Application: Full Proposal for Faculty Lead Short-Term Study (STS) Program or Faculty Planning (Recon) Grant

Full Proposals are due January 5, 2019. Proposals will be reviewed by the Clough Center Advisory Group. Recommendations will be forwarded to the Headmaster for review and approval. Applicants should be notified of their status by February 1, 2019. Send completed application to Tom Kennelly, tkennelly@bostonpublicschools.org.

A key component of Boston Latin School’s mission is to develop our students into responsible and engaged global citizens equipped to meet the demands of the 21st century. To succeed in our increasingly competitive and rapidly changing global environment, young people will need to become more aware of, and knowledgeable about, international developments and cross-cultural perspectives than ever before.

The Clough Center for Global Understanding aims to bring global competence into the classroom by expanding students’ academic boundaries beyond theory and textbook-driven education across the curriculum. Integrating global context into the curriculum and engaging students in diverse, real-world experiential learning across the globe will deepen students’ academic learning and broaden their awareness, knowledge, and cultural know-how. The Clough Center Grants will be awarded to BLS faculty members who are planning student short-term travel programs or are interested in a faculty planning grant to reconnoiter a locale before developing a student short-term travel program. Please note that completing an application will not guarantee approval, as funding is limited and many factors go into the approval process beyond just budget considerations.

Proposals should address:

1. Integrating cross-cultural and global cultural instructional materials/methodologies and supplemental multi/interdisciplinary models into day-to-day teaching practices that will enable BLS students to become more culturally aware and globally connected;

2. Developing working relationships with public and private-sector education, research, and community organizations that may be interested in developing on-site and/or virtual collaboration with BLS faculty and students; and,

3. Establishing substantive on-site global education partnerships that lead to hands-on student Learning Expeditions connected to an academic discipline (encouraged but not required).

The Clough Center is building the best program available based on available standards. As you write your proposal please be very conscientious of how your project will support the high level of academic standards to which we hold BLS students. The short-term study programs should be an extension of your classroom, its “field component”. Short-term study programs have been shown to not just extend but to enhance learning. The same assessments that you would use in class can often be applied directly to the short-term studies.
Applications for Clough Center Faculty lead student short-term study programs and faculty recon projects without students will be reviewed and applicants will be notified on or about February 1, 2019. $2,500 per student / chaperone cost is recommended on all applications, as there are limited student scholarship funds available.

If you are applying to propose a student travel program, and your proposal is accepted, you will receive full funding for 2 faculty members per 14 students, and funding for need based student scholarships. The demographics of your student travel program should roughly match that of our BLS community ~25% scholarships students. The Clough Center may provide scholarships from 10%-90% depending on the family’s assessed ability to pay. The student financial aid application is available on the Clough webpage on bls.org.

**How to Apply**

All applicants should complete the background information.

Instructions for Faculty planning / recon grant and teacher-led Short Term Study (STS) student trips are listed separately below.

**Background Information**

> Your name and contact information (email, phone);

> A brief description of your overall teaching experience, your academic discipline, and the classes/grade-level you teach at BLS.

> Your experience integrating international/cross-cultural issues into the curriculum (with examples) or your interest in doing so.

> A brief explanation of any prior international/cross-cultural experience (personal and/or professional travel, etc.), what you’ve learned traveling and the biggest impact that global travel and/or cross-cultural encounters have had on you, or (if you have no/limited travel) your interest in future global travel and why.
Faculty planning / recon grant proposal: to be completed by faculty planning to travel on their own for future trip planning purposes. No students participating at this time:

Please describe how your travels will be professionally and personally beneficial to you and your students, including:

> What are your major goals, specifically, what are you are hoping to discover, learn, and/or find out that can’t be done in BLS?

> The primary objectives that you believe must be met to consider the trip a success.

> The potential impact of traveling on your teaching, especially in regard to increasing student engagement and motivation in learning/classroom participation. Discuss what your travel experience will contribute to a broadening of your students’ global/cultural awareness and learning (project possible units, lessons, projects/research, virtual/on-site interaction, partnerships, etc. that you have in-mind) and what do you imagine will be different as you develop lesson plans.

> If you have identified potential partners (organizations/schools/individuals) to meet and work with or whether you would like help locating a potential organizational partner. Either is acceptable; and,

> Your preliminary travel projections (ideal dates, initial itinerary/locations, etc.). Be as specific as possible.

Budget Estimate

Please complete an accurate travel budget. Do your best to anticipate costs. If your application is approved adjustments can be made prior to travel. Use the following line-item budget categories that follow, estimate a cost for each expense you anticipate (include how costs were estimated and the source), and total the projected costs. Please use a separate page for the budget.
BUDGET ESTIMATE: CCGU PLANNING & RECONNAISSANCE GRANT

> Airfare
> Ground Transportation (auto, mileage, taxi/train, etc): In-country
> Lodging
> Meals
> Fees (indicate for what and where)
> Educational material (indicate for what, e.g.: books, artifacts, etc.)
  This is not for textbooks and a very limited, fully justified, amount of money may be used for materials
> Other (please identify)

TOTAL BUDGET ESTIMATE
Short-Term Study (STS) Program - Academic Enrichment / Cultural Competency: to be completed by faculty planning a teacher-led student trip:

Beyond your specific academic focus we ask that your travel program has a comprehensive cultural competency component.

Please describe how your travels will be professionally and personally beneficial to your students, including:

> What are your major goals, specifically, what are you are hoping to discover, learn, and/or find out that can’t be done in BLS?

> The primary objectives that you believe must be met to consider the trip a success.

> The potential impact of traveling on your teaching and student learning, especially in regard to increasing student engagement and motivation in learning. Discuss what the travel experience will contribute to a broadening of your students’ global/cultural awareness and learning.

> If you have identified potential partners (organizations/schools/individuals) to meet and work with.

> Your preliminary travel projections (ideal dates, initial itinerary/locations, etc.). Be as specific as possible.

Budget Estimate

Please complete an accurate travel budget. Do your best to anticipate costs. If your application is approved adjustments can be made prior to travel. Use the following line-item budget categories that follow, estimate a cost for each expense you anticipate (include how costs were estimated and the source), and total the projected costs. Please use a separate page for the budget. Target budget $2,500 per student.
BUDGET ESTIMATE: CCGU PLANNING & RECONNAISSANCE GRANT

> Airfare
> Ground Transportation (auto, mileage, taxi/train, etc): In-country
> Lodging
> Meals
> Fees (museums, tours, etc.)
> Other (please identify)

TOTAL BUDGET ESTIMATE

1. How will your STS experience provide you and your students with a greater cultural perspective, additional insight or knowledge, skills, and experiences on a personal level and professionally?

2. Will your STS enable you to build in more global and cultural awareness learning opportunities for your students? If so, how?
   A. What do you expect students to gain/learn that will develop their cross-cultural perspectives and help them succeed in our increasingly competitive and rapidly changing global environment?
   B. How will you incorporate global learning and cultural awareness concepts into your lesson plans and instruction as a result of this trip?
   C. What do you anticipate being the impact of your trip on your students’ learning, particularly around student engagement and project/problem-based learning?
   D. Have you identified interdisciplinary opportunities that you’d like to implement? If so, please explain.
   E. Is there anything else you need to increase the possibility you’ll succeed? What obstacles or barriers do you anticipate?

3. Is there potential to establish substantive working relationships with other individuals and organizations? Especially High Schools (students).

4. How will you assess student learning and global competence?
After you return you will be expected to:

Complete a detailed travel report, submit a detailed expense report, present your findings, a health and safety report (even if you have no injuries), and provide anticipated student learning analysis.

1. Complete a detailed post trip report.

We ask that you submit a comprehensive written summary and (along with any photos, video, materials, etc.) of your STS experience, your initial plans to incorporate global issues into specific lessons, and any insights and suggestions about the process. The report will be the post trip answer to the questions listed above and others.

- How did your STS experience provide you and your students with a greater international perspective, additional insight or knowledge, skills, and experiences on a personal level and professionally?
- Were the major program goals/expectations you proposed met or not? Please discuss.
- How did your STS enable you to build in more global and cultural awareness learning opportunities for your students?
- What did you gain/learn that will help you to incorporate global learning and cultural awareness concepts into your lesson plans and instruction?
- What do you anticipate being the impact of your trip on your teaching, particularly around student engagement and project/problem-based learning?
- Did you identify interdisciplinary opportunities that you’d like to implement? If so, please explain.
- Is there potential to establish substantive working relationships with any of the individuals and organizations you met?
- What did you learn from meeting potential partners? Are there any lessons or guidelines that would be useful for other grantees to know about as they plan their recon/planning trips?
- How did you assess student learning and global competence? Clough Center will provide sample rubrics.
- What specific component of the regular academic class that you teach will be enhanced during student travel?
- How is that concept/skill assessed in the classroom?
- How will you assess that concept/skill in the short-term study?
- How will these concepts/skills be incorporated into your next year’s classroom program?
- Were there other thoughts or benefits from the recon/planning trip that you would like to include?
- Assess the individuals/groups that you met with during your trip and describe the outcomes of your discussions-meetings, e.g.: preliminary plans, virtual connection opportunities, curriculum/project ideas, interest in exchanges, nothing yet, etc.?
- Were you able to identify specific partners? If so, what do you anticipate will happen in the next 6-12 months?
2. **Complete and submit a detailed expense report.**

   **TRAVEL EXPENSE REPORT**

   We want to reimburse you for your travel expenses as quickly as possible - for summer trips reimbursements will largely happen after September when school is back in session. We can work with you on your expense report and completion of the form(s) if needed.

   1. Please submit a complete list of expenses, by date and category, based on your proposed budget.
   2. Submit all original receipts (keep a copy for yourself) for purchases. You may handwrite up to 2 receipts that you forgot or were unable to get. All receipts must be legible and include time, date, expense - converted to USD.
   3. Take a copy of the expense spreadsheet with you and fill it in as you go as a reminder of what you spent and where, then submit a final neatly completed form when you return.

3. **Present your findings.**

   You are expected to present in person with students to your colleagues, student body, the Clough Center website, and additional Clough Center events including International Education week festivities. This will be accomplished in a number of ways including department meetings, your classroom, and a presentation at the annual BLS International Education events in November.

4. **Student learning analysis.**

   You will be asked to submit the findings of your student data collection after each short-term study program.

5. **Health and Safety Review**

   Regardless if you had injuries or not you are required to submit a health and safety review. Please list any and all injuries you and your students had in chronological order and indicate:

   1. the location
   2. date
   3. number of people involved and their names and contact info (if other than BLS)
   4. injury and its severity
   5. help administered
   6. other safety personnel involved, names and contact information, how they became involved
   7. detailed review of the safety measures that you enacted starting with the incident and including:
      times and description of contacts with
      BLS
      BPS
      Global Safety guidelines
      Other response teams