

# MASTERY-BASED EDUCATION GRANT

## FY2023

Administered by Idaho State Department of Education, 650 W. State Street, Boise, ID 83720-0027, (208) 332-6890

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## MASTERY-BASED EDUCATION GRANT GUIDELINES

### PURPOSE

The Idaho “legislature finds that moving toward mastery-based education where students progress as they demonstrate mastery of a subject or grade level is in the best interest of Idaho students.” ([Click here to see Statute §33-1632](#)).

### ELIGIBILITY

Any public-school district or charter school.

### AVAILABLE GRANT FUNDS

\$1.05 million dollars have been appropriated for purposes identified in subsection 2 of §33-1632. For fiscal year (FY) 2023, grants will be awarded approximately:

- ~70% District/Charter or school wide grants focusing on system-wide change. It is expected that these funds will collectively support 10-12 educational “systems” (individual schools, multiple school partnerships or districts). If legislation continues to fund mastery learning, the grant would continue for two years, similar in award for both years.
- ~30% Projects – These smaller grants may or may not be directly associated with systemic or district goals, but nonetheless support students and shifts towards student driven learning. Up to \$10,000 maximum. Examples could include: support of subject and areas that naturally lean toward mastery, such as reading, music, physical education, gifted and talented programs, support for project, problem or place based learning, precise professional development like book studies, etc.

### IMPORTANT PROGRAM DATES:

<b>System/School Wide Grants</b>	<b>Project Goals</b>
Summer 2022 – Applications available.	Summer, 2022 – Applications available.
September 9, 2022; 5:00 pm MST Application Due	Round 1: September 9, 2022; 5:00 pm MST Application Due
September 23, 2022 – Approximate date awardees will be notified.	Round 2: Dec 02, 2022; 5:00 pm (If funds available after Round 1)
February 24, 2023 – Progress report due.	Round 3: March 3, 2023; 5:00 pm MST (If funds available after Round 2)
June 24, 2023 – Final report due.	June 24, 2023 – Final report due.

### GRANT REVIEW PROCESS

Completed grant applications shall be evaluated, and funding decisions shall be made based upon the State Department of Education's determination as to the probable effectiveness of the

various proposals in furthering the purposes of the State legislation and found in the mastery-based education statute [§33-1632](#) the [Idaho Mastery-Based Education Framework](#) and [Student Driven Learning](#) (SDL) practices (see Appendices I, II, III). There are two grant categories:

- District/Charter, Multiple School Partnerships or School-wide application: Large-Scale grants supporting system wide change.
- **Projects:** Smaller projects, aligned to the Framework and student driven learning practices, but not necessarily associated with large-scale systemic change.

**Evaluation criteria include:**

**General Criteria**

- **Overall plan of operation** reflects a well-designed process, use of resources to achieve clearly defined objectives and goals aligned to the Framework.
- **Connections** to statute 33-1632, the Framework, and Student Driven Learning Practices are clear.
- **Communication** includes routine processes and awareness and understanding of the goals to various stakeholders including students, parents, community, school board, etc.
- **Evaluation plan** is appropriate and related to measurable objectives.
- **Clear spending plan** for grant funds.

**District/Charter School Wide Specific Criteria**

- **District wide support** for system-wide change. Considerations include the percentage of teachers willing to participate, letter of support from school board, multiple schools attending to district wide goals, etc.
- **Sustainability plan.** Per statute, each district or charter receiving funds should develop a sustainability plan describing how they will “maintain a mastery-based approach to education, including developing rubrics and assessments necessary to determine mastery and award credit”.

## BUDGET CONSIDERATIONS (ADDITIONAL GUIDANCE IN APPENDIX IV)

### Duration

All project activities and expenditure of project funds, must occur during the grant period, which is the state fiscal year 2023, (July 1, 2022-June 30, 2023). All project funds must be spent by June 1, 2023. NOTE: Conditional upon continued legislative approval, it is planned that systemic grant awards will be maintained for two years. If approved, the second-year application will be a continuance of objectives and funding at a similar level.

### Spending Categories

Spending must be broken down into the six specific categories approved by the state department of education, including: professional development, stipends, substitutes, travel, equipment/technology, supplies. Records must be kept corresponding to these categories. All allowable costs must be reasonable and necessary to carry out the objectives. When determining expenses, follow the guidelines outlined in Appendix IV.

Funds will be dispersed in a single amount, addressed to the district, approximately 2 weeks after the award notification.

### Ineligible Costs and Limitations

- Indirect or administrative costs are not eligible expenses.
- Grant funds must not replace local funds for existing programs or operating expenses. This includes funds for meals or food if the district has existing programs in place for students. It also includes stipends for professional development that is already expected or written into the contract of educators.
- Structural and constructions costs, such as, walls, flooring, etc. are not eligible expenses unless directly related to student work, competencies, etc.
- Audits of programs shall be planned for.

## APPLICATION TIMELINE AND PROCEDURES

Grant applications are available Summer 2022.

**Applications must be received by 5:00 pm MST on, or before, Friday, September 9, 2022.** Late proposals will not be considered. Awards will be announced by correspondence, which may authorize or require changes in the project as proposed. Estimated award notification is September 23, 2022.

### HOW TO SUBMIT:

Instructions on following page. The application itself is a JotForm survey. A link to the survey can be found on the SDE Innovate to Elevate website. [Link to SDE website.](#)

## INSTRUCTIONS FOR COMPLETING APPLICATION FORM

These instructions are a guide to completing the application on a JotForm survey that will collect your responses.

### Page 1--Application Cover Page:

1. District Name and Number.
2. School Name.
  - 2a. Project Name if applying for *project* funding.
3. Address. Enter street address, mailing address if different, city, and zip code of school.
4. Grant Manager. Enter name and title of person managing or responsible for this proposed project who may be contacted for information about it. This person should be readily available and be knowledgeable about all aspects of the project. All communications will be sent to this person with the expectation of timely responses.
  - a. Email. Enter email address of grant manager.
5. Funding Request. Using whole dollar figures, enter the amount requested.
6. Signature Lines. The application must be signed and dated by the authorizing officials of the applicant district, in recognition and awareness of the information, objectives, requests, etc. included in this application. Including Grant Manager, Principal, Superintendent. If necessary, a paper-version of the cover page, found on page 16, may be signed and then submitted/attached to the JotForm Survey.

Page 2--Application Narrative. Please limit responses to less than 250 words. Potential prompts provided, but respond as appropriate.

**7. DESCRIPTIVE SUMMARY.** Provide a brief descriptive summary of the desired system-wide goals, or project, with emphasis on the relationship and connection to the mastery-based education statute, Idaho Framework or Student Driven Learning practices.

**8. NEED.** Describe and document the need(s) or problem(s) or project these funds will support. Potential prompts: What is lacking for the target audience/client group that can be provided by these funds? How do you know the problem exists? What local resources are available, or limited, to support the need? Use stakeholder surveys/analyses/data where appropriate.

**9. OBJECTIVES.** Clearly defined objectives should outline a purpose for these funds. Describe the expected outcome of the efforts/project these funds will support. Potential prompts: What target audience/client group(s) will benefit? What will change as the effort/project progresses? How do these outcomes fit into the district's/charter's overall missions and goals?

**10. PROCESS.** Try to explain WHO, WHEN, HOW, and WHERE. Potential prompts: What resources will be used to achieve the objectives? What cooperative efforts with staff members, other schools/districts/previous programs are established or necessary? What communication processes are established or necessary for sharing information in this application with identified stake holders. Can designated responsibilities, besides grant manager, be outlined?

**11. TIMELINE.** Provide a timeline that clearly shows a *potential* sequence of activities. Include a projected date by which all grant funds will be expended, dates for project completion, potential milestones for evaluation, and submission of project reports.

**12. EVALUATION.** Describe the methods you will use to determine if your project addresses the objectives outlined previously. Potential prompts: Consider who will be doing the evaluating, and what measurement tools and techniques will be used. What, if any, statistics will be collected?

**13. SUSTAINABILITY PLAN.** Per statute, each district or charter receiving funds should develop a sustainability plan describing how they will "...maintain a mastery-based approach to education. Plans must include a process to develop the rubrics and assessments necessary to determine mastery and award credit". Note: The SDE recognizes that creating rubrics and assessments are one part of a mastery perspective and take time to develop. Understandably, they may not be part of initial grant application planning.



- **SYSTEM WIDE CHANGE.** These funds are intended to support schools in growth over two years.
  - Looking to the future, how could your district sustain or “maintain a mastery-based approach to education”?
  - How will your district “develop the rubrics and assessments necessary to determine mastery and award credit”?
- **PROJECT.** Projects may be part of systemic change, but they have a different focus and typically fulfill a non-systemic need. As necessary, please explain what it will take to sustain the project and potential resources necessary to fill potential ongoing needs.

**14. GRANT FUNDING REQUEST.** Whole dollar amount. Briefly describe what the funds will be spent on.

**Note:** the midyear report will require an accounting of the dollar amount spent to that date. The final report requires a full accounting. There are 6 spending categories.

- a. Professional Development. This includes contracts with vendors, created and maintained by the district.
- b. Stipends. As noted earlier, funds from this grant should not replace district PD plans or expectations.
- c. Substitutes.
- d. Travel. Follow state guidelines for per diem.
- e. Equipment/Technology. Should directly support or relate to identified students or be used by students, including learner management systems.
- f. Supplies. Should directly support or be used by students.

# Appendices: Mastery-Based Education Grant

## APPENDIX I. IDAHO MASTERY-BASED EDUCATION STATUTE §33-1632

### §33-1632. MASTERY-BASED EDUCATION.

(1) The legislature finds that moving toward mastery-based education where students progress as they demonstrate mastery of a subject or grade level is in the best interest of Idaho students. The legislature further finds that moving from the current time-based system to a mastery-based approach will allow for more personalized and differentiated learning; create a focus on explicit, measurable, transferable learning objectives that empower students; and emphasize competencies that include application and knowledge along with skill development.

(2) The state department of education shall perform the following activities to move Idaho toward mastery-based education:

(a) Provide ongoing statewide outreach and communications to increase awareness and understanding of and promote interest in mastery-based education for teachers, administrators, parents, students, business leaders, and policymakers;

(b) Facilitate and maintain the Idaho mastery education network composed of Idaho public school districts and charter schools that collaborate to transition Idaho to mastery-based education. The network shall:

(i) Advise the superintendent of public instruction and the state board of education on the progress of the transition to mastery-based education;

(ii) Develop evidence-based recommendations for continued implementation;

(iii) Implement the policies of the legislature and the state board of education for the transition to mastery-based education; and

(iv) Provide network resources, including professional development, coaching, and best practices, to Idaho public school districts and charter schools; and

(c) Create a sustainability plan for statewide scaling of mastery-based education and ensure that all public school districts and charter schools participating in the Idaho mastery education network develop plans that describe how the public school district or charter school will maintain a mastery-based approach to education.

Plans must include a process to develop the rubrics and assessments necessary to determine mastery and award credit.

(3) The state department of education may expend or distribute moneys appropriated for purposes identified in subsection (2) of this section directly to public school districts and charter schools that are participating in the mastery education network and have applied and been selected to receive mastery-based education grants. The cost of activities provided for in this section shall be paid by the state department of education from moneys appropriated for this program in the educational support program budget as provided for in section [33-1002](#), Idaho Code.

(4) Any public-school district or charter school may participate in the mastery education network by applying to the state department of education, even if such district or school is not selected to receive mastery-based education grants.

(5) No later than January 31 of each year, the state department of education shall report annually to the state board of education and the education committees of the senate and the house of representatives regarding the progress toward implementing mastery-based education.

(6) For purposes of this section:

(a) "Mastery-based education " means an education system where student progress is based on a student's demonstration of mastery of competencies and content, not seat time or the age or grade level of the student.

(b) "Network" means the Idaho mastery education network.

History:

[(33-1632) 33-1630 , added 2015, ch. 68, sec. 1, p. 183; am. and redesisg. 2016, ch. 45, sec. 1, p. 95; am. and redesisg. 2016, ch. 47, sec. 17, p. 111; am. 2019, ch. 189, sec. 1, p. 600.]

## APPENDIX II. IDAHO MASTERY-BASED EDUCATION FRAMEWORK

### STUDENTS AT THE CENTER

The Idaho Mastery-Based Education Framework builds on the definition of mastery education provided in Idaho law and spotlights the legislative intent to provide learning environments where students are empowered, competencies are demonstrated, learning is personalized, and mastery is recognized. It guides and supports without prescribing any particular model or method.

Idaho Code 33-1632: 33-1630 (1) *“The legislature finds that moving toward a mastery-based model of education where students progress as they **demonstrate mastery** of a subject or grade level is in the best interest of Idaho students. The legislature further finds that moving from the current time-based system with a mastery-based model will allow for more **personalized and differentiated learning**; create a focus on explicit, measurable, transferable learning objectives that **empower students**; and **emphasize competencies** that include application and knowledge along with skill development.”*

*Idaho code further defines mastery as: “an education system where student progress is based on a student's demonstration of mastery of competencies and content, not seat time or the age or grade level of the student”*

### STUDENTS EMPOWERED

*Learning culture empowers students.* The transparency in a mastery-based learning system encourages students to play a greater role, and invest more, in their educational success. With the support of teachers, students take productive risks to learn and demonstrate the competencies, as the focus shifts to learning rather than earning a grade. They make important decisions about their learning pathways, providing insight on projects, activities, and the individual support needed to reach their potential. Self-reflection and self-assessment, along with goal setting and progress monitoring, become regular habits. Through meaningful collaboration and routine teacher and peer feedback, learners support one another in their academic growth.

### LEARNING PERSONALIZED

*Instructional practices personalize learning.* Mastery-based education provides a foundation for personalized learning through flexible pacing and delivery of common expectations and performance-based assessments. Students receive timely, differentiated supports based on individual academic strengths and needs, and the opportunity to share their understanding in multiple ways. Learning experiences offer opportunities to collaborate in meaningful ways by leveraging student interests and connections to their community. Personalized Learning, driven by meaningful interactions with teachers and peers, results in higher levels of student engagement and agency.

### COMPETENCIES DEMONSTRATED

*Curriculum and assessment enable students to demonstrate mastery.* The College and Career Readiness Competencies adopted by the State Board of Education provide the foundation for the Idaho-Mastery Based Education Framework. Competencies represent the knowledge, skills, and personal attributes that lead to success. Mastery learning environments focus on competencies through rigorous real-world applications that prepare students for diverse postsecondary pathways. Competencies make learning equitable and transparent through explicit, measurable, and transferable learning objectives.

## MASTERY RECOGNIZED

*Policies and systems recognize mastery.* Coupled with flexibility in pace and delivery, mastery learning is grounded in the idea that students' progress when they demonstrate mastery of key content and skills, regardless of the time spent in class or when instruction takes place. Students also have opportunities to demonstrate mastery in multiple formats. Mastery-based education systems ensure learners have equitable access to supports that promptly identify and address learner needs so they can move at their optimal pace through and into new learning experiences.

## APPENDIX III. STUDENT DRIVEN LEARNING PRACTICES

### INSTRUCTION

- Meeting students where they are with what they need
- Emphasis on Competencies *and* Content Standards
- Precise and Responsive Instruction
- Increased Student Transparency and Communication
- Greater Student Choice and Autonomy
- Increased Student Collaboration
- Open Ended and Project Based Opportunities.
- Failure and Challenges Recognized as Part of the Learning Process

### ASSESSMENT

- Assess When Ready
- Regular & Routine Formative Assessment
- Assessment and Feedback for Learning, Not Judgement
- Multiple Opportunities and Methods to Demonstrate Mastery
- Self-Assessment Opportunities
- Performance Based Assessments & Practices

### LEARNING CULTURE

- Growth Prioritized & Tracked
- Caring Relationships w/ Community & Adults
- Learning Pathways
- Shared Mission & Vision
- Learning Beyond School
- Flexible Use of Time & Space

## APPENDIX IV. BUDGET GUIDELINES

Any contracts negotiated with vendors to provide guidance to the district or charter shall be maintained by the district or charter.

### Project Accounting and Reports

Separate accounting within the district/charter must be maintained for each award to ensure responsible project management and the submission of timely and accurate financial reports. The grantee must make financial and program records available to the State Department of Education, or its authorized representatives, for an audit or a less formal records examination. All financial records, including canceled checks and sales receipts, for mastery expenditures must be retained for a period of three years from the date of the grant completion.

The State Department maintains the right to make funding changes throughout the grant project in order to meet the purposes of the legislation establishing this grant program and the grant requirements outlined in these guidelines. The State Department of Education can terminate the grant project if it becomes evident that the project is not in keeping with the purposes of the legislation or original intent of the grant.

A project is considered complete when the Final Reports are received and approved by the State Department of Education. A progress report is required at a mid-point to assist in project management. A two-part Progress Report form, which includes Narrative and Financial Statement, must be submitted on or before February 24, 2023.

### Adjustments

Changes in the scope and objectives of the project may not be made without prior approval from the State Department of Education.

### Audits

A grantee receiving funds for mastery-based education has the option of conducting an audit for that year or complying with audit requirements of the state program under which it received the funds.

## APPENDIX V PROGRESS/FINAL REPORT MASTERY-BASED EDUCATION

### Mid-Year Report due February 28, 2023

1. District Name & Number \_\_\_\_\_
2. School \_\_\_\_\_
  - 2a. Project Name \_\_\_\_\_
3. Report Prepared By \_\_\_\_\_ 4. Phone \_\_\_\_\_
5. Grant Period Covered by this Report \_\_\_\_\_
6. Narrative - This narrative should be brief and cover the following elements:
  - a. Activities undertaken during reporting period toward achieving project objectives.
  - b. Impact and progress the project is having on target client group.
  - c. Project time table (Is the project on schedule?).
  - d. Challenges affecting implementation of objectives.
7. Additional Support Documentation - Attach statistics and/or examples of progress.

#### 8. Financial Accountability

Award	\$ _____
Budget Categories	Expenditures to Date
Professional Development	
Stipends	
Substitutes	
Travel	
Equipment/Technology	
Supplies	
Total	

#### Complete JotForm to record responses, see website for link, or send report to:

Aaron McKinnon, Coordinator Mastery Education/Innovation, Idaho State Department of Education, [amckinnon@sde.idaho.gov](mailto:amckinnon@sde.idaho.gov)

Linda Becker, Contracts Specialist, Idaho State Department of Education, [lbecker@sde.idaho.gov](mailto:lbecker@sde.idaho.gov)

Todd Driver, Director, Content and Curriculum, Idaho State Department of Education, [tdriver@sde.idaho.gov](mailto:tdriver@sde.idaho.gov)

## Final Report Due June 30 2023

1. District Name & Number \_\_\_\_\_
2. School \_\_\_\_\_
  - 2a. Project Name \_\_\_\_\_
3. Report Prepared By \_\_\_\_\_ 4. Phone \_\_\_\_\_
5. Grant Period Covered by this Report \_\_\_\_\_
6. Narrative - This narrative should be brief and cover the following elements:
  - a. Activities undertaken during reporting period toward achieving project objectives.
  - b. Impact and progress the project is having on target client group.
  - c. Project time table (Is the project on schedule?).
  - d. Challenges affecting implementation of objectives.
7. Additional Support Documentation - Attach statistics and/or examples of progress.

### 8. Financial Accountability

Award	\$ _____
Budget Categories	Total Expenditures
Professional Development	
Stipends	
Substitutes	
Travel	
Equipment/Technology	
Supplies	
Total	

### Complete JotForm to record responses, see website for link, or send report to:

Aaron McKinnon, Coordinator Mastery Education/Innovation, Idaho State Department of Education, [amckinnon@sde.idaho.gov](mailto:amckinnon@sde.idaho.gov)

Linda Becker, Contracts Specialist, Idaho State Department of Education, [lbecker@sde.idaho.gov](mailto:lbecker@sde.idaho.gov)

Todd Driver, Director, Content and Curriculum, Idaho State Department of Education, [tdriver@sde.idaho.gov](mailto:tdriver@sde.idaho.gov)



**APPENDIX VI—MASTERY-BASED EDUCATION GRANT APPLICATION (FISCAL YEAR 2023)**

Page 1-- Application Cover Page

- 1. District Name & Number: \_\_\_\_\_
- 2. School:
  - 2a. **Project Name** if applying for *project* funding): \_\_\_\_\_
- 3. Address: \_\_\_\_\_
- 4. Grant Manager: \_\_\_\_\_ E-mail: \_\_\_\_\_
- 5. Project Costs: \_\_\_\_\_ (whole dollar amount)

**SIGNATURE AND CERTIFICATION**

6. We certify that the applicant public district or charter school. We understand that funds awarded under this proposal may be used only for purposes described in this proposal and approved by the State Department of Education.

Grant Manager: \_\_\_\_\_ Date Signed \_\_\_\_\_

Principal: \_\_\_\_\_ Date Signed \_\_\_\_\_

Superintendent/Board Director: \_\_\_\_\_ Date Signed \_\_\_\_\_

To complete this application, address questions 7-13 in standard serif 12 pt. font, attach them to this cover sheet.

**Applications must be received by 5:00 pm MST on September 09, 2022 to be considered.**

Page 2--Application Narrative. Please limit responses to less than 250 words.

**7. DESCRIPTIVE SUMMARY.** Provide a brief descriptive summary of the desired systemic change or project, with emphasis on the relationship and connection to the mastery-based education statute, Idaho Framework or Student Driven Learning practices.

**8. NEED.** Describe and document the need(s) or problem(s) these funds/project will support. Potential prompts: What is lacking for the target audience/client group that can be provided by these funds? How do you know the problem exists? Why are local resources not available or appropriate to meet the need? Use results of community surveys/analyses where appropriate.

**9. OBJECTIVES.** Clearly defined objectives should outline a purpose for these funds. Describe the expected outcome of the efforts/project these funds will support. Potential prompts: What target audience/client group(s) will benefit? What will change as the effort/project progresses? How do these outcomes fit into the district's/charter's overall missions and goals?

**10. PROCESS.** Try to explain WHO, WHEN, HOW, and WHERE. Potential prompts: What resources will be used to achieve the objectives? What cooperative efforts with other schools/districts/previous programs are there? What communication processes are established or necessary for sharing information in this application with identified stake holders.

**11. TIMELINE.** Provide a timeline that clearly shows a potential sequence of activities. Include a projected date by which all grant funds will be expended and dates for project completion and submission of project reports.

**12. EVALUATION:** Describe the methods you will use to determine if your project addresses the objectives outlined previously. Potential prompts: Consider who will be doing the evaluating, and what measurement tools and techniques will be used. What, if any, statistics will be collected?

**13. SUSTAINABILITY PLAN.** Per statute, each district or charter receiving funds should develop a sustainability plan describing how they will "...maintain a mastery-based approach to education. Plans must include a process to develop the rubrics and assessments necessary to determine mastery and award credit". Note: The SDE recognizes that creating rubrics and assessments are one part of a mastery perspective and take time to develop. Understandably, they may not be part of initial grant application planning.

- **SYSTEM WIDE CHANGE.** These funds are intended to support schools in growth over two years.
  - Looking to the future, how could your district sustain or “maintain a mastery-based approach to education”?
  - How will your district “develop the rubrics and assessments necessary to determine mastery and award credit”?
- **PROJECT.** Projects may be part of systemic change, but they have a different focus and typically fulfill a non-systemic need. As necessary, please explain what it will take to sustain the project and potential resources necessary to fill those needs.

#### 14. GRANT FUNDING REQUEST.

- Briefly describe what funds will be spent on.

**Note:** the midyear report will require an accounting of the dollar amount spent to that date. The final report requires a full accounting. There are 6 spending categories.

- g. Professional Development. This includes contracts with vendors, created and maintained by the district.
- h. Stipends. As noted earlier, funds from this grant should not replace district PD plans or expectations.
- i. Substitutes.
- j. Travel. Follow state guidelines for per diem.
- k. Equipment/Technology. Should directly support or relate to identified students or be used by students, including learner management systems.
- l. Supplies. Should directly support or be used by students.