

**2018 - 2019 ARTS EXPANSION GRANTS  
GRANT APPLICATION FORM**

Thank you for applying for a BPS Arts Expansion Fund grant for the 2018-2019 school year. Please see the grant guidelines for additional information regarding this Fund and the grant making process. **All grant applications must be submitted by Tuesday, March 20, 2018 at 4 p.m.**

**SECTION1: COVER SHEET INFORMATION**

**Proposal Information**

Grantee Type (please check one):	<input type="checkbox"/> <b>New Applicant</b> <input type="checkbox"/> Returning Grantee
Type of Request (please note category for each school partnership below):	<input type="checkbox"/> <b>Expand Arts Instruction:</b> <input type="checkbox"/> preK-8 <input type="checkbox"/> <b>High School</b> <input type="checkbox"/> Deepen Arts Instruction (one year grant request) <input type="checkbox"/> Deepen Arts Instruction (two year grant request)
Total Grant Amount Requested:	\$16,775
Name of Lead Applicant (School or Organization):	Mass Poetry
School Sites or Arts Partners:	New Mission High School - Expand McKinley South End Academy - Expand <i>(Please note next to each school whether Expand or Deepen category)</i>

*Please note that schools can be connected with no more than 2 proposals to work with different Arts Partners.*

**Lead Applicant Information**

*Please note that Arts Partners working with more than two schools should serve as the Lead Applicant.*

Lead Contact(s) Name:	Sara Siegel
Title(s):	Program Director
Organization/School:	Mass Poetry
Street Address:	15 Channel Center Street, Suite 103
City, State, Zip Code:	Boston, MA 02210
Phone number:	646.753.0534
E-mail:	<a href="mailto:sara@masspoetry.org">sara@masspoetry.org</a>
Fiscal Agent (if using BEDF, please include BEDF number)	

**Partner (either School or Organization) Information (repeat for all partners/schools)**

Partner Contact Name and Organization/School:	Myles McNamara - New Mission High School
Title:	ELA Department Head
Street Address:	655 Metropolitan Avenue
City, State, Zip Code:	Hyde Park, MA 02136
Phone number:	(617) 635-6437
Fax number:	
E-mail:	<a href="mailto:mmcnamara2@bostonpublicschools.org">mmcnamara2@bostonpublicschools.org</a>

Partner Contact Name and Organization/School:	Warren Pemsler - McKinley South End Academy
Title:	ELA Department Head

Street Address:	90 Waren Avenue
City, State, Zip Code:	Boston, MA 02116
Phone number:	617-635-9976
Fax number:	
E-mail:	pemsler@gmail.com

**Summary of Grant Request (3-4 sentences that summarize the proposed program)**

*(Please include total number of students this project will serve across all schools)*

The goal of this program is to engage students in the process of creative thinking and creative writing, to build their writing skills and techniques, improve the overall quality of their writing, and increase their self-confidence. It will invigorate educators to teach poetry by providing innovative lessons and literature, new techniques, and time and encouragement to join their students in writing. It will inspire students to discover and develop their writing and performance voices.

The poets in residence will reach 140 students across two high schools.

**School(s): Please use the data from the 2018-19 BPS Arts Inventory\* to answer the questions below. Submit data for each school included in the proposal.**

School Name	# of FTE Arts Specialists	Total School Enrollment	PreK-8 Schools: % Students Receiving At Least Twice Weekly Year Long Arts Instruction	High Schools only: % Students Graduating with arts credit	School Arts Index Category
New Mission High School	0	400		27%	Beginning
McKinley South End Academy	1.5	165	37%	84%	Developing

\*School Arts Data can be located here: <http://www.edvestors.org/initiatives/bps-arts-expansion/>  
Schools listed with missing (N/R) or incorrect data should contact [artsfund@edvestors.org](mailto:artsfund@edvestors.org) to update their information.

**SECTION 2: PROPOSED PROJECT DESCRIPTION**

Please copy and paste Section 2 and complete for each school program.

**Program Overview- New Mission High School**

Name of program:	Poet in Residence
School and/or Arts Partner involved in this program:	New Mission High School and Mass Poetry
Total number of students served through this project at this school:	100

**Program Details**

Art Discipline(s) Offered	Population(s) Served
<input type="checkbox"/> Dance <input type="checkbox"/> Music-Choral	<input type="checkbox"/> Elementary School students <input type="checkbox"/> Middle School students

<input type="checkbox"/> Music-Instrumental <input type="checkbox"/> Theater <input type="checkbox"/> Visual Arts <input type="checkbox"/> Media Arts <input type="checkbox"/> <u>Spoken Word</u> <input type="checkbox"/> <u>Other - Please describe:</u> Poetry	<input type="checkbox"/> <u>High School students</u> <input type="checkbox"/> <u>Students with Special Needs</u> <input type="checkbox"/> <u>English Language Learners</u>
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Program offering	Date instruction will begin	Grade level(s) served	# of sections and # of students each section	# of sessions per week for each section	Length of time in each session	# of weeks session is offered for each section
Creative Writing Elective Course	September 10	9 <sup>th</sup> - 12 <sup>th</sup>	1 section with 12 students	Three times per week	1 hour	36
Writing Generative Poetry Workshop (Taking over English Class)	September 17	12 <sup>th</sup> Grade AP Literature	2 sections of 30 students each	Twice per week	1 hour	4
Poetry Analysis/Writing Workshop (Taking over English Class)	April 16	10 <sup>th</sup> Grade College Prep	1 section of 30 students	Once per week	1 hour	4

**Program Overview- McKinley South End Academy**

Name of program:	Poet in Residence
School and/or Arts Partner involved in this program:	McKinley South End Academy and Mass Poetry
Total number of students served through this project at this school:	40

**Program Details**

<b>Art Discipline(s) Offered</b>  <input type="checkbox"/> Dance <input type="checkbox"/> Music-Choral <input type="checkbox"/> Music-Instrumental <input type="checkbox"/> Theater <input type="checkbox"/> Visual Arts <input type="checkbox"/> Media Arts <input type="checkbox"/> <u>Spoken Word</u> <input type="checkbox"/> <u>Other - Please describe:</u> Poetry	<b>Population(s) Served</b>  <input type="checkbox"/> Elementary School students <input type="checkbox"/> <u>Middle School students</u> <input type="checkbox"/> <u>High School students</u> <input type="checkbox"/> <u>Students with Special Needs</u> <input type="checkbox"/> <u>English Language Learners</u>
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Program offering	Date instruction will begin	Grade level(s) served	# of sections and # of students each section	# of sessions per week for each section	Length of time in each session	# of weeks session is offered for each section
Poetry Analysis/Writing Workshop (taking over an English class)	January 7	6 - 12	1 section of 6 - 8 graders and 1 section of 9 - 12 graders, 10 - 12 students in each	Once per week	1 hour	18
Writing Generative Poetry Workshop (elective course)	January 7	6 - 12	2 sections of 6 - 12 graders, 10 - 12 students each	Once per week	1 hour	18
Office Hours	January 7	6 - 12	1 section, open to 6 - 12 graders as needed	Once per week	1 hour	18

### SECTION 3: PROJECT AND PARTNER NARRATIVES

Please answer the following questions in no more than 5 typed pages

1. **Arts Partner Current Work:** To Be Completed by Arts Partner. Arts Partners should answer the questions below. *If more than one arts partner is applying, please complete Section 3 for each partner.*

1a. Provide a brief description of your organization's work.

Mass Poetry believes that words matter. We support poets and poetry in Massachusetts, help to broaden the audience of poetry readers, bring poetry to readers of all ages, and transform people's lives through inspiring verse. Our youth programs include Field Trip Student Days of Poetry, which bring hundreds of students to a college campus for a day of reading, writing, and performing poetry with top poet educators; In-School Student Days of Poetry, which bring poet educators directly into a school to work with students in a way that fits their schedule, size, and curriculum; and the Poet in Residence program, which places a poet in a school for a full semester or year to work with students in a consistent, long term manner to provide a poetry curriculum that builds on itself. We also lead an annual Professional Development seminar geared towards high school English teachers to incorporate the teaching of poetic craft and technique into their classrooms.

1b. List any other schools with whom you currently work. Please note whether this work occurs during the school day or during out-of-school time.

2017 Field Trip Student Days of Poetry (during school day)

Bancroft School

Billerica High School

Boston Latin Academy

Dover Sherborne High School

Edward M Kennedy Academy for Health Careers

Frontier Regional

Granby Jr. Sr. High School

Hampshire Regional

Hilltown Cooperative Charter School

Hudson High School

Innovation Charter

JFK Middle School

Lawrence High School

Lynnfield High School

Marblehead High School

Maurice J. Tobin

Mohawk Trail Regional School

Newburyport High School

Norfolk County Agricultural High School

Norwell Middle School

Oxford

Paulo Freire Social Justice Charter School

Pembroke High School

Phoenix Charter Academy

Pioneer Valley Performing Arts

Quincy High School

River Valley Charter School

Salem High School

Shawsheen Tech

Snowden International

South Lancaster Academy

Sturgis Charter School

Tantasqua

Taunton High School

Westborough High School

2016-2017 In-School Student Day of Poetry (during school day)

Berkshire Hills Regional High School

Brookline High School

Burlington High School

Farr Academy

Innovation Charter School

JFK Middle School

Masconomet Regional High School

Maynard Middle School

Newburyport High School

Pembroke High School

Rockport High School

Sullivan Middle School

Swampscott Middle School

1c. Please describe why you have chosen to develop or maintain a partnership with this particular school (if proposing to work in multiple schools, please answer for each school attached to this project).

New Mission - We began the Poet in Residence program as a way to engage with schools whose students do not have regular access to arts programming, particularly creative writing/poetry. Through our contact with Myran Parker-Brass in an effort to work specifically with more schools in the Boston Public School District, she suggested that New Mission High School would be a good fit for this program. Upon meeting with the school, they expressed a frustration at the lack of creative writing/poetry offerings for their students, and noted that an elective creative writing/poetry course would meet the needs of their students who are passionate but lack resources.

McKinley South End Academy - Our Board member Donna Glick, formerly of the Huntington Theatre Company, has a relationship with McKinley from her prior work. Though they have little funding for it, the school is passionate about exposing the students to the arts (hence the relationship with The Huntington Theatre). McKinley is a “last resort” school for a population of students who have emotional disabilities and the consistent presence of a poet in residence will provide another outlet for student voices.

1d. If you have not previously worked with one or more Boston Public Schools during the school day, describe any alterations you anticipate making to your programming to adapt to this new environment.

1e. Please check here to confirm that the Arts Partner organization/teaching artist is listed in the Arts Partnership Database (<http://bostonnavigator.org/Boston/Resource/>). Please note that applications will only be considered if the Arts Partner has listed their information in the database. Instructions on entering information can be found by clicking the “User Guide” link on the Database web site.

Yes, my information is located in the Arts Partner Database and is up to date for this current school year.

*Please complete questions 2 and 3 for each school partnership, separating and labeling each school’s section with the following header (when applicable):*

# New Mission High School

**2. Arts Project Description:** To Be Completed by School and Arts Partner Collaboratively.

2a. Describe the proposed arts instruction that would be supported by the grant. Include detailed information on the program design such as curriculum and approach, instructors and their qualifications/bios (independent teaching artists should submit a copy of their resumes), and timeline for implementation. If the program design is consistent at all proposed schools, please note that here and refer back to this description for subsequent schools, noting any customization that may be specific to the particular partnership.

The poet in residence would engage with students in three different classes, including leading a newly formed year-long creative writing elective course, taking over two 12<sup>th</sup> grade AP Literature courses for one month in the fall 2018 semester and taking over a 10<sup>th</sup> grade College Prep English class for one month in the spring 2019 semester.

The elective creative writing course will be co-led with ELA Department Head Myles McNamara, and will consist of one semester focused exclusively on a series of writing-generative poetry workshops that build upon one another. Meeting three times a week, this will be a regular course offering with a clear beginning, middle, and ending curricular arc. The second semester will focus on other genres of creative writing, and the poet in residence will engage students with the poetic components of these other genres.

In the fall, the poet will lead a poetry intensive unit for two AP Lit courses. The outstanding requirement New Mission students have of that work is that they need exposure and a sense of relative mastery over a set of literary devices to which they have not before been exposed. A strong focus on poetry analysis and the creation of their own work in a variety of styles with the poet will allow them proficiency over the rest of the course when they apply and explore the learned poetic concepts in other genres - drama and fiction. While the poet will be working with the students for only one month at the beginning of the year, the work that they do will carry over through the rest of the course.

The poet will finally lead one class of 10<sup>th</sup> grade College Prep students in the spring semester. After finishing the MCAS and other required work, the students will have the chance to explore a medium they have not yet worked with, allowing them to take what they've learned throughout the year and apply it in an adventurous, self-explorative manner.

The proposed timeline entails Mass Poetry, the poet educator, and New Mission staff meeting in the summer of 2018 so the poet can familiarize herself with the curriculum and class objectives. We will then create an outline of a schedule to last from September to June, with the poet in school every week other than vacation weeks. In May, the poet will work with the creative writing elective students to prepare for both a publication of student work as well as an open mic performance open to the entire school.

Mass Poetry has a cohort of five poet educators who took part in a pilot Poet Educator Training led by Regie Gibson.

(Regie is a prolific poet, performer, and workshop leader, and a longtime collaborator with Mass Poetry. He is a former *National Poetry Slam Individual Champion*, was selected one of *Chicago Tribune's Artist of the Year for Excellence* for his poetry, has been regularly featured on NPR, and has appeared on HBO's *Def Poetry Jam*. He is widely published in anthologies, magazines and journals such as *The Iowa Review*, *Harvard Divinity Magazine*, *Poetry Magazine*, *Spoken Word Revolution* (Source Books), *The Good Men Project* and several others. His full-length book of poetry *Storms Beneath The Skin* (EM Press) was published in 2001 and received the Golden Pen Award. In 2005 Regie was featured on the PBS Arts magazine *Art Close-Up* and was subsequently nominated for a Boston Grammy.)

Each cohort member is a poet in her own right, and through completion of the training, has proven to Mass Poetry, Regie, and the administration at Excel High School - where the capstone Student Day of Poetry was held - that she is able to be placed as a poet in residence. Attached to this application, you will find resumes and assignments provided by each of the cohort members upon completion of the training.

2b. Expand proposal: Describe the students who would be served by the proposed project. Include details on the grade levels or specific groupings of students that would be served. Please complete the following applicable statement to demonstrate if the project will expand the number of students receiving twice-weekly, year-long arts instruction (preK-8) or help students fulfill the arts graduation requirement (high school).

High School: Percentage of students fulfilling high school arts graduation requirement will increase to from 27% to 30%

The poet in residence will work with students from 9<sup>th</sup> - 12<sup>th</sup> grade. The College Prep course will consist of 30 10<sup>th</sup> grade students, the two AP Lit courses of 30 12<sup>th</sup> grade students each, and the creative writing elective up to 12 students between 9<sup>th</sup> and 12<sup>th</sup> grade (though leaning older). All classes will have students with IEPs as well as limited language proficiency. Because these students do not make up the entirety of the population, the poet will work with the teacher to make note of what students need extra time or special attention, and she will spend the class time making use of general best-practices in regards to user-friendly instruction and interaction. Due to the elective nature of the year-long creative writing course, curriculum can and will be altered as needed, based on student ability and interest. Additionally, because this course will include self-selecting students, the poet and ELA Department Head will focus on contemporary poetry, allowing students interaction and engagement with current day poets and those whose lifestyles mirror their own. Through interacting with poets that look like them or have a similar background, students will feel more confident in their ability to create original work and understand how important it is to share their voices with their communities.

2d. Describe the ways in which the School and the Arts Partner plan to work together to develop and implement the proposed project. If the school has Arts Specialists, please describe how the Arts Partner and Specialist(s) will collaborate and how school staff will support the Arts Partner in the classroom when working with students. Include details regarding common planning time and how often the partner and BPS Arts Specialists communicate.



New Mission staff and Mass Poetry have already met and learned about each other's student population and student poetry programming. Mass Poetry has a cohort of five poets who are able to act as poets in residence, and will provide their information to New Mission staff to get a sense of which poet will fit with the school's population. The selected poet will meet with staff and sit in on a class to ensure that this fit is right. The poet and Mass Poetry will then continue to meet with New Mission to outline the curriculum of each class. Mass Poetry will check in weekly with both the poet and the school to ensure that students are engaged with the work and that, as applicable, the residence plan is being followed or modified as needed.

2e. Describe the one or two specific anticipated project outcomes developed together by both the School and Arts Partner. How will you measure your project's impact? If you have a current logic model, please submit that along with your proposal.

Through working with the poet for one month in the fall, the 12<sup>th</sup> grade students will create their own works of poetry, rather than merely rely on analysis of published works. In addition to writing their own poetry, they will gain mastery over literary devices used in poetry. Mastery will be measured by each student's ability to demonstrate the use of literary devices through original work that are well-matched to their purpose to advance the themes and concerns of the poem.

Many of the 10<sup>th</sup> grade students have only a baseline knowledge of poetry, and only a handful are comfortable writing it. After a month of work with the poet, the 10<sup>th</sup> grade students will become more aware of the genre, learning about different types of poems and the forms they take. Students will also get a better grasp of understanding and analyzing poetry along with figurative language. Students will begin to write and share poetry - whether through a schoolwide year-long culmination publication, an end of year poetry slam, or through submission to student-focused magazines or literary journals. Student progress will be determined through a variety of assessments that will be attached to rubrics. Some examples include students being tested, producing original work, and creating portfolios.

Goals of the creative writing elective are to guide students through idea development, drafting, peer review, revision, editing and self-publishing (potentially including the craft of bookbinding so that each student can take their finished work with them in hard copy) of a personal portfolio in multiple genres, to include poetry, short story, screenwriting, and illustrated children's literature in rhyme.

At the end of the year, the students will create a publication of their work, along with submissions from students in the AP Lit Courses and 10<sup>th</sup> grade College Prep Course, and host an open mic for the entire school.

### 3. **School Current Work:** To Be Completed by School.

3a. Describe your school's current arts offerings, including a list of the names and arts disciplines of your BPS Arts Specialists and arts partners. Describe how arts education aligns with your school's priorities and if your school has an existing school arts plan. Explain how the proposed project would positively impact your school.

New Mission struggles with Arts offerings, and we do not have any arts teachers on staff. We currently have a partnership with Young Audiences who lead 22 students (in grade 7 and 9) between two sections of an Afro-Latin dance class and 9 students (in grades 7 and 9) in drumming.

Through various arts partnerships through the city and various non-profits (Artists for Humanity, Hyde Square Task Force, Mass Art/Artward Bound), we have 10 - 15 students who participate in arts through New Mission.

For our students that are interested in writing and poetry but currently have no outlet at New Mission to explore it, they will benefit greatly from a poet in residence leading the creative writing elective.

3b. Describe any recent or anticipated changes in your school's arts offerings, noting any increases or decreases in school arts staffing levels (BPS Arts Specialists), partnerships, etc.

We do not anticipate any changes.

3c. Please describe why this partnership is important to the school. Include details on the nature of the relationship and the value the specific partner adds to the school.

New Mission is a small and intimate school whose mission is to “empower all students to become self-directed, lifelong learners who do well in the world and do well for the world. In our inclusive, portfolio-based school, our students develop their passion, commitment to learning, habits of mind, and essential skills.” Much of New Mission’s focus and resources in the last several years have been leveraged toward the areas of fundamental skill-building and enhancing self-reliance in the interests of self-direction, but, arguably, at some cost to the degree to which the school makes room for students’ passions. A partnership with Mass Poetry, and a well-developed set of rich opportunities for young writers to advance their poetic inclinations, and for some, their penchant for performance, into something more, will cultivate and invite one such domain that has been languishing in favor of the analytic writing mode. For our students, an expert and liaison to the world of poetry will open up a whole new bandwidth to explore.

*If there is more than one school listed in this proposal Please complete questions 2 and 3 for each school partnership, separating and labeling each school’s section with the following header (where applicable):*

## McKinley South End Academy

**2. Arts Project Description: To Be Completed by School and Arts Partner Collaboratively.**

2a. Describe the proposed arts instruction that would be supported by the grant. Include detailed information on the program design such as curriculum and approach, instructors and their qualifications/bios (independent teaching artists should submit a copy of their resumes), and timeline for implementation. If the program design is consistent at all proposed schools, please note that here and refer back to this description for subsequent schools, noting any customization that may be specific to the particular partnership.

Beginning in January 2019, the poet in residence will take over two English classes each week - one middle school, one high school - focusing on poetry reading and analysis, and subsequently assisting students as they prepare for the poetry section of the MCAS. She will also lead two elective workshops each week - one middle school, one high school - that is more writing-generative. Working from where the students are academically, emotionally, and in the curriculum, she will deepen their engagement with the poetry they are already familiar with, as well as expand on it. Rather than focusing on “classic” poetry, she will instead present the students with modern poets who reflect their circumstances - bringing in the work of poets from different cultures, languages, and, because the students all have special needs, ability levels. Engaging with the work of artists whose backgrounds are similar to theirs will make the poetry more accessible and in turn help students realize the power of their own voices, if they see voices like theirs making art. Additionally, the poet will hold weekly office hours, where students can come individually or in smaller groups to work on specific poems - whether analysis or writing their own - performance, or poetic craft and technique. Office hours will be held during the school day, and students will make use of them during their free periods, lunch, or other available times in their schedules.

The proposed timeline entails Mass Poetry, the poet educator, and McKinley staff meeting in the fall of 2018 so the poet can familiarize herself with the student population and curriculum. We will then create an outline of a schedule to last from January to June, meeting every week other than vacation weeks. The lessons will build on one another, truly making use of having a consistent, long-term presence in the school. In April, the poet will work with the students to prepare for both a publication of student work as well as an open mic performance open to the entire school. Because of the nature of both the subject and the student population, this proposed curriculum will remain flexible, and as needed the poet will change instruction or planned style/artist exposure.

*(Instructor information is the same as listed above, with New Mission High School)*

Mass Poetry has a cohort of five poet educators who took part in a pilot Poet Educator Training led by Regie Gibson.

(Regie is a prolific poet, performer, and workshop leader, and a longtime collaborator with Mass Poetry. He is a former *National Poetry Slam Individual Champion*, was selected one of *Chicago Tribune's Artist of the Year for Excellence* for his poetry, has been regularly featured on NPR, and has appeared on HBO's *Def Poetry Jam*. He is widely published in anthologies, magazines and journals such as *The Iowa Review*, *Harvard Divinity Magazine*, *Poetry Magazine*, *Spoken Word Revolution* (Source Books), *The Good Men Project* and several others. His full-length book of poetry *Storms Beneath The Skin* (EM Press) was published in 2001 and received the Golden Pen Award. In 2005 Regie was featured on the PBS Arts magazine *Art Close-Up* and was subsequently nominated for a Boston Grammy.)

Each cohort member is a poet in her own right, and through completion of the training, has proven to Mass Poetry, Regie, and the administration at Excel High School - where the capstone Student Day of Poetry was held - that she is able to be placed as a poet in residence. Attached to this application, you will find resumes and assignments provided by each of the cohort members upon completion of the training.

2b. Expand proposal: Describe the students who would be served by the proposed project. Include details on the grade levels or specific groupings of students that would be served. Please complete the following applicable statement to demonstrate if the project will expand the number of students receiving twice-weekly, year-long arts instruction (preK-8) or help students fulfill the arts graduation requirement (high school).

Every student at McKinley is on an IEP (special education) for an "emotional impairment". The poet in residence will work with groups of middle and high school students, 10-12 at a time, four in total - two workshops that take over English classes and focus on poetry analysis and writing, and two elective courses that are more writing generative. Because each student is on an IEP, our class make-up runs across grades. Instead the students are in groups that fit aptitude and ability level. The poet will meet students where they are. Smaller class sizes will make it easier for the poet to work with students individually or in small groups to focus more intensely as needed.

2d. Describe the ways in which the School and the Arts Partner plan to work together to develop and implement the proposed project. If the school has Arts Specialists, please describe how the Arts Partner and Specialist(s) will collaborate and how school staff will support the Arts Partner in the classroom when working with students. Include details regarding common planning time and how often the partner and BPS Arts Specialists communicate.

McKinley and Mass Poetry have already met and learned about each other's student population and student poetry programming. Mass Poetry has a cohort of five poets who are able to act as poets in residence, and will provide their information to McKinley staff to get a sense of which poet will fit with the school's population. The selected poet will meet with staff and sit in on a class to ensure that this fit is right. The poet and Mass Poetry will then continue to meet with McKinley to outline the curriculum of each class and where the poet can take over English classes in a manner that fits with what is currently being learned. Additionally we will determine the best course forward for constructing an elective writing-generative course for students. We will also determine a schedule for office hours and performance/presentation instruction that fits with the daily schedule without much disruption. Because the student population consists of students with emotional impairment, this will naturally be a flexible arrangement, subject to change. Mass Poetry will check in weekly with both the poet and the school to ensure that students are engaged with the work and that, as applicable, the residence plan is being followed or modified as needed.

2e. Describe the one or two specific anticipated project outcomes developed together by both the School and Arts Partner. How will you measure your project's impact? If you have a current logic model, please submit that along with your proposal.

After a semester of intensive, consistent work with the poet-in-residence, McKinley students will conclude the semester with individual portfolios of poems that they have started, edited, polished, or created from idea to completion with the poet-in-residence, as well as personal growth in self-expression and presentation skills. As a community, we will create a poetry book, consisting of poems written by any of the students who wish to

share their work, as well as a poetry slam. We will take one afternoon at the end of the semester and invite the entire school to watch the poet in residence perform and then emcee a slam with all interested students. Unlike a traditional slam, this will not be judged or scored, but follow the format of an open mic.

Ultimately the desired outcome is that students will gain strength in analyzing poems, which will be monitored to observe progress on a weekly basis, as well as gain proficiency and comfort in writing, which will be determined upon the completion of the book as well as slam.

**3. School Current Work: To Be Completed by School.**

3a. Describe your school’s current arts offerings, including a list of the names and arts disciplines of your BPS Arts Specialists and arts partners. Describe how arts education aligns with your school’s priorities and if your school has an existing school arts plan. Explain how the proposed project would positively impact your school.

Currently every student gets an art class for two hours per week, although we do not have an existing arts plan. The proposed poet in residence will help bring poetry to the forefront of our ELA curriculum and will give students the chance to express themselves creatively. Also, the MCAS 2.0 entails a good deal of poetry, so the residency will improve test scores. Lastly, for our students, poetry will help therapeutically by giving a self-directed outlet for students’ thoughts and feelings.

McKinley’s arts partners are And Still We Rise, The Huntington Theatre Company, and ICA Boston. The arts teachers are Mr. Hauben and Mr. Lasko, who teach the fine arts course HS Foundations/Visual Arts.

3b. Describe any recent or anticipated changes in your school’s arts offerings, noting any increases or decreases in school arts staffing levels (BPS Arts Specialists), partnerships, etc.

We are currently not anticipating any changes.

3c. Please describe why this partnership is important to the school. Include details on the nature of the relationship and the value the specific partner adds to the school.

Poetry is an underdeveloped aspect of our curriculum. Arts are a place where children can connect to their creativity, helping them feel more connected in school and life. By developing a poetry program, we expect to see an improvement in class participation and attendance. A residency will also help with testing by working with students on poetry analysis, which is an increasingly important part of the MCAS.

School	Financial Contribution		Other School Support
	% of Grant Award (SY17-18)	% of Grant Request (SY18-19)	
New Mission High School		10%	
McKinley South End Academy		10%	

*Please see next page for Section 4.*

**SECTION 4: PROPOSED PROJECT BUDGET AND ATTACHMENTS**

*Please complete an overall budget summary for your entire project across all proposed schools, followed by a separate project budget for each school. Please attach an additional page if you wish to provide more detail regarding your budget.*

**OVERALL BUDGET SUMMARY**

	Description	Cost
<b>Project Expenses</b>		
A. Instructor/Teaching Artist Time <i>Please list hourly rate, fees paid for planning &amp; prep time, total number of hours.</i>	\$50/hr 115 planning hours 236 teaching hours	\$17550
B. Other Staff Support (admin, etc.)	Mass Poetry administrative support	\$1000
C. Supplies and Materials		
D. Instruments/Equipment <i>Any equipment or unused supplies and materials purchased utilizing grant funds become property of Boston Public Schools after project completion.</i>		
E. Transportation		
F. Other Project Costs (describe)		
<b>G. Total Project Expenses</b> <i>(Total Sum of Lines A-F)</i>		<b>\$18550</b>

<b>Project Revenue</b>		
H. School Contribution <i>(To be considered, proposals must include a cash school contribution as part of the Total Project Budget equaling at least 10% of Line L- Total Grant Request listed below. Please do not include in-kind expenses here.)</i>		\$1775
I. Arts Partner Contribution <i>(If any; Please do not include in-kind expenses here.)</i>		
J. Other Cash Contributions <i>(if any)</i>		
K. Total Contributions <i>(total sum of above three Lines H-J)</i>		\$1775
<b>L. Total Grant Request</b> <i>(Line G: Project Expenses minus Line K: Total Contributions)</i>		<b>\$16775</b>

<b>Cost Per Student</b> <i>(Total Line G: Project Expenses divided by Number of Students Served)</i>		\$132.50
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School In Kind (non-cash) Contributions <i>(if any; please include dollar value where possible)</i>		
Arts Partner In Kind (non-cash) Contributions <i>(if any; please include dollar value)</i>		

where possible)		
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**New Mission High School PROJECT BUDGET**

	Description	Cost
<b>Project Expenses</b>		
A. Instructor/Teaching Artist Time <i>Please list hourly rate, fees paid for planning &amp; prep time, total number of hours.</i>	\$50/hr, 70 planning hours 146 teaching hours	\$10800
B. Other Staff Support (admin, etc.)	Mass Poetry administrative support	\$500
C. Supplies and Materials		
D. Instruments/Equipment <i>Any equipment or unused supplies and materials purchased utilizing grant funds become property of Boston Public Schools after project completion.</i>		
E. Transportation		
F. Other Project Costs (describe)		
<b>G. Total Project Expenses</b> <i>(Total Sum of Lines A-F)</i>		\$11300

<b>Project Revenue</b>		
H. School Contribution <i>(To be considered, proposals must include a cash school contribution as part of the Total Project Budget equaling at least 10% of Line L- Total Grant Request listed below. Please do not include in-kind expenses here.)</i>		\$1100
I. Arts Partner Contribution <i>(If any; Please do not include in-kind expenses here.)</i>		
J. Other Cash Contributions <i>(if any)</i>		
K. Total Contributions <i>(total sum of above three Lines H-J)</i>		\$1100
<b>L. Total Grant Request</b> <i>(Line G: Project Expenses minus Line K: Total Contributions)</i>		\$10200

<b>Cost Per Student</b> <i>(Total Line G: Project Expenses divided by Number of Students Served)</i>		\$113
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School In Kind (non-cash) Contributions <i>(if any; please include dollar value where possible)</i>		
Arts Partner In Kind (non-cash) Contributions <i>(if any; please include dollar value where possible)</i>		

Please copy and complete the above school project budget for each school program.

McKinley South End Academy PROJECT BUDGET

	Description	Cost
<b>Project Expenses</b>		
A. Instructor/Teaching Artist Time <i>Please list hourly rate, fees paid for planning &amp; prep time, total number of hours.</i>	\$50/hr, including planning 45 planning hours 90 teaching hours	\$6750
B. Other Staff Support (admin, etc.)	Mass Poetry administrative support	\$500
C. Supplies and Materials		
D. Instruments/Equipment <i>Any equipment or unused supplies and materials purchased utilizing grant funds become property of Boston Public Schools after project completion.</i>		
E. Transportation		
F. Other Project Costs (describe)		
<b>G. Total Project Expenses</b> <i>(Total Sum of Lines A-F)</i>		\$7250

<b>Project Revenue</b>		
H. School Contribution <i>(To be considered, proposals must include a cash school contribution as part of the Total Project Budget equaling at least 10% of Line L- Total Grant Request listed below. Please do not include in-kind expenses here.)</i>	\$675	\$675
I. Arts Partner Contribution <i>(If any; Please do not include in-kind expenses here.)</i>		
J. Other Cash Contributions <i>(if any)</i>		
K. Total Contributions <i>(total sum of above three Lines H-J)</i>		\$675
<b>L. Total Grant Request</b> <i>(Line G: Project Expenses minus Line K: Total Contributions)</i>		\$6575

<b>Cost Per Student</b> <i>(Total Line G: Project Expenses divided by Number of Students Served)</i>		\$181.25
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School In Kind (non-cash) Contributions <i>(if any; please include dollar value where possible)</i>		
Arts Partner In Kind (non-cash) Contributions <i>(if any; please include dollar value where possible)</i>		





**Required Attachments:**

- Sample curriculum and/or lesson plans (video links demonstrating in school instruction also accepted).
- Copy of letter confirming tax-exempt 501(c)(3) status of the lead applicant organization or the fiscal agent. If you are using a fiscal agent, also include a letter from its president or executive director, confirming fiscal agency. Please note: If you are using the Boston Educational Development Foundation (BEDF) as your fiscal agent, you do not need to send supporting documentation but please include BEDF number in the cover sheet of this application.
- A copy of the nonprofit Arts Partner's organizational budget for the current fiscal year and year-to-date financials (not applicable to individual Teaching Artists partnering with schools).

**Reminders:**

- Please submit your completed proposal (in Microsoft Word format, starting with page 4 of this application) and any attachments electronically to [artsfund@edvestors.org](mailto:artsfund@edvestors.org) by the deadline.
- If you do not receive e-mail confirmation of receipt of your proposal within three business days, please contact us at [artsfund@edvestors.org](mailto:artsfund@edvestors.org) or call 617-585-5451.