*****Massachusetts Department of***

***Elementary and Secondary Education***

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| Jeff Wulfson  *Acting Commissioner* |  |

# MEMORANDUM

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| **To:** | Members of the Board of Elementary and Secondary Education |
| **From:** | Jeff Wulfson |
| **Date:** | February 16, 2018 |
| **Subject:** | Grant Packages for the Board of Elementary and Secondary Education |

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| **Pursuant to the authority given to me by the Board of Elementary and Secondary Education at its**  **October 21, 2008 meeting, I approved the following competitive grants.** | | | |
| **FUND**  **CODE** | GRANT PROGRAM | **NUMBER OF**  **PROPOSALS**  **APPROVED** | **AMOUNT** |
| 248A | Massachusetts Focus Academy Courses | 13 | N/A |
| **TOTAL** | | 13 | **N/A** |

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| NAME OF GRANT PROGRAM: | Massachusetts Focus Academy Courses | | **FUND CODE:** 248A |
| **FUNDS ALLOCATED:** | $ N/A (Federal) | | |
| **FUNDS REQUESTED:** | $ N/A | | |
| **PURPOSE:** Schools and districts implement a number of strategies and initiatives designed to support school improvement or turnaround efforts. Professional development can serve as a lever to deepen educator skills and practices to support these strategies for school improvement and turnaround efforts. The Massachusetts Focus Academy (MFA) Courses are designed to provide an opportunity for schools and/or districts to support a cohort of educators to deepen their skills, knowledge and instructional strategies to improve the outcomes for all students.  The MFA courses are designed to provide participants with both content (on-line and possible face-to-face coursework) and in-school coaching to help support the implementation of learned content and strategies. It varies by course, but course content is delivered through assignments, weekly readings and an online discussion board. Participants are expected to regularly attend class by logging into BlackBoard and interacting with the course instructor and their peers (posting questions, sharing reflections, discussing assignments, etc.). These in-school coaching sessions will provide participating school teams with more tailored coaching and feedback on implementing what they are learning through the course. Note that applicants are receiving professional development at no cost, and are not receiving any grant money directly. | | | |
| **NUMBER OF PROPOSALS RECEIVED:** | | 14 | |
| **NUMBER OF PROPOSALS RECOMMENDED:** | | 13 | |
| NUMBER OF PROPOSALS NOT RECOMMENDED: | | 1 – only one application is not being recommended due to low course enrollment. | |
| **RESULT OF FUNDING:**  Participating cohorts of educators will be expected to:   * Participate in a 4-5 month long graduate level course focused on an area of need for the school or districts. * Meet regularly as a cohort of educators to help plan for how to implement the processes and content they are learning within their classroom, school and district. Determine metrics for course success. * Participate in several in-person meetings (either on-site at school or another determined location) with the course instructor to receive 1:1 and small group coaching. * Implement content, strategies, and processes learned during the course to help improve outcomes for all students. | | | |

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| **RECIPIENTS** | **AMOUNTS** |
| Lawrence Public Schools – 26 educators enrolled | N/A |
| Peabody Public Schools – 15 educators enrolled | N/A |
| Waltham Public Schools – 24 educators enrolled | N/A |
| Weymouth Public Schools – 6 educators enrolled | N/A |
| Orange Public Schools – 7 educators enrolled | N/A |
| Palmer Public Schools – 10 educators enrolled | N/A |
| Revere – 4 educators enrolled | N/A |
| Leominster – 2 educators enrolled | N/A |
| Worcester – 2 educators enrolled | N/A |
| Newburyport – 1 educator enrolled | N/A |
| **TOTAL FEDERAL FUNDS** | **N/A** |