



THE PUBLIC SCHOOLS OF BROOKLINE
BROOKLINE, MASSACHUSETTS 02445

LINUS J. GUILLORY JR., PhD
SUPERINTENDENT OF SCHOOLS

SUSAN K. GIVENS, Ed.D.
DEPUTY SUPERINTENDENT FOR ADMINISTRATION AND FINANCE

Request for Grant Acceptance

March 20, 2024

Motion: School Committee Accepts the grant award as determined by the awarding authority for the grants listed below:

Source	Grant/Point Person/Purpose	Award	Account#/Name
State	SEL and Mental Health Grant Point Person: Matthew DuBois/Tham Tran This grant is providing additional funds related to the pre-existing FY 24 Supporting SEL, Behavioral & Mental Health, and Wellness grant. These funds will be used to help support SEL programming across the district. Specifically, this grant will be used to fund a contract with Care Solace (which provides students with rapid access to mental health services) and to provide middle school advisories with resources and materials to support SEL skill development.	\$14,375.00	3224SK5/FY24 SEL and Mental Health Grant
State	FY2025: Civics Teaching and Learning Grant Point Person: Greg Porter/Donovan King This grant would provide a combination of supports that will help to establish, support, and/or implement core Social Studies curriculum in grades K-5, including physical and digital instructional materials as well as vendor/partner and district provided professional development and support. The use of said materials will support equitable access to high quality, culturally responsive instruction across all eight schools in grades K-5. This grant, and the work it will support, is directly connected to Goal 1 for Teaching and Learning within the Strategic Plan: "Increase achievement for students by establishing, implementing, and regularly assessing an equitable, cohesive, culturally relevant, consistent standards-based curriculum in ELA, Math, Science, <u>Social Studies</u> and World Language delivered using evidence-based, culturally responsive instruction."	\$70,000.00	TBD

FY2025: Civics Teaching and Learning

Fund Code: 0589

Purpose:

The purpose of this competitive grant program is to support civics teaching and learning, as required by Chapter 296 of the Acts of 2018 and emphasized in the 2018 History and Social Science Framework. In addition, this grant aims to strengthen voter education and voter registration in the school setting, given the upcoming 2024 elections and persistent gaps in voting rates between youth and older adults.

This grant supports curriculum, professional development, and/or collaborative planning designed to further students' civic knowledge, skills and dispositions. This year, DESE is particularly interested in supporting work to provide meaningful civic learning experiences to students in grades K–5, but will consider proposals focused on strengthening civics teaching and learning at any grade level.

In addition, the grant supports implementation of grade 8 and high school civics projects, the hosting of local civics project showcases, participation in Massachusetts Regional Civics Project Showcases, and instruction and activities associated with the 2024 elections, including voter registration activities.

Priorities:

For details about the civics projects and other civics instructional information, please visit Civics.

DESE seeks to fund civics teaching and learning initiatives that exemplify:

- **Equity.** Grant-funded projects should increase all students' access to high-quality civic learning experiences and work to address historical inequities where they exist. In addition, projects should provide students with culturally and linguistically sustaining learning experiences that value and affirm their identities and linguistic resources, center student and community agency, and develop students' critical perspectives.
- **Civic deeper learning.** Grant-funded projects should help students master civic knowledge, skills and dispositions, appropriate to grade-level standards, through creative 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.

- **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.

Competitive Priorities:

- Competitive priority in the scoring process will be given to LEAs with at least one school identified as requiring assistance according to the state accountability system.
- Additional competitive priority will be given to LEAs with a student population in which greater than 40% are designated as low-income.
- Additional competitive priority will be given to LEAs with projects that include grant activities in grades K–5.
- Additional competitive priority will be given to LEAs with a clear data plan regarding the student-led civics project that is likely to lead to successful and complete data collection.

Additional competitive priority will be given to LEAs with projects that include an interdisciplinary focus.

Eligibility:

All Massachusetts Local Education Agencies (districts, charter schools, and Collaboratives) are eligible to apply.

Curriculum Data Collection: In order to be eligible for this grant, districts must have completed their LEAs Curriculum Data Collection. The data should be viewable and up to date here: [Curriculum Data](#). Directions about the expectations and how to provide the data can be found here: [Curriculum Data Collection](#).

Note for districts implementing the Democratic Knowledge Project's Civic Engagement in Our Democracy curriculum: districts may apply for both this grant and funding through the [One8 Foundation](#). However, in an effort to support as many districts as possible, districts that are awarded the One8 grant will not receive curriculum or professional learning funds related to the Democratic Knowledge Project curriculum through this grant.

Funding Type:

Trust

Funding:

Approximately \$1,000,000 is available through this grant. Total amount of awards will be determined based on quality of proposals received.

Maximum award is determined by the total student enrollment of the applying LEA (or group of LEAs applying as a partnership).

Size Tier 1: LEAs or LEA groups enrolling up to 1,000 students (total)
May apply for up to \$20,000

Size Tier 2: LEAs or LEA groups enrolling 1,001-6,000 students (total)
May apply for up to \$40,000

Size Tier 3: LEAs or LEA groups enrolling 6,001 or more students (total)
May apply for up to \$70,000

Funding is contingent upon availability. All dollar amounts listed are estimated/approximate and are subject to change. Funds will be awarded based upon the number of high-quality proposals received.

Fund Use:

This grant may fund projects within one or more of the following categories.

1. Purchase of **curricular materials** intended to further students' civic knowledge, skills, and dispositions *at any grade level*. All curricular materials should be thoughtfully integrated if supplementing pre-existing curriculum. *Note that curricular materials must be among those listed in the K-12 History/Social Science Curricular Materials Review Guide. Clarification statement:* Funds may also be used to support curriculum materials and implementation for after-school programming intended to further students' civic knowledge, skills and dispositions. Materials for after-school programming do not need to be listed in the Review Guide.
2. **Professional development** and/or **collaborative planning** for teachers and/or administrators focused on curriculum implementation and/or instruction of civic knowledge, skills, and dispositions *in any grade level*.
3. Support for student-led **civics projects**, as required by Chapter 296 of the Acts of 2018 and described in the Civics Project Guidebook, *in grade 8*

and/or high school. This may include experiential learning activities undertaken in connection with the projects, such as field trips to the State House or local city government offices or opportunities to participate in community events.

4. **Hosting of local civics project showcases** and/or participation in a Massachusetts Regional Civics Project Showcase.
5. Support for instruction and experiential learning activities regarding **voting and elections** undertaken in conjunction with the 2024 election cycle, as well as **voter education and voter registration** activities for high school students.

Note that projects may support instruction across subjects (including in classes outside of history/social studies) and/or interdisciplinary collaboration in support of the student-led civics project.

Fund use may include, but is not limited to:

- Stipends for teachers and administrators to participate in professional development or planning, including but not limited to DESE's Civics Pathways.
- Purchasing curriculum/instructional materials listed in the K-12 History Social Science Curricular Materials Review Guide. Note: If curriculum is being purchased, districts should also have a plan to provide associated professional development to support implementation.
- Contracting with external partners, including institutions of higher education, professional development providers, and/or organizations that specialize in voter registration,
- Student transportation costs associated with hosting or participating in a local civics project showcase, student participation in a Massachusetts Regional Civics Project Showcase, and/or experiential learning activities connected to the student-led civics projects.
- Supplies associated with implementing the student-led civics projects
- Supplies, venue rental, and/or other costs associated with hosting a local civics project showcase.
- Costs associated with hosting a voter registration drive or other event or activity focused on the 2024 elections.
- Stipends for teachers who will manage voter education and registration events for the school, including coordination of events with the city or town clerk

- Costs associated with running a student civic leadership group focused on student voter registration and education

Funding restrictions:

- No funds may be dedicated toward salaries
- No funds may be used to purchase technology (e.g., Smart Boards, iPads)
- No greater than 5% of funds may be dedicated toward administrative costs associated with the grant
- If funds are being used to support curriculum implementation, curricular materials must be among those listed as highlighted materials in the K-12 History/Social Science Curricular Materials Review Guide.

Project Duration:

Upon Approval (no earlier than July 1, 2024) – June 30, 2025*

*The trust funded awardees (FC: 0589) will have the option to extend their fund use in FY2026 (July 1, 2025 — June 30, 2026). Once selected, grant recipients will be contacted with further information on the multi-year option.

0589 Civics Grant, FY25

*** Primary Grant Contact Name:** Greg Porter

*** Primary Grant Contact Email:** greg_porter@psbma.org

*** Business Office Contact Name:** Donovan King

*** Business Office Contact Email:** donovan_king@psbma.org

*** Project Description - Describe the intended grant activities, outcomes, participating schools and educators, and the approximate number of educators and students who would be directly impacted.**

The grant activities proposed here will be directly related to purchasing instructional materials, providing professional development, and supporting collaborative planning through teacher stipends within grades K through 5 in the Public Schools of Brookline (PSB).

Within K-2, PSB went through an intensive internal curriculum review process for grades K-5, then utilized the DESE K-12 History and Social Science Curricular Materials Guide to examine, review, and pilot multiple programs identified as high quality. In grades K-2, our process helped us identify InquirED's Inquiry Journey's as our curriculum choice. We signed a 5 year contract with InquirED ahead of FY24, and are looking to fund our FY25 subscription via this grant. As part of this purchase, teachers receive digital access to their standards aligned curriculum, as well as vendor-provided synchronous and asynchronous professional development. To support implementation year 2 across the district, it is our hope that this grant will support one grade level lead teacher for Kindergarten, Grade 1, and Grade 2, called an Inquiry Advocate, that will run grade level professional learning communities as well as deliver additional options for program training.

For grades 3 and 4, we have undergone the same internal and external curriculum review process, and are completing a full year pilot of two programs identified on the HSS Curriculum Materials Guide, InquirED and Investigating History, with the hope of implementation in FY25. Without knowing which program we will be implementing at the time of this grant, we are looking to establish grade level lead teachers in grades 3 and 4 via this grant, in the same way we have for K, 1, and 2, with a similar charge of leading grade level professional learning communities and additional options for program training for whichever curriculum we select.

For grade 5, we are entering year two of our implementation of the Investigating History curriculum. In support of this implementation we have two key components. One is the grade level lead teacher for grade 5, whose role is much the same as the lead teachers identified previously for K-4. Additionally, we would create a Civic Learning Partnership with Primary Source, which would include 12 educator seats in Primary Source programming including, but not limited to, Investigating History Learning Institutes, as well as Civics Connections professional development trainings for Investigating History units 1, 2, 3, and 4.

Lastly, in support of all six grade levels, this grant would support curriculum onboarding workshops during the summer of 2024, led by the grade level lead teachers, in service of new teachers, teachers that are switching grade levels, as well as teachers who have attended onboarding sessions in the past, in service of successful implementation in the fall of 2024.

*** Connection to Grant Priority: Equity - How will this project increase all students' access to high quality civic learning experiences? How will it provide students with culturally and linguistically sustaining learning experiences?**

During our review process, and in concert with the DESE K-12 History and Social Science Curricular Materials Guide, it was clear that Inquiry Journeys, implemented in grades K, 1, and 2 at all eight schools across the district, would create more equitable access to high quality instruction through the use of high quality instructional materials. Through our feedback, input, and observation process during year 1 of implementation, teachers have demonstrated an early proficiency in the inquiry process embedded in the program, and the work with students shows the program provides equitable access to the curriculum, while creating windows and mirrors into the experiences of their classmates and the broader school community. Should adoption of InquirED expand into grades 3 and 4 via our review and pilot process, these same components will support equity in these grade levels as well.

As additional context, included here are some of the strengths identified in the InquirED curriculum from the HSS Materials Guide in the area of Cultural Responsiveness:

"Students are asked to consider multiple perspectives and evaluate the validity of conflicting narratives. Lessons elevate a diversity of voices and experiences. Students use a critical lens to analyze the past through the inquiry process. There are many opportunities for students to connect their identity and experiences to their learning. Across all grade levels, there are opportunities for students to explore, affirm, and share their culture."

Through our involvement in the pilot process and now implementation year 1 of Investigating History in grade 5, we have learned that this high quality instructional program provides similar benefits to those outlined in the description of InquirED. As noted on the Investigating History website:

"The curriculum is designed to allow for different access points, addressing all students' diverse and varied needs and supporting them in becoming better readers, writers, thinkers, and citizens. All students are engaged while learning challenging and relevant content and developing the skills of investigators and co-creators. Every lesson includes language objectives differentiated for students at different levels of English proficiency, as well as suggested scaffolds and supports for students with disabilities.

Investigating History is designed so that all students see themselves in the curriculum while also learning to appreciate the lives and stories of others from different backgrounds and cultures. By including multiple authentic sources and artifacts, students engage with a wide variety of narratives,

gaining a deeper understanding of the diversity, fluidity, and complexity found within and across groups. Through engaging questions and meaningful, civically oriented tasks, the materials help students critically and thoughtfully understand the perspectives of those from different times and places."

The points outlined in this summation have been observed in classroom visits as well as reported by experienced and novice IH teachers alike. Should the adoption of Investigating History expand into grades 3 and 4 via our review and pilot process, these same equity-focused components would be evident in these grade levels as well.

*** Connection to Grant Priority: Civic Deeper Learning - How will the project support deep learning of civics as described in the RFP?**

The structure of the InquirED Inquiry Journeys curriculum directly aligns with Deeper Civic Learning priority of this grant, evidenced by the overall structure and execution of the curriculum itself. Each unit, called an inquiry, begins with a compelling question, something to bring the students into the learning. This is followed by a question generation lesson that brings students together to frame out the next phase of inquiry, that being sustained investigation of content. Each inquiry concludes with an Inquiry Product, a student informed, generated, and defined action. In each school year, students get three opportunities to explore taking real action within their community connected to the learning done in the Social Studies classroom. This inquiry format is a part of all grade levels of Inquiry Journeys, including grades 3 and 4, should those grade levels be adopted.

For grade 5 and Investigating History, an inquiry process is also at the heart of the course. As noted on the IH website, "Investigating History will contribute to students' capacities to make informed civic choices and assume their roles in strengthening equality, justice, and liberty in the world." Furthermore, the IH curriculum was informed by the College, Career, and Civic Life (C3) framework, which centers, "...inquiry-based instruction and the role of history and social science education at all grade levels in preparing students for civic participation in a diverse democratic society." (Investigating History website). Within each unit of study, there are inquiries that drive students toward an analysis of both the historical content they are learning and the present-day connections and implications of these events. This civics-centered curriculum works to directly support the grant priority of deeper civic learning.

*** Connection to Grant Priority: Sustainability - How will improvements to civics teaching and learning made under this grant be sustained beyond the grant-funded period? For past recipients: How do your plans build on prior work and accomplishments?**

There are two key mechanisms in this grant proposal that support the sustainability of civics teaching and learning supported by this grant. First, the financial support of the existing K-2 curriculum, Inquiry Journeys, for FY25 will allow for current Social Studies department allotted funds to purchase additional years of our contract with InquirED. This is critical during this budget season (and annual budget seasons) when cuts to the Social Studies budget are almost always on the table. Because this program is digital, if our funding is cut, our access to the digital curriculum is gone. By utilizing grant funding in FY25, we should be able to purchase contract year FY26 and potentially FY27 all at once. Furthermore, the continued financial support of the Inquiry Advocates, teacher leaders for each grade level, will allow PSB to support the teachers more effectively and consistently in year two of implementation, in conjunction with the professional development provided via InquirED.

In terms of grades 3-5, the funding proposed will serve multiple purposes that speak to sustainability. First, grade 5 will enter year 2 of implementation of the Investigating History curriculum in FY25. This grant will support the ongoing training and programmatic support that we established in FY24 by supporting the diverse needs of both experienced teachers and teachers new to the Investigating History curriculum via the teacher-leader as well as partnership with Primary Source. For grades 3 and 4, this grant funding will help to establish flexible, foundational trainings and supports that are applicable to either program we adopt, InquirED or Investigating History, and creates the previously identified and valued grade level lead teacher within the district. Lastly, adoption of either program creates continuity across multiple grade levels, which is another contributing factor to the sustainability of the program.

*** SIMS Data Collection - In what courses/grade levels is the civics project implemented? What is your plan for collecting data regarding the civics project?**

The Civic Action Project is implemented in grades 8 and 11 in the Public Schools of Brookline. Each school is required to report to our district-based data team, who in turn reports out to the state on all students' access and completion of a Civic Action Project. Additionally, while no funding from this grant is being requested for the Civic Action Project, grant funding from previous years is allotted for the creation of school-based Civics Showcases this school year, and a districtwide Civics Showcase next year.

Proposed Budget

Grant Component	Proposed Funding
InquirED curriculum for K, 1, 2	\$30,000
Grade Level lead teachers for K, 1, 2, 3, 4, 5	\$7,200 (\$1,200/lead teacher)
Primary Source partnership	\$25,000
Summer Workshops	\$7,800

Total	\$70,000
-------	----------

