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Issue Date: January 11, 2024

# ARP-ESSER Improving Student Academic Outcomes in Computer Science, English Language Arts and Literacy, and Mathematics Grant

## Overview

The Vermont Agency of Education (AOE) invites supervisory unions/districts (SUs/SDs) to apply for the [American Rescue Plan Elementary and Secondary School Relief Fund](#) (ARP ESSER) State Set-Aside funding.

Under Section 2001(f)(1) of the American Rescue Plan Act, States are required to describe how the SEA will use its set aside funds *on evidence-based interventions to address the academic impact of lost instructional time... and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care, including by providing additional support to local educational agencies to fully address such impacts.*

Vermont's Recovery goals include assessing and addressing the disproportionate impact of the pandemic on at-risk student populations in two focus areas: 1) academics and 2) social and emotional wellness needs. Consistent with the State's primary education recovery strategy and goals, this funding opportunity supports Local Education Authorities (LEAs) in improving academic outcomes by focusing both on addressing the specific harms caused by the COVID-19 emergency and on improving the core functions of our schools.

## Award Amount

This grant has been designed to allow for flexibility in the amount of funds awarded based on the scope of proposals. Given the range of opportunities available for funding, the grant is designed to allow for flexibility in the amount awarded. There is no maximum limit on funding requests, however, all applications must demonstrate that they are allocable, reasonable, and necessary. Funding requests exceeding \$75,000 must include:

- A plan for sustainability;
- Alignment with SU/SD strategic or continuous improvement plan(s); and



- High-quality instructional materials and/or related professional learning that support coordinated curriculum.

Approved grants may be fully or partially funded based on the availability of funds and criteria outlined in the scoring rubric. The final awards will be determined by a panel of reviewers.

## **Eligible Applicants**

All Supervisory Unions and Supervisory Districts are eligible to apply for this funding. SUs/SDs are welcome to apply as a collaborative or consortium.

## **Period of Performance**

The period of performance is from the date of the grant agreement execution through September 30, 2024.

## **Reporting Requirements**

All subrecipients of ARP ESSER state set aside funds will be required to complete a Final Report described in the Timeline and Process section within the Grants Management System (GMS) application no later than September 30, 2024.

## **Allowable Uses of Funds**

This grant opportunity focuses on improving academic outcomes in the areas of English Language Arts (ELA) and Literacy, Mathematics, and Computer Science by providing funding to SU/SDs for one or more of the following categories aligned with [Educational Quality Standards \(EQS\)](#):

1. Developing, purchasing, or refining high-quality instructional materials and/or coordinated curricula (EQS Curriculum Content 2120.5, EQS Coordinated Curriculum 2120.6, EQS Access to Instructional Materials 2122.2);
2. Funding needs-based professional learning and/or coaching to support training and implementation of purchased instructional materials, coordinated curricula, evidence-based instructional practices, and content expertise as aligned with priorities of the SU/SD as demonstrated in the Continuous Improvement Plan or other strategic plan for improving universal instruction (EQS Instructional Practice 2120.2; EQS Staff 2121.2; EQS NBPL 2121.3); and
3. Systems-level coaching to support and sustain the implementation of coordinated curriculum, evidence-based instruction, or local comprehensive assessment systems (LCAS). This might include, but not be limited to professional learning and coaching to support the development or refinement of local literacy plans, coordinated curriculum, and/or assessment programs aligned to the strategic priorities in the above content areas of SU/SD (EQS NBPL 2121.3; EQS System of Support 2121.5 and 2123.2, EQS Coordinated Curriculum 2120.6, State and EQS LCAS 2123.2).

Proposals may address one or multiple areas identified above. Specific opportunities for funding under Computer Science, ELA and Literacy, and Math are described under the Program Narrative.

This grant will fund projects that address learning loss due to lost instructional time by supporting opportunities to purchase evidence-based, high-quality instructional materials, needs-based professional learning, and coaching in support of developing or refining a coordinated curriculum in Computer Science, ELA, and Literacy, or Math.

Proposals must:

- Help ensure that students' academic needs are being met;
- Address the disproportionate impact of the coronavirus on at-risk student populations, students experiencing homelessness, and children and youth in foster care as described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)); and
- Include evidence-based programs and practices as defined by the Every Student Succeeds Act (ESSA).

### **High-Quality Instructional Materials**

High-quality instructional materials refer to resources, tools, and materials that are designed to support effective teaching and learning that align with Vermont's Education Quality Standards (EQS) and Vermont Early Learning Standards (VELS). In Vermont's proficiency-based system, curricula and coordinated curriculum are tools that provide a standards-based sequence of planned experiences that allow students to practice and achieve proficiency in content, skills, and knowledge. The curriculum integrates content, concepts, skills, instructional activities, and assessments through which students achieve proficiency within a course of study.

While a curriculum is not a specific program or set of materials, it is still necessary to select such tools to deliver the curriculum to students. It is easier to determine which tools to use within a curriculum that is coordinated at the SD/SU level, as resources can be explored collectively and shared across the SD/SU. Considerations regarding implicit bias and equity literacy at the SD/SU level also ensure that all students across the system engage in an inclusive curriculum that is responsive and reflective of diverse communities of learners. To align with personalized and blended learning scenarios, instructional materials should reflect the need for modularity; this will create space for student input in curriculum and assessment design and allow for students to create with technology, not simply consume it.

### **Needs-Based Professional Learning**

As defined in VT Education Quality Standards (EQS) "needs-based professional learning" means staff learning based upon needs identified through an examination of student performance and organizational and instructional data in alignment with the school's Continuous Improvement Plan or with programmatic supports resulting from monitoring findings. EQS Section 2121.3 states: Each supervisory union shall:

1. Develop and implement a system of appropriate needs-based professional learning for all professional staff, including administrators and other staff involved in student instruction, as required in 16 V.S.A. §26a(a)(5).
2. Embed time for professional learning into the school day.
3. Align professional learning system with its staff evaluation, supervision, and mentoring policies, Continuous Improvement Plan, as well as SU/SD goals.
4. Provide new staff members with appropriate opportunities for professional learning.

Effective professional learning builds the knowledge and capacity of educators. [Act 173 Technical Guidance](#) notes from [Why Professional Development Matters](#) by Learning Forward that “research has shown that teaching quality and school leadership are the most important factors in raising student achievement. For teachers and school and district leaders to be as effective as possible, they continually expand their knowledge and skills to implement the best educational practices. Educators learn to help students learn at the highest levels.” In addition, The [VTmtss Field Guide](#) explains that ongoing professional learning for all members of the school community is critical to building capacity and sustaining progress. Professional learning and coaching are critical to building educator knowledge and expertise in implementing high-quality instructional materials and coordinated curricula effectively.

## **Coordinated Curriculum**

According to Robert Marzano (2003), a “guaranteed and viable curriculum is the number one school-level factor impacting student achievement.” To this end, it is important to have a common language that connects expectations and practices across all schools in a supervisory union or school district (SU/SD). A “guaranteed and viable” curriculum means that all students are afforded the time – based on student need -- and access to learn rigorous content, no matter the instructor. In Vermont, this means that curricula should be standards-based, teachable, accessible to all students, and able to be assessed. Coordinating curriculum helps students and educators to know where they are going as well as where they have been. Since there are many ways to achieve proficiency in a personalized system, the curriculum should support learning with flexibility in the form of varied educational experiences and high-quality instruction that leads to the same outcome. Additionally, the “ultimate aim of a curriculum is independent transfer; i.e., for students to be able to employ their learning, autonomously and thoughtfully, to varied complex situations, inside and outside of school” (McTighe and Wiggins, 2013, p. 10). Therefore, it is essential for skills and concepts to be revisited over time and reassessed as tasks become more complex and students more autonomous. Being clear about those skills and concepts across grade levels and buildings is what turns a curriculum into a coordinated curriculum.

Coordinated curriculum is coordinated vertically and horizontally across the SU/SD to prepare students for success at every level, and is designed to enable all students to achieve local graduation requirements.

Coordinated curriculum must align with the standards approved by the State Board of Education (Vermont Education Quality Standards 2120.6). Vermont adopted the Common Core State Standards (CCSS) Standards for ELA and Literacy for K-12 and provides the Vermont Early Learning Standards (VELS) as a guide for early learning birth- grade 3. A Vermont standards-based coordinated curriculum demonstrates six attributes described in Act 173 Technical Guidance, Coordinated Curriculum in School District Systems.

## **Background and Evidence-Base**

The Agency of Education (AOE) has identified four systems levers associated with effective Act 173 implementation: [Education Support Teams](#) (ESTs), [Coordinated Curriculum](#), [Local Comprehensive Assessment Systems](#) (LCAS), and [Needs-based Professional Development](#) (NBPD). These system levers reflect longstanding EQS requirements. The AOE believes that if school systems are effectively implementing these four systems levers, then they will have the systems in place to realize the goals of Act 173.

The Education Quality Standards (EQS) clarify the expectations for school systems related to Curriculum Coordination, Needs-Based Professional Learning, and Instructional materials.

2120.6. Curriculum Coordination. As required in 16 V.S.A. §261a(a)(1), the board of each supervisory union shall ensure that each school implements the supervisory union's written and delivered curriculum, which shall be

- a. aligned with the standards approved by the State Board of Education;
- b. coordinated across all grades to prepare students for graduation;
- c. coordinated across the supervisory union, including sending high schools and technical centers;
- d. informed by ongoing review of new research, changing learning opportunities, and updates to the standards approved by the State Board of Education;
- e. designed to enable all students to achieve the graduation requirements; and
- f. integrated with technology across all disciplines.

2121.3. Needs-Based Professional Learning. Each supervisory union shall develop and implement a system of appropriate needs-based professional learning for all professional staff, including administrators and other staff involved in student instruction, as required in 16 V.S.A. §261a(a)(5). Time for professional learning should be embedded into the school day.

2122.2. Access to Instructional Materials. Each school shall:

- a. provide a learning environment with sufficient supplies and infrastructure to allow for learning;

- b. develop, maintain, and expand as needed a collection of print, digital and technology resources, administered by a certified library media specialist;
- c. ensure that the curriculum is supported by necessary digital and print resources;
- d. ensure that students, teachers, administrators and paraprofessionals have access to an organized collection of digital and print materials sufficient and appropriate to support all students in meeting or exceeding the current state and national standards at no cost to the student;
- e. provide students access to the library on a regular basis to use materials for reading, research, and for instruction in the skills needed to select and use information effectively;
- f. provide access to a variety of up-to-date information, assistive, and other technology to support students in meeting or exceeding the standards;
- g. provide broadband Internet service for students and educators to access educational resources;
- h. adopt and implement written policies on electronic resources, acceptable Internet usage, and procedures for handling complaints for both staff and students;
- i. support a schedule that provides opportunities for a library media specialist to collaborate with teachers as they integrate information research skills into their curriculum; and
- j. ensure that students are afforded the opportunity to learn the skills to locate, evaluate, synthesize, and to present information and ideas within content areas using technology integration.

## **Timeline and Process**

Grant awards will be announced and begin on the date that final signatures are executed and will expire on September 30, 2024 with the expectation that program objectives are met and all reporting and monitoring requirements are successfully fulfilled. Grantees are expected to provide a plan, timeline, and budget request for the identified grant activity period.

- Grant Application Released via GMS: December 22, 2023
- Application Due Date: February 14, 2024 by 4:30 p.m.
- Award Announcements: February 29, 2024
- Anticipated Grant Duration: Upon execution of signed grant agreement - September 30, 2024

# Application Requirements

## Submission

The online application may only be submitted within the Agency of Education's Grants Management System. The completed e-submission must be submitted no later than 4:30 p.m. on February 14, 2024.

Applicants may address specific information requirements under each content tab for Computer Science, ELA and Literacy, and Math. Such requirements will include project timelines, goals, and benchmarks. Information regarding budget and budget justification is covered under the Budget tab of this GMS application.

Any questions regarding this grant opportunity should be directed to the following staff based on content area by February 2, 2024:

- Computer Science: Lisa Helme, State Coordinator of Education Technology, [Lisa.Helme@vermont.gov](mailto:Lisa.Helme@vermont.gov)
- English Language Arts and Literacy: Emily Lesh, Act 28 Program Manager, [Emily.Lesh@vermont.gov](mailto:Emily.Lesh@vermont.gov)
- Mathematics: Pat Fitzsimmons, Proficiency Based Learning Team Lead, [Pat.Fitzsimmons@vermont.gov](mailto:Pat.Fitzsimmons@vermont.gov)

## Review Process

A review panel will evaluate eligible applications based on the criteria outlined in the Scoring Rubric section of this application and in accordance with the required application components.

## Notification of the Award

The SU/SD designee will be notified of the status of their application upon the date listed above for the grant announcement.

## Final Report

Grantees must submit a final report by September 30, 2024. Awarded applicants will be provided with a template for reporting and data requirements. The final report will include all of the components identified in the grant application.

- The extent to which project goals were met and the measures used to determine progress towards goals.
- Grants focused on professional learning or coaching:
  - The number of educators who participated
  - The number professional development hours attended or coaching hours
  - Qualitative/quantitative feedback from participants about the value of the training

- A description of a plan to evaluate student academic outcomes resulting from the professional learning and/or coaching is provided
- Grants focused on high-quality instructional materials
  - The number of students who will be served
  - % of student body who will be served
  - Demographic data for students who will be served
  - Grade-levels impacted are identified
  - A description of a plan to evaluate student academic outcomes resulting from the purchase of high-quality instructional materials is provided
- An explanation for how this work will be sustained.

Upon review and acceptance of your proposal the AOE will determine final report metrics based on the award.

## Scoring Rubric

### Criteria for Math and Literacy Proposals

Criteria	Points
<p><b>Grant Narrative:</b></p> <ul style="list-style-type: none"> <li>● A justification for which of the following will be the focus of the grant and why;</li> <li>● Purchasing high-quality, evidence-based instructional materials that may include curricula and related professional learning;</li> <li>● Funding needs-based professional learning and/or coaching aligned with priorities of the SU/SD; and</li> <li>● Coaching for systemic change at the SU/SD in support of developing/refining a coordinated curriculum.</li> </ul> <p><b>Funding requests exceeding \$75,000 must include:</b></p> <ul style="list-style-type: none"> <li>● A plan for sustainability;</li> <li>● Alignment with SU/SD strategic or continuous improvement plan(s); and</li> <li>● High-quality instructional materials and/or related professional learning that support coordinated curriculum.</li> </ul>	30



Criteria	Points
<p><b>Project Goals, Benchmarks, and Timeline:</b></p> <ul style="list-style-type: none"> <li>• A clear and concise plan for implementation with a description of goals, benchmark, and a timeline for completing activities within the grant period. This project implementation plan must be developed for the projected time period between February 2024 and September 30, 2024;</li> <li>• A description of the measures that will be used to determine that goals have been met; and</li> <li>• A plan for sustaining this work at the end of the funding period.</li> </ul>	40
<p><b>Budget and Budget Justifications:</b></p> <ul style="list-style-type: none"> <li>• A detailed and realistic budget for the requested funding amount; and</li> <li>• A budget justification that is clearly tied to the scope and requirements of the project.</li> </ul>	30

**Criteria for Computer Science Proposals**

Criteria	Points
<p><b>Grant Narrative (questions 1 and 2):</b></p> <ol style="list-style-type: none"> <li>1. Do the educators listed to be sent to the CS Summer Institute have a strong and/or reasonable link to teaching this content area in their school?</li> <li>2. Does the applicant adequately explain how professional learning provided through the CS Summer Institute for educators enhances their efforts to address: <ul style="list-style-type: none"> <li>a. Improving student academic outcomes, particularly related to loss of academic instructional time;</li> <li>b. Reaching at-risk student population; and/or</li> <li>c. Need for educator enhanced learning to improve the quality of CS instruction.</li> </ul> </li> </ol>	60
<p><b>Outcomes and Evaluation (questions 3 and 5):</b></p> <ol style="list-style-type: none"> <li>1. Does the applicant provide a workable means to evaluate student academic outcomes in CS resulting from the enhanced learning the educator(s) received by participating in the CS Summer Institute?</li> <li>2. Will the applicant be able to register educators for the CS Summer Institute within a month of being notified they have received this grant?</li> </ol>	30

Criteria	Points
<p><b>Budget (question 4 and in line-item budget):</b></p> <p>1. Did the applicant complete the required answer to question 4 and the line-item budget?</p>	10

The Agency reserves the right to award in full or in part, to reject applications in whole or in part, and to waive technical defects, irregularities or omissions if, in its judgment, the best interest of students would be served. After receiving the application, the Agency reserves the right to not award a grant, to negotiate specific grant amounts, and to select certain grantees regardless of points awarded as part of the process to meet federal requirements or State Board of Education priorities.

Applicants may be asked to clarify or rewrite certain aspects of their applications. Finalists may be asked to participate in an interview before funds are awarded. Applicants will be contacted if such information or actions are necessary.

**Program Narrative**

In the following sections for Computer Science, ELA and Literacy, and Math, you will find:

- An introduction detailing background information and criteria around the use of funds;
- Examples of allowable use of funds; and
- Application questions.

**Computer Science**

**Introduction**

This grant aims to provide professional learning to teachers who already hold a CS endorsement and training for those educators without the CS endorsement, but who are interested in expanding their skills. In northern New England, the [CS Summer Institute](#) is managed by the Educate Maine and the Maine Mathematics and Science Alliance. This year’s summer institute is July 28 to August 2 at the University of Maine. Teachers may enroll to attend an introductory CS Discoveries course for grades 6-10; a more advanced CS Principles course for grades 9-12; or a more specialized CSA course to introduce students to Java programming. The program is facilitated through Code.org, a national non-profit dedicated to providing the opportunity for students to learn computer science as part of their core K-12 education and is a leading provider of K-12 computer science curriculum.

## Allowable Use of Funds

Application for funds to enroll educators in the CS Summer Institute and institute follow-up sessions fall under 2121.3 of the EQS, Needs-Based Professional Learning. In 2121.3 each supervisory union shall develop and implement a system of appropriate needs-based professional learning for all professional staff, including administrators and other staff involved in student instruction, as required in 16 V.S.A. §261a(a)(5). Time for professional learning should be embedded into the school day.

Grant proposals for Computer Science are **limited solely** to covering costs for an educator to attend the CS Summer Institute. The registration cost for the summer institute is \$1,500 per educator and covers room and board through the training provided venue. Additional funds may be requested to cover educators' transportation costs to and from the institute (i.e., mileage). Supervisory unions/school districts may enroll multiple educators for this opportunity.

Upon grant approval, SU/SD may register for the CS Summer Institute through the [Maine Mathematics and Science Alliance web page](#).

## Application Questions

**Question 1:** What are the names of the educator(s)? List their corresponding school(s), grade level(s) of students, and number of students to be served.

Educator Name	School	Grade Level	Educator Link to CS Instruction

**Question 2:** How will professional learning in computer science enhance your SU/SD's efforts to address concerns related to loss of academic instructional time and on improving student academic outcomes? How will educator training in this area impact at-risk students, such as students experiencing homelessness, and children and youth in foster care as described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi))? (5,000 characters or less)

**Questions 3:** How do you propose to evaluate the improvement in student academic outcomes following the completion of educator participation in the CS Summer Institute? Please include an estimate of the number of students you believe will be positively impacted through the enhanced learning the educator(s) will receive through the CS Summer Institute. (5,000 characters or less)

**Question 4:** What amount of funding are you requesting to send educators to the CS Summer Institute? (When entering this information in the budget within this application, use function code 2213 – Instructional Staff Development and Training and object code 300 – Purchased Professional and Technical Services. For transportation costs, use function code 2213 - Instructional Staff Development and Training and object code 500 – Other Purchased Services.) (5,000 characters or less)

**Question 5:** The CS Summer Institute has limited spaces available; will you be able to register your educators for the professional learning series within a month of learning you have received this grant? (Yes or No options)

## **English Language Arts and Literacy**

### **Introduction**

This grant opportunity seeks to improve literacy outcomes among Vermont students to support success in school and beyond through providing resources to the purchase and provide high quality instructional materials, needs based professional learning, and/or coordinated curriculum. All three funding categories were identified by Act 173 of 2018 as critical elements to providing effective and equitable education to all students. Act 28 of 2021 continued the ongoing work to improve literacy for all students through the allocation of one time Emergency Relief (ESSER) funding and an opportunity to further focus on the three categories for funding in this grant opportunity.

Applicants may apply for funding in one, two, or all three funding categories as described in the overview section focused on allowable use of funds.

Applications for any category of funding must:

- Provide a connection to the overall strategic vision for the SU/SD or school as described in the SU/SD Continuous Improvement Plan, Schoolwide Improvement Plan, Local Literacy Plan, or other planning documents.
- Focus on evidence-based practices that are represented in the large, interdisciplinary body of scientifically based research about reading and issues related to reading and writing over the last five decades known as the science of reading.<sup>1</sup>
- Address the five key areas (phonemic awareness, phonics, fluency, vocabulary, and comprehension) identified by the National Reading Panel as developmentally appropriate for the grade bands of focus in your proposal.
- Address student and educator needs as identified by data.

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<sup>1</sup> [What is the Science of reading?](#)

## Allowable Use of Funds

This grant opportunity focuses on improving academic outcomes in the areas of ELA and Literacy, Mathematics, and Computer Science by providing funding to SU/SDs for one or more of the following categories aligned with [Educational Quality Standards \(EQS\)](#):

1. Developing, purchasing, or refining high-quality instructional materials and/or coordinated curricula;
2. Funding needs-based professional learning and/or coaching to support training and implementation of purchased instructional materials, coordinated curricula, evidence-based instructional practices, and content expertise as aligned with priorities of the SU/SD as demonstrated in the Continuous Improvement Plan or other strategic plan for improving universal instruction; and
3. Systems-level coaching to support and sustain the implementation of coordinated curriculum, evidence-based instruction, or local comprehensive assessment systems (LCAS). This might include, but not be limited to professional learning and coaching to support the development or refinement of local literacy plans, coordinated curriculum, and/or assessment programs aligned to the strategic priorities in the above content areas of SU/SD.

## Questions

**Question 1:** What are the overall goals of your proposal and what need will it meet for your educators and students? When describing the need please use student and/or educator data where available (e.g., Local Comprehensive Assessment System data, state summative assessment data, social and emotional data, educator preparedness or survey data, etc.).

**Question 2:** What grade levels do you intend to address with this proposal?

**Question 3:** How many educators and/or students do you intend to serve?

**Question 4:** How do you propose to use this grant to improve student outcomes in literacy?

**Question 5:** What are the specific project goals and related timeline?

**Question 6:** How do you propose to evaluate the impact on student academic outcomes achieved as a result of this grant?

## Mathematics

### Introduction

There is a strong connection between teachers' deep understanding of mathematics

and student achievement. This depth of knowledge enables teachers to explain concepts clearly, anticipate student difficulties, and provide meaningful real-world examples, which positively impact student learning. This grant aims to provide high-quality professional learning opportunities for teachers with the goal of strengthening their content knowledge as well as bolstering their use of evidence-based practices that foster a supportive and effective learning environment, promote student engagement, and facilitate student success. Related instructional materials as well as coaching support are also allowable uses of these funds.

### **Allowable Use of Funds**

This grant opportunity focuses on improving academic outcomes in the areas of ELA and Literacy, Mathematics, and Computer Science by providing funding to SU/SDs for one or more of the following categories aligned with [Educational Quality Standards \(EQS\)](#):

1. Developing, purchasing, or refining high-quality instructional materials and/or coordinated curricula;
2. Funding needs-based professional learning and/or coaching to support training and implementation of purchased instructional materials, coordinated curricula, evidence-based instructional practices, and content expertise as aligned with priorities of the SU/SD as demonstrated in the Continuous Improvement Plan or other strategic plan for improving universal instruction; and
3. Systems-level coaching to support and sustain the implementation of coordinated curriculum, evidence-based instruction, or local comprehensive assessment systems (LCAS). This might include, but not be limited to professional learning and coaching to support the development or refinement of local literacy plans, coordinated curriculum, and/or assessment programs aligned to the strategic priorities in the above content areas of SU/SD.

### **Potential Professional Learning Providers**

A few VT organizations that provide professional learning in mathematics are included below as resources. This is not an exhaustive list nor a requirement that one of these organizations be included in your grant application.

- The Vermont Mathematics Initiative: Contact Judi Laird at [judi@vmimathematics.com](mailto:judi@vmimathematics.com).
  - VMI foundational courses:
    - Mathematics as a Second Language (K-12)
    - Mathematical Coherence in the Elementary Grades: Foundational Understandings for Students who Struggle (Elementary)
    - Discrete Mathematics (Middle and High School)

- The Ongoing Assessment Project: Contact Beth Hulburt at [beth@ogapmathllc.com](mailto:beth@ogapmathllc.com).
- All Learners Network: Contact Sandi Stanhope at [stanhopesmath@gmail.com](mailto:stanhopesmath@gmail.com)

## Questions

**Question 1:** What are the overall goals of your proposal and what need will it meet for your educators and students? When describing the need please use student and/or educator data where available (e.g., Local Comprehensive Assessment System data, state summative assessment data, social and emotional data, educator preparedness or survey data, etc.).

**Question 2:** What grade levels do you intend to address with this proposal?

**Question 3:** How many educators and/or students do you intend to serve?

**Question 4:** How do you propose to use this grant to improve student outcomes in mathematics?

**Question 5:** What are the specific project goals and related timeline?

**Question 6:** How do you propose to evaluate the impact on student academic outcomes achieved as a result of this grant?

## Budget

Funds awarded through this grant must be used to directly support efforts to complete the applicant's proposed work plan. Also note that AOE prohibits the use of grant funds for food, gift cards, or cash prizes. These funds may be used to support salaries, but it is important to note that this grant is, first and foremost, intended to support the strategies listed; any salary investments must be specifically correlated to staff time spent accomplishing these goals. The budget must provide a clear understanding of how grant funds will be used to meet the proposed work plan flowing from the pre-established, approved goals.

## Equipment Purchases

2 CFR §200.439 requires subrecipients of Federal grants to receive prior approval from the Federal awarding agency or pass-through entity for purchases that meet the Federal definition of Equipment. Equipment is defined in the Federal Uniform Guidance at 2 CFR §200.1 as:

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000. See also the definitions of

capital assets, computing devices, general purpose equipment, information technology systems, special purpose equipment, and supplies in this section.

To ensure a streamlined and consistent review process, the Agency of Education (as the pass-through entity) has developed this one application for all prior approvals for the purchase of equipment that meets the definition above. **IMPORTANT:** If the proposed equipment purchase is more than \$5,000, contact your business manager or superintendent. They can create the needed equipment application form in the GMS that you can then fill out.

It is important that subrecipients receive prior approval for Equipment purchases as the costs of Equipment are unallowable without the prior approval.

Important information to be aware of in determining if a purchase meets the definition of Equipment is listed below:

- Your entity's capital asset dollar threshold. The definition sets the threshold as the LESSER of either the entity's dollar threshold or \$5,000 on a per unit cost. (Threshold can never be more than \$5,000)
- The useful life of the item must be more than one (1) year.

## **References**

Marzano, Robert J. *What Works in Schools: Translating Research into Action*. Association for Supervision and Curriculum Development, 2003.

McTighe, Jay, and Grant Wiggins. "From Common Core Standards to Curriculum: 5 Big Ideas." *WASCD Highlighter*, 2013, pp. 6–15.