

Schneider, Daniel

From: Innovation Awards <innovationawards@education-first.com>
Sent: Wednesday, June 28, 2017 1:51 PM
To: Schneider, Daniel
Cc: Kelly James; Joe Anderson; Meenakshi Abbi
Subject: SEL Innovation Awards for Teachers - D Schneider

Dear Daniel,

Thank you for submitting a very thoughtful proposal to the Social Emotional Learning (SEL) Innovation Fund. We received hundreds of strong applications, and are excited to announce that your project has been selected as one of the winners for the SEL Innovation Awards for **Teachers**. Congratulations!

NoVo Foundation, Education First and Rockefeller Philanthropy Advisors are the organizations partnering in this effort to make the SEL Innovation Fund and its grantees successful.

As next steps, Rockefeller Philanthropy Advisors (RPA) will draft a grant agreement for the amount of \$5,000.

As an award winner you have the option of receiving the grant funds individually (i.e., a check made out to you personally) or having the grant funds go to your district. In the case of the grant going to your *district*, the grant agreement will specify that the funds are to be used for your project. In the case of the *individual* grant, there are potential tax implications to be aware of:

- Grants to individuals that fall outside of education scholarships are deemed taxable income. At the end of each calendar year, RPA will issue a 1099-MISC form to you and report this grant as income to the IRS.
- RPA cannot provide Grantees with tax advice and encourages you to seek advice from a tax professional.

You or your district representative will have an opportunity to review the agreement before signing it. To assist with this process, **please complete and return the following items no later than July 15.**

1. A response (please reply all) to this email indicating which option you choose: a grant to you personally or to your district.
2. A brief letter of support for your project from your school principal/leader
3. A 100-word (maximum) description of your project (for use in communications materials)
4. **If choosing an individual grant:** Completed and signed W-9 form (available for download [here](#)). The Social Security Number or Employer Identification Number (EIN) of the recipient is required.
5. **If choosing a grant to your district:** A contact person (name and email) at your district for us to follow up with. Your district will need to submit its IRS letter confirming charitable status of the government entity (if they have it) or nonprofit entity. If they are a government entity and do not have a letter from the IRS, they can submit a letter on their letterhead confirming the entity can receive charitable donations and submit a W9.

RPA will follow up with a draft grant agreement to review and work with you to ensure your materials meet the requirements to receive the funds. From there, we will either notify you of any follow-up questions or move forward with sending you the funds. We anticipate all of this occurring by July 31. Please note we may also use language from the application materials to inform our public communications about the Innovation Awards (e.g., blog posts).

As mentioned in the Request for Proposals, we are organizing an *SEL in Action Convening* to take place October 25-27 near Albuquerque, New Mexico. As an Innovation Award recipient, you are invited to participate with other educators and SEL experts from across the nation. All travel and accommodation costs will be covered by NoVo Foundation and

RPA. Please mark these dates on your calendar. We will be in touch with details regarding the convening and awardee expectations soon.

Congratulations, again. Please let me know if you have any questions. We look forward to working with you.

Sincerely,

Kelly James

KELLY JAMES | Education First
Principal and Director of Strategic Planning
kjames@education-first.com
O 206.658.7162 | F 866.243.0308

www.education-first.com

2017 Application for Teacher Innovation in Social and Emotional Learning (SEL) Awards

* Required

Part III: Project Details

We will give priority to projects that:

- ♣ Address a specific student SEL need
- ♣ Serve students within a high-needs school
- ♣ Are teacher-led and student-focused
- ♣ Are able to be implemented during the 2017-18 school year
- ♣ Deepen or continue existing work with proven impact
- ♣ Are original and innovative
- ♣ Are sustainable
- ♣ Demonstrate principal or school leader support

1. Please briefly describe your project. *

Amphitheater High School in Tucson, AZ has a high population of refugee students in their English Language Development program. Most of these students score at the pre-emergent/emergent level on their language proficiency placement test, the AZELLA. These students have experienced limited or interrupted education prior to enrollment and come with significant math deficits as they enroll in high school. In the past, there were no math options for these students except to place them into a high school Algebra class, leading to significant failure rates not to mention a high frustration level on the part of the student. Recognizing this need, my team and I have worked with our administration and the District to pilot a unique "Spatial-Temporal (ST) Math Lab" course to address both language and math deficits with this population. Mathematical content is now taught primarily through visuals, manipulatives, and kinetic learning. Students can now learn the fundamentals of math and not have the lack of English proficiency as an obstacle. We try to partner with other local organizations to get volunteers or tutors in the classroom so students get as much 1-on-1 support as possible. Students are taught the math they need at the level they need it, which for some students is basic numeracy and counting. We are in the first year of this program, with many students beginning to transition to high school classes and with a renewed hope of graduation from high school.

2. What are the goals of the project? *

Our goal is to create an inclusive, diverse, differentiated classroom environment where students can be successful in mathematics despite their past lack of educational opportunities and English language proficiency. Our goal is to remediate these math deficiencies to the point where students are well-prepared to enter a high school algebra class and earn credit toward graduation. A crucial link to that success, however, is their ability to advocate for themselves and to develop positive self-care and goal-setting skills so they can actually envision a path to graduation.

3. Which specific student SEL needs will this project address? *

The refugees as well as other English learners we service come from diverse cultural backgrounds and experiences. They often enter our classrooms in fragile condition with social and emotional issues that also compound their learning. Our Spatial-Temporal Math Lab classes purposely try to create an inclusive environment that teaches study and social skills in addition to mathematical concepts. For most of our students, this is the first school they have ever attended. Students work in groups and collaborate to solve problems involving our various manipulatives and visual-based software. Students are encouraged to collaborate on problems and share reasoning in structured discussions. Students develop social skills across languages, backgrounds, and cultures. A targeted effort is made to create a classroom environment where everyone's contributions are valued and encouraged, developing a sense of ownership in their own schooling and learning experience.

The ELL District Coordinator commented after visiting my class, "I have been searching for years for a class that would encompass the teaching tools that would give high school English learners who have interrupted education a fighting chance to catch up in math...with this program design you have found it! This is the whole package because not only do students no longer have to sit on the sidelines as they learn English to advance their math skills, but they are learning how to be cooperative and contributing members of an American classroom."

4. If your project is selected for support, what's one success you could achieve over the 2017-18 school year that would mean the most to you? *

One explicit goal of this program is for students to successfully transition into a high school algebra class, and this year marks the largest group that will transition into the Algebra I classes. A major success would be for each of these students to pass their Algebra I class, demonstrating the value of both the mathematical and social/behavioral experiences they have had in the Math Lab program, especially the structure we established for group discussions, asking for help and assistance, and productively advocating for themselves.

A longer-term goal is to increase the graduation rates of our this population. In the past, many refugees would become overwhelmed by high school and drop out. The soft-skills emphasized in Math Lab, such as thinking with a growth mindset and goal-setting, will allow students to adjust to a high school environment easier and create a stronger path towards graduation.

5. How many students will benefit from this project (please specify a number, even if it is an estimate)? *

We currently have 116 refugee and other English learners involved in the Math Lab program and each month new students enroll in our District.

6. What specific SEL skills or competencies will be taught or developed through this project? *

Because many of our students are not familiar with the structure of a high school classroom, self-management skills are imperative in our environment. Our classroom culture is built around helping students to make appropriate choices, understanding the consequences to their actions, and strategies to control unacceptable conduct. Students are also encouraged to speak with each other about mathematics as a whole class and in small groups, where respectful and productive social and behavioral norms are explicitly modeled and taught. Students are encouraged to appreciate the diversity of their peers, finding a common visual mathematical language, and appreciate the value that working together and collaboration can have in solving problems and learning new material.

7. Describe the major activities this project will include to achieve the goals. *

One significant activity for this project is to continue to invest in the Spatial-Temporal Math online program (<http://www.mindresearch.org/stmath/>) which is an entirely visually based curriculum supplement that includes a progression all the way from kindergarten to high school and has been very successful with this group of refugee students. Since the program includes a game-like atmosphere, students are able to monitor their progress and experience rewards for their growth. We currently have a year-long license with this program that needs to be renewed every year – however, because we serve a high-school population and many of these resources are technically classified as middle-school and elementary-school resources, it is sometimes difficult to justify funding the funding we need to continue this program and gather the data we need to prove the success of this investment.

8. Describe how the project will be innovative (e.g., with respect to instructional practices, method of delivery, targeted student population, etc.). For information on previous Innovation Award winners, visit <http://education-first.com/social-emotional-learning-innovation-fund/> *

Our school is the only public high school in the city with such a targeted, focused, and effective mathematical intervention program specifically for refugee students. Our philosophy of using manipulatives and visual learning (such as Spatial-Temporal Math) to teach mathematics at whatever level a student enters is unique among high schools where there typically are no other options other than for these students to sink or swim in high school classes. We were recently recognized by the Tucson United Way Cradle 2 Career initiative for our work in helping to create a path for refugee students to graduation, and our methods are beginning to disseminate to the middle schools in our District and other high schools who serve a high refugee population.

9. What outcomes do you expect this project to produce and by when? How will you measure impact? *

One outcome within the next year is for the students who graduate out of this program to pass their Algebra I classes on the first attempt – we can measure this data by looking at their grades in their Algebra I class. Another outcome we expect is for this program to increase the average time of enrollment in high school for refugee students. In the past, many refugee who enrolled in high school had a pattern of staying for only a short time before dropping out – we suspect because of the sudden adjustment to a high school environment without proper supports, especially if they were placed in an Algebra class but had these math deficits. We hope to show that our Math Lab program provides the social and emotional skills and supports that helps students adapt to a high school environment before they transition into an Algebra I class – and, once they transition, they will feel successful enough to continue in the high school classes. Both of these factors should, in theory, lead to longer enrollment rates and less refugee dropouts. We can measure this by comparing the average length of enrollment from past refugee students (which we have) to the students who are currently going through the Spatial-Temporal Math Lab Math Lab program.

10. How might you disseminate new ideas or practices from this project to other educators? Or what help might you need to disseminate? *

It has been suggested that we film our classroom and share the result with other educators, along with detailed descriptions of the strategies we use and the supports we have (volunteers, manipulatives, Spatial-Temporal (ST) Math, etc). As we compile more data, we hope to share these results with other high schools or middle schools as part of a larger professional development workshop. We would also willingly partner with CENTER, a local refugee educational support group, that we work closely with on providing workshops or presentations on our strategies and results.

11. Describe the project team and each member's role. *

Last year, my team helped pilot this program in its current form – a focus on manipulatives, providing differentiated learning, with the goal on preparing for success in Algebra. Along the way, our principal, Jon Lansa, helped purchase the materials we needed, advocated for the purchase of the Spatial-Temporal Math software (which has been a vital piece in working with students with interrupted education), and working with the district to create a new official class for these students so the program can spread to other high schools. I also work with most of our new incoming students to administer pretests to make sure they are placed in the correct classes, and I monitor the progress of our past Math Lab students who are enrolled in Algebra I to make sure they are being successful in those classes and provide interventions if necessary. My partner works closely with our volunteers and tutors to make sure they have some familiarity with appropriate instructional strategies (especially questioning strategies) and modeling appropriate behavior norms with our students.

12. What is your timeline to implement this project? *

This project is happening now and will continue to happen for the foreseeable future as long as we can find grant money to assist in keeping it afloat.

13. What amount (\$500 to \$5,000) are you requesting for this project? *

\$4000-\$5000 – enough for the ST Math licenses (see below)

14. Please explain how you will use the requested funds, such as for purchasing materials, etc. *

An upfront yet essential cost to this program are the licenses for Spatial-Temporal Math– the baseline price is around \$4000 for 130 licenses. Despite the cost, this program has been essential in working with the students with interrupted or no education – students where our high school may be the first school ever that they have attended. The ability to differentiate down to a kindergarten level and work back up to a high school level has been a key part of the larger success of our program, where students do not feel overwhelmed or out of their league with the math content they are doing. This allows students to feel successful in their math class, which allows us to channel that into success in high school and help them adapt to the greater demands and challenges of being a high school student in a new country.

15. What was your primary motivation for seeking support for your work? *

We are always looking to spread the word about our math lab program and partner with organizations who also see value in our work. We believe in the success and results of our program and believe there is always room to grow and improve. We hope that we can sustain ST Math for the next few years in order to gather enough data to prove to the District its effectiveness as a viable alternative to traditional math for our population. Since the number of refugees is rather unpredictable from year to year, it's hard to plan in advance exactly how many resources we will need. This leads us to apply for grants for many of our needs since it can be difficult to work in the needs for our resources within a very tight public school budget.

A copy of your responses will be emailed to the address you provided.

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Forms

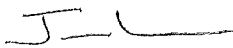

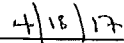
GRANT

GRANTS PROJECT COORDINATION


PROJECT PROFILE

*Forms should be submitted to Mike Bejarano, School Operations
Executive Director Student Services



Working title:	ELD Math Lab – Social & Emotional Learning
Target population: <i>(Which schools, grades, staff, etc. are impacted?)</i>	AHS ELL & Refugee population – all grades – ELD & Math Departments
General problem addressed by the project:	AHS has piloted a very successful ELL Math Lab program where refugee students below grade level can receive remediation and support in preparation for Algebra I classes. This program relies on a software program called ST (Spatial-Temporal) Math, which comes with a significant price tag for the software. The aim of the grant is to help fund the licenses required to continue using ST Math in our Math Lab program, both during the school year and over summer.
Project Synopsis: <i>(Please also attach the proposal abstract or any additional clarifying information needed.)</i>	AHS has piloted a very successful ELL Math Lab program where refugee students below grade level can receive remediation and support in preparation for Algebra I classes. This program relies on a software program called ST (Spatial-Temporal) Math, which comes with a significant price tag for the software. The aim of the grant is to help fund the licenses required to continue using ST Math in our Math Lab program, both during the school year and over summer.
Source and amount of funding requested:	\$5000 from Social Emotional Learning Innovation Fund - http://education-first.com/social-emotional-learning-innovation-fund/ COST REIMBURSEMENT GRANT? <input type="checkbox"/> YES <input type="checkbox"/> NO
Funding will pay for: <i>(People, equipment, materials, training, services, supplies, etc.)</i>	Licenses for ST Math to continue at Amphi High School and serve the 60+ refugee students we have currently working on the program
District contribution(s):	
Potential partners & their contributions:	
Sustainability plan: <i>(Explain how the project will be sustained without committing district funds)</i>	The success of the program can be measured by the growth of students in ST Math and the pass rates of students who graduate out of this program into regular Algebra classes. As this data is gathered and successes shown, more funding opportunities may present themselves through different school/district funds or other data-based organizations interested in supporting evidence-based math support programs in education
Principal/Department Authorization:	   <hr/> <i>Signature</i> <i>Name, printed</i> <i>Date</i>

Handwritten mark

Submitted by:			
	<i>Signature</i>	<i>Name, printed</i>	<i>Date</i>
	<i>By signing this document, I acknowledge that purchases must follow the district's required bidding/purchasing process and will adhere to USFR* regulations and any other reporting requirements of the funder. All fixtures, equipment and instructional materials (or other improvements) received under this grant will become the property of the Amphitheater School District and not the applicant.</i>		
Phone & Email:	520.696.5427	Date:	4/18/2017

*USFR = Uniform System of Financial Records required by ADE and the Auditor General's office for bookkeeping & reporting methods on expenditures.