

MEMORANDUM

TO: Chairperson and Members
Boston School Committee

FROM: Tommy Chang
Superintendent 

SUBJECT: Grant for Approval

DATE: February 18, 2016

Attached please find the grant that will be put forth for School Committee approval on February 24th, 2016. Should you wish to review the proposal in more detail, the complete grant proposal has been filed with the Office of the Secretary to the School Committee.

Thank you for your cooperation. 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
Executive Director of School Finance

SUBJECT: Grant for Approval

DATE: February 18, 2016

Attached please find the grant for approval by the School Committee. A full copy of the grant proposal is available for your review and will be filed with the Office of the Secretary to the School Committee.



GRANTS FOR SCHOOL COMMITTEE APPROVAL

February 24, 2016

Amount	FY	Grant Name	Status	Fund Manager	Focus Area	Sites
\$90,000	2016	STARTALK Arabic Summer Academy	New	Alex Kalamaroff	Foreign Language	Charlestown High School
\$90,000	Total					

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: STARTALK Arabic Summer Academy

Status: New

Grant Type: Competitive

Start & End Dates: 02/05/2016 to 02/28/2017

Funding Source: Federal

Grantor Contact: Contact Name: Betsy Hart
Address: 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: 50 students

Sites: Charlestown High School

Key External Partners: Harvard University, Boston University, American Council on the Teaching of Foreign Languages

Grant Description

The STARTALK Arabic Summer Academy is an intensive non-residential summer language course, designed as an enrichment program for students enrolled in the Boston Public Schools. High-school students earn credit for first-, second-, or third-year Arabic, which is taught over four and a half weeks for five days a week, encompassing 142 instructional hours of Arabic language and culture learning. Students attend four classes each day focusing on different communicative skills, in addition to daily cultural clubs. 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 5-day Orientation, teachers are trained in creating student-centered classrooms that support all learners

Expense Categories this Grant Pays For

~62% will be used to pay instructional and administrative staff

~7% is for travel expenses

~6% is for facilities costs

~14% is for food costs

~8.3% is for instructional materials

~2.7% is for indirect cost

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

Goal #1: 50 students will graduate from Arabic Summer Academy, receiving 142 hours of instructional in total and thus earning high school credit.

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 (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. Students will each receive 30 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).