

Name of Grant Program: Academic Support Summer Enhancement Grant

Fund Code: 625-B

PART III – REQUIRED PROGRAM INFORMATION

Application for FY2010 Academic Support Summer Enhancement Grant Funds
(for Summer 2009 Programs)

**THIS DOCUMENT MAY BE DOWNLOADED FROM THE DEPARTMENT OF
ELEMENTARY AND SECONDARY EDUCATION WEBSITE.**

<http://finance1.doe.mass.edu/grants/>

I. GENERAL INFORMATION

1. District/Approved Private Special Education School/Collaborative:

2. Program Coordinator Name and Title:

3. Mailing Address: _____

4. Email Address:

5. Phone #:

Fax #:

6. Total Funds Requested: \$
(Up to \$5,000 for districts and up to \$2,000 for Special Education Schools/Collaboratives)

7. Unduplicated Count of Students (total number students who will be served in the program where Fund Code: 625-B funded activities will be piloted or enhanced):

8. Partners (encouraged, but not required): _____

II. FUND USE

Check which of these allowable activities you are proposing to implement with students in the Classes of 2003-2013 (any or all of those class years) *through this Fund Code: 625-B Summer Enhancement Grant*. (You may select one or both of these options.)

1. _____ Convene a Professional Learning Community (PLC) that ensures that local Academic Support programs have curriculum and pedagogy that encompass grade appropriate learning standards. These Learning Community groups must create and pilot learning modules during existing summer programming (July 1 – August 31, 2009) and refined versions are expected to be used during FY2010 Academic Support Programming (September 1, 2009 - August 31, 2010).
2. _____ Increase and/or enhance summer program services.

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III. STUDENTS SERVED

Indicate the number of students from each grade level and content area with whom you intend to pilot the Fund Code: 625-B program/services/curriculum.

Grade Level as of 9/1/08	English Language Arts (ELA)	Mathematics	Science and Technology/Engineering	Total Unduplicated Number of Students
Class of 2013 (grade 8)				
Class of 2012 (grade 9)				
Class of 2011 (grade 10)				
Class of 2010 (grade 11)				
Class of 2009 (grade 12)				
Class of 2003-2008 (post 12 th grade)				
Total Number of Students				

IV. PROGRAM SCHEDULE

Indicate the Summer Program Schedule

(where Fund Code: 625-B funded efforts will be piloted or enhanced)

ENGLISH LANGUAGE ARTS	MATHEMATICS	SCIENCE & TECHNOLOGY/ENGINEERING
Time: _____ to _____	Time: _____ to _____	Time: _____ to _____
<i>Underline days program meets:</i>	<i>Underline days program meets:</i>	<i>Underline days program meets:</i>
M. T. W. Th. F. Sat. Sun.	M. T. W. Th. F. Sat. Sun.	M. T. W. Th. F. Sat. Sun.
Total Weeks _____ Total Hours _____	Total Weeks _____ Total Hours _____	Total Weeks _____ Total Hours _____
Start Date _____ End Date _____	Start Date _____ End Date _____	Start Date _____ End Date _____

OPTION ONE: Professional Learning Community (PLC)

Convene a PLC that ensures that local Academic Support programs have curriculum and pedagogy that encompass grade level learning standards. These PLC groups must create and pilot learning modules during existing summer 2009 programming (July 1, 2009 – August 31, 2009) and refined versions are expected to be used during the upcoming year's Academic Support Programming (September 1, 2009 - August 31, 2010).

If you allocate funds for Option #1, respond to these following questions, otherwise proceed to the next page for Option 2. Please limit your responses to no more than two pages per fund use option selected.

1. Provide the projected number of PLC members, the timeframe for meetings, and how the members of the Professional Learning Community represent a cross section of practitioners with expertise in content, special education, language acquisition, career and technical education, etc.
2. Identify the learning standard(s) the proposed module(s) will address. Describe why these were chosen, i.e., note the evidence you have that these particular standards address the academic learning needs of the students who will be using the module(s) developed through these funds. Additionally, explain the planned instructional strategies, resources to be used, and how students will demonstrate their understanding of the learning standard(s).*
3. Describe how the needs of the various learners will be addressed in the module(s), and the plan to incorporate the modules into future coursework and/or programs.
4. Describe the piloting process and timeframe and the method of implementation (e.g., 1:1, or small group).

*NOTE: The 10th grade learning standards most commonly identified as problematic are:

ENGLISH LANGUAGE ARTS

Reading and Literature Strand:

- Understanding a Text: Standard 8 (8.29, 8.30, 8.31)
- Fiction: Standard 12 (12.5)
- Poetry: Standard 14 (14.5)
- Style and Language: Standard 15 (15.7 and 15.8)

Composition:

- Organizing Ideas in Writing: Standard 23 (23.12 and 23.13)

MATHEMATICS

- Data Analysis, Statistics, and Probability (10.D.1 and 10.D.2)
- Measurement (10.M.1 and 10.M.2)
- Patterns, Relations, and Algebra (10.P.2)
- Patterns, Relations, and Algebra (10.P.3 and 10.P.4)
- Geometry (10.G.3 and 10.G.4)
- Number Sense (10.M.2 and 10.N.3)

SCIENCE AND TECHNOLOGY/ENGINEERING

Biology

- Cell biology (e.g., comparing different organisms based on their cellular makeup, comparing photosynthesis and cellular respiration, comparing mitosis and meiosis)
- Genetics (e.g., describing DNA and genetic inheritance patterns); describing and giving examples of homeostasis; and describing biotic and abiotic cycling in the environment

OPTION ONE: SCIENCE AND TECHNOLOGY/ENGINEERING - continued

Chemistry

- Nuclear chemistry (e.g., describing radioactive decay)
- Comparing acids and bases; and describing oxidation-reduction reactions

Physics

- Motion and forces (e.g., describing Newton's laws)
- Describing specific heat
- Identifying and describing different types of waves
- Describing the electromagnetic region

Technology/Engineering

- Construction technologies (e.g., describing the effect of different forces on structures)
- Fluid systems (e.g., comparing hydraulic and pneumatic systems)
- Thermal systems (e.g., comparing different types of heat transfer)
- Electrical systems (e.g., applying Ohm's law)
- Describing and giving examples of fiber optic technologies
- Describing the manufacturing process

OPTION TWO: Increasing and/or Enhancing Summer Program Services

1. Provide a brief summary of the proposed program and, in particular, focus on how this program will expand and/or enhance summer program services for students. Areas of focus may include, but are not limited to:
 - a. CSL projects;
 - b. ELA, mathematics, and/or science and technology/engineering projects;
 - c. Educational Proficiency Plan (EPP) development with students;
 - d. behavioral health service supports, including using early indicators to identify supports for students;
 - e. developing more trauma sensitive approaches to working with students; and
 - f. transportation.
2. Describe how these services will be coordinated with other summer programming in the district?