**FY25 Civics Teaching and Learning Grant (FC589): Questions and Answers**

1. **Is the Voter Registration program designed for high school students only, or I can do it with 8th graders?**

While voter registration activities are intended to be for high school students (since they are the only ones who would be old enough to register to vote), grant activities may include *voter education* or other similar instruction related to the 2024 elections, which can be targeted to any grade level.

1. **Is there an approved vendor list for professional development and/or collaborative planning vendors?**

There is not currently an approved vendor list.

1. **Is it allowable to include student transportations costs for field trips/site visits that are specific to a particular curriculum?**

If a trip is a part of a civics curriculum (and thus transportation is required to implement lesson activities) or is connected to implementation of the student-civics project or participation in a civics project showcase, the expense is allowable. Grant funds cannot be used otherwise for one-off field trips.

1. **Do applicants need to meet all competitive priorities to receive additional points on their application?**

No, applicants do not need to meet all competitive priorities. LEAs will receive additional points for each individual competitive priority.

1. **If LEAs are awarded the One8 Foundation DKP Launch grant, can the following items still be covered under the 2025 Civics Teaching and Learning Grant:**
	1. **Travel reimbursement to attend One8 Foundation DKP events**
	2. **Stipends to attend the DKP Summer Institute**
	3. **Substitute coverage for teachers attending DKP's learning days during the school year**

Yes, these expenses are allowable even if an LEA receives the One8 Foundation grant.

1. **Does the question about SIMS reporting only apply to districts that are requesting funding to support civics projects?**

All are required to answer this question since all districts are required to do this reporting at the district level. So, an application should include information about who is responsible for this data reporting in the district (but it does need to be connected to the project described in the grant application).

1. **We are interested in using grant funding towards implementation of Investigating History. While Investigating History is listed as a Promising Option for K-5 in the Curriculum Materials Guide, it’s not on the actual list, and there are no materials identified for grades 6-7.  Could districts use the funds in this grant to support Investigating History implementation?**

**Additionally, can we work with a PD provider who is not currently a certified Investigating History PD provider but may be certified by next school year?**

The grant does not limit which providers are eligible to partner with districts on grant-funded activities, so this would be allowable. Applications should make clear how a partnership will leverage the skills and expertise of any partner organization(s) to effectively support high-quality civics teaching and learning.

As materials developed by DESE to align with the MA Framework and its expectations for interactive, real-world, relevant social studies learning, Investigating History meets the same baseline criteria for quality as the externally developed curricular materials included in the K-12 Curricular Materials Guide. Additionally, because this guide did not review materials for Grades 6 and 7, the expectation that grant funds only be used on materials listed in the guide does not apply to those grade levels. For both these reasons, activities related to adopting and implementing Investigating History at grades 5-7 are an allowable use of grant funds.

Please note that if you are intending to use grant funds to adopt a comprehensive social studies curriculum such as Investigating History, it is important that you make it clear how your adoption and implementation of this curriculum, including professional development supports, will advance the specific grant priorities of developing students’ *civic knowledge, skills, and dispositions.*