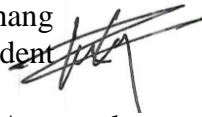


MEMORANDUM

TO: Chairperson and Members  
Boston School Committee

FROM: Tommy Chang  
Superintendent 

SUBJECT: Grants for Approval

DATE: February 23, 2018

Attached please find the grants that will be put forth for School Committee approval on February 28, 2018. Should you wish to review the proposals in more detail, the complete grant proposals have been filed with the Office of the Secretary to the School Committee.

If you have any questions, staff is available to respond.

Attachment

cc: Inez Foster, Assistant Director, Resource Development Mayor's Office of Intergovernmental Relations



## MEMORANDUM

TO: Tommy Chang  
Superintendent

FROM: Eleanor Laurans  
Chief Financial Officer

SUBJECT: Grants for Approval

DATE: February 23, 2018

Attached please find the grants for approval by the School Committee on February 28, 2018. Full copies of the grant proposals are available for your review and have been filed with the Office of the Secretary to the School Committee.



# GRANTS FOR SCHOOL COMMITTEE APPROVAL

February 28, 2018

Amount	FY	Grant Name	Status	Fund Manager	Focus Area(s)	Sites
\$1,000	2018	Arts Opportunity Fund	New	Laryssa Doherty	Curriculum & Instruction	Edwards Middle School
\$90,000	2018	STARTALK Arabic Summer Academy	New	Alex Kalamaroff	Foreign Language	Charlestown High School
<b>\$91,000</b>	<b>Total</b>					

**SCHOOL COMMITTEE ACCEPTANCE FORM**

Grant Name: Arts Opportunity Fund  
Status: New  
Grant Type: Competitive  
Start & End Dates: February 28, 2018 – June 30, 2018  
Funding Source: State  
Grantor Contact: Julia Ryan  
One City Hall Square, Room 802  
Boston, MA 02201-2013  
Phone: 617-635-2787  
Email: julia.ryan@boston.gov

Lead BPS Department and/or School(s): Edwards Middle School  
BPS Fund Manager: Laryssa Doherty, Principal, Edwards Middle School  
Department Head/School Leader: Laryssa Doherty, Principal, Edwards Middle School  
Annual Award Amount: \$ 1,000.00  
Total Award Amount (if grant period more than a year):  
Carry-forward option: No  
Approximate # of students (or teachers, central office staff) served: 40 students and 1 staff member  
Sites: Edwards Middle School  
Key External Partners:

**Grant Description**

The Opportunity Fund provides grants up to \$1,000 to support individual artists, increased access to the arts, and local arts events. Teachers at K-12 schools in the City of Boston who are planning arts and cultural field trips can apply for funding to cover the costs of the field trip.

**Expense Categories this Grant Pays For**

The \$1,000.00 grant will cover an all-day transportation for our students and families traveling to participate in the American Young Voices choir event at the Tsongas Center in Lowell, MA on June 4, 2018. Without this funding, families and students would be unable to participate due to financial limitations.

**Specific, Measurable, Attainable, Realistic, and Time-bound (SMART) Goals**

**Goal #1:** Students will participate in standards based instruction that focuses on the American Young Voices musical repertoire.

**Indicator:** Culminating musical performance at the Tsongas Center of grade level and standards appropriate repertoire

**Goal #2:** +85% of students in Chorus in Spring 2018 will attend the culminating performance for American Young Voices.

**Indicator:** Final attendance at the Tsongas Center performance in June 2018.

**Goal #3:** Students will study varied repertoire of multiple cultural backgrounds, and perform with peers from schools around the NorthEast (and virtually from around the nation) with an esteemed professional conductor.

**Indicator:** Final performance at the Tsongas Center performance in June 2018, with student reflections on impact

## **SCHOOL COMMITTEE ACCEPTANCE FORM**

Grant Name: STARTALK Arabic Summer Academy  
Status: New  
Grant Type: Competitive  
Start & End Dates: January 30, 2018 – March 31, 2019  
Funding Source: Federal  
Grantor Contact: Betsy Hart  
The National Foreign Language Center / University of Maryland  
P.O. Box 93  
5245 Greenbelt Rd., Severn Building 810  
College Park, MD 20742  
Phone: (301) 405-9828  
Email: startalk@nflc.umd.edu

Lead BPS Department and/or School(s): Charlestown High School

BPS Fund Manager: Alex Kalamaroff, Arabic Summer Academy Administrative Director

Department Head/School Leader: William Thomas, Principal

Annual Award Amount: \$90,000.00

Total Award Amount (if grant period more than a year): \$

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 40 students

Sites: Charlestown High School

Key External Partners: American Council on the Teaching of Foreign Languages

### **Grant Description**

The STARTALK Arabic Summer Academy is an intensive summer language course, designed as an enrichment program for beginning and advanced students studying Arabic. This three-week-long summer program (July 2 through July 21, 2018) focuses on all four modalities of language learning—reading, writing, speaking, and listening—with the goal of functional communication starting on Day #1. Students attend four classes each day focusing on different communicative skills, in addition to daily cultural clubs, where they study the cultures of the Arab-speaking world (including music, dance, calligraphy, and media arts). Instruction is at least 90% in Arabic and focuses on interpersonal, interpretive, and presentational modes of communication. Our curriculum is aligned with the Foreign Language Content Standards. During a five-day

Orientation, instructors are trained in creating student-centered classrooms that support all learners.

### **Expense Categories this Grant Pays For**

- ~55% is for instructional and administrative staff, as well as facilities
- ~9% is for technology/equipment expenses
- ~20% is for travel, field trips, and food costs
- ~13% is for instructional materials
- ~3% is for indirect cost

### **Specific, Measurable, Attainable, Realistic, and Time-bound (SMART) Goals**

**Goal #1:** 40 students will graduate from Arabic Summer Academy, receiving 85 hours of instructional in total

**Indicator:** Students are formatively assessed every day and are summatively assessed once a week. Students are assessed in the three modes of communication—personal, interpretive, and presentational—as they develop skills in the four modalities of language learning (reading, writing, speaking, listening). Students complete final projects and activities for each modality of language learning. To graduate, students must complete the requisite instructional hours and receive a passing final grade, a grade which is a culmination of in-class assignments, homework, assessments, and so forth.

**Goal #2:** Advanced students—those in their second and third years of study—will be considered at least “Novice Low” in foreign language competency, based the standards set by the ACTFL OPI (acronym = American Council on the Teaching of Foreign Languages, Oral Proficiency Interview).

**Indicator:** Advanced students will be assessed one-on-one by their teachers during their first and final weeks of study to assess their Arabic language level. Assessments will rely on the ACTFL OPI standards, which are used as an international benchmark for foreign language learning, as well as rubrics from the National Foreign Language Center. Students will be assessed in culturally authentic scenarios for speaking and listening, which require spontaneous use of language, and for reading and writing, which require students to engage with authentic Arabic texts.

**Goal #2:** All participating students will develop an introductory knowledge of the cultures of the Arab world, including understandings of etiquette, social interactions, and daily activities, as well as understandings of specific cultural content areas, such as Dance, Theater, Music, Art, Cooking, and Calligraphy. Along with cultural learning that is embedded into language classes, students will each receive 22 hours of cultural instruction that looks at understanding culturally authentic practices and activities.

**Indicator:** Students will display their knowledge of different cultural activities through weekly student-centered informal assessments. Students will also participate in field trips where they will be required to interact in culturally authentic scenarios (for instance, bargaining in Arabic with the Moroccan merchants at Haymarket Square during our final field trip).