 words)** |
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| A6. Please speak to your **prior efforts** to adopt the instructional materials identified for this grant. For example, how have educators been involved in the selection of those materials? What activities have already occurred to help educators and administrators understand and begin to use those materials? [response length limit: 400 words] |
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| A7. What are your goals for implementation support? Please select each check-box that matches one of your goals. Explain in your own words your goals for this grant, and how you see grant funds supporting you to meet those goals. [ ]  Goal A: Partnered preparation programs have the necessary access to curricular materials and associated training to support future candidates in having a strong foundation in the curricular materials used in the district.[ ]  Goal B: Educators understand the instructional approach of the curricular materials adopted by the district, including any grounding theory and research that supports the materials’ instructional approach. Educators also understand how the materials build student understanding over time and support culturally responsive instruction. [ ]  Goal C: Educators can unpack and navigate the curricular materials adopted by the district. That is, they can navigate the teacher’s guide and other resources, understanding the recurring systems and structures that are a part of the curriculum, understanding the features of each unit and/or lesson plan, and are able to use these materials to plan for a lesson.[ ]  Goal D: Educators can use the materials to provide deeper learning experiences for students. Building off of the understandings described in goals B & C, educators can go beyond these foundational aspects and know how to adjust planning and implementation based on the learning needs of all students, while ensuring that the enacted curriculum is inclusive and affirming of a range of linguistic and cultural backgrounds. [ ]  Goal E: The district has coherent systems of coaching, collaboration, and/or evaluation that support the consistently skillful use of the instructional materials adopted by the district. The systems reinforce and deepen educators’ skills articulated in goals B, C, and D. These systems pay particular attention to ensuring that educators’ adjustments maintain the rigor and instructional approach of the materials. [ ]  Goal F: The district has coherent systems that support the effective collection of assessments of students’ progress, and successfully uses that information to make meaningful instructional decisions. These systems also support sharing this information with students, families, and other educators in a culturally responsive that builds understanding and buy-in with these different stakeholders.  [ ]  Goal G: The district has strong Tier 2 and Tier 3 student support services aligned to the instructional materials, such that all students can access Tier 1 instruction. Special education, ESL, and/or other support teachers have the foundational understanding articulated in goals B, C, and D. There are systems in place that support coordination of educators to ensure all students can access Tier 1 instruction. [response length limit: 400 words] |
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 **Part B: Implementation and Sustainability**

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| B1. What structure will the Implementation Grant Leadership Team take? (i.e. will there be sub-groups, if so what aspects are each group responsible?). Who will participate in the Implementation Grant Leadership Team? How will you ensure diverse representation on the Grant Leadership Team? What barriers do you expect that could prevent full participation, and what steps will you take to ensure consistent and engaged participation from all members? [response length limit: 300 words] |
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| B2. How do you plan on centering racial equity in this work? What steps have you taken previously around building a common understanding and commitment to racial equity? [response length limit: 300 words]  |
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| B3. (If applicable) Please discuss your plans for building a sustainable partnership with a local preparation program. Briefly describe the activities they plan on completing to support the training of future educators for your district [response length limit: 400 words] |
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| B4. Discuss your plans to make the work and success of this grant sustainable beyond the funding period and beyond the content and grade spans identified in this proposal. [response length limit: 400 words] |
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| B5. This grant will require working closely with a contracted implementation consultant, evaluation vendor, and research partner within a specific timeline to support implementation across the district. Please share any relevant considerations and concerns about these parameters. For example, any non-participating school. If none exist, you may answer N/A. [response length limit: none] |
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*Thank you for the investment of time to prepare this proposal.*