

MEMORANDUM

TO: Chairperson and Members
Boston School Committee

FROM: Tommy Chang
Superintendent 

SUBJECT: Grants for Approval

DATE: January 19, 2018

Attached please find the grants that will be put forth for School Committee approval on January 24, 2018. Should you wish to review the proposals in more detail, the complete grant proposals have been filed with the Office of the Secretary to the School Committee.

If you have any questions, staff is available to respond.

Attachment

cc: Inez Foster, Assistant Director, Resource Development Mayor's Office of Intergovernmental Relations



MEMORANDUM

TO: Tommy Chang
Superintendent

FROM: Eleanor Laurans
Chief Financial Officer

SUBJECT: Grants for Approval

DATE: January 19, 2018

Attached please find the grants for approval by the School Committee on January 24, 2018. Full copies of the grant proposals are available for your review and have been filed with the Office of the Secretary to the School Committee.



GRANTS FOR SCHOOL COMMITTEE APPROVAL

January 24, 2018

Amount	FY	Grant Name	Status	Fund Manager	Focus Area(s)	Sites
\$5,000	2018	Leading Educational Access Program (LEAP)	New	Lemma Jarudi	Special Education	Higginson-Lewis, Winthrop
\$338,866	2018 - 2020	National Institute of Justice Comprehensive School Safety	New	Jodie Elgee	Health and Wellness	30 Sites districtwide
\$198,408	2018	Special Education Program Improvement Grant	New	Lemma Jarudi	Special Education	Districtwide
\$542,274	Total					

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Leading Educational Access Program (LEAP)

Status: New

Grant Type: Competitive

Start & End Dates: January 24, 2018 – August 31, 2018

Funding Source: State

Grantor Contact: Susan Fischer
Office of Special Education Planning and Policy Development
Department of Elementary & Secondary Education
75 Pleasant Street
Malden, MA 02148
Phone: 781-338-3000
Email: sfischer@doe.mass.edu

Lead BPS Department and/or School(s): Special Education

BPS Fund Manager: Lemma Jarudi, Director of Operations & Service Implementation, Special Education

Department Head/School Leader: Cindie Neilson, Assistant Superintendent, Special Education

Annual Award Amount: \$5,000

Total Award Amount (if grant period more than a year): N/A

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 109 building staff and 18 Related Services staff

Sites: Higginson-Lewis K2, Higginson-Lewis 3-8 and the Winthrop Schools

Key External Partners: Collaborative for Educational Services (contact: Albert Mussad)

Grant Description

The Low-income Education Access Project (LEAP) was created to support the Department of Elementary and Secondary Education's (ESE) commitment to improving outcomes for all students. Research shows that low-income students are far more likely to be eligible for special education services than other students. Additionally, low-income students who are identified as eligible are more likely to be educated in substantially separate settings. There is evidence that the best outcomes occur for students with disabilities who are most included with their non-disabled peers in school classes and activities. Therefore, both higher identification of low-income students and subsequent separation from the inclusive educational environment is must be

addressed by schools. Funding from this grant will be used to develop a sustainable process for the delivery of professional development that focuses on:

- Improving understanding of and teaching with poverty in mind;
- Improving resources for educators and student support teams;
- Improving services and placements for homeless and transient students;
- Decreasing inappropriate eligibility determinations for special education;
- Increasing identification of special education placements in the least restrictive environment.

Expense Categories this Grant Pays For

127 copies of Eric Jensen's two books, Teaching Students with Poverty in Mind and Engaging Students with Poverty in Mind (100% of the grant).

Specific, Measurable, Attainable, Realistic, and Time-bound (SMART) Goals

Goal #1: SMART Goal – Learning outcomes for students with disabilities:

By the end of the 2017-2018 school year, students from the Higginson-Lewis K2, Higginson-Lewis 3-8 and the Winthrop Schools will have received explicit instruction and be able to demonstrate the identified core skills necessary to overcome the cognitive gaps associated with students of high poverty

Indicator: improved attendance, decreased discipline, referrals, and improved student learning (report cards, benchmarks) classroom walkthrough feedback documents.

Goal #2: SMART Goal – Learning outcomes for educators:

By the end of the 2017-2018 school year, educators from the Higginson-Lewis K2, Higginson-Lewis 3-8 and the Winthrop Schools will have participated in a book study using Teaching Students with Poverty in Mind and Engaging Students with Poverty in Mind, demonstrating their learning by embedded selected, research-based strategies to remove the learning barriers students of poverty encounter

Indicator: attendance sign-ins, classroom walkthrough feedback and educator self-reporting surveys.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: National Institute of Justice (NIJ) Comprehensive School Safety

Status: New

Grant Type: Competitive

Start & End Dates: January 1, 2018 – December 31, 2020

Funding Source: Federal

Grantor Contact: U.S. Department of Justice
Office of Justice Programs
National Institute for Justice
810 Seventh Street NW Washington, D.C. 20531
Phone: 202-514-2000
Email: askojp@ncjrs.gov

Lead BPS Department and/or School(s): Office of Social Emotional Learning and Wellness

BPS Fund Manager: Jodie Elgee, Senior Director, Succeed Boston

Department Head/School Leader: Amalio Nieves, Assistant Superintendent, Social Emotional Learning and Wellness

Annual Award Amount: \$112,955.33

Total Award Amount (if grant period more than a year): \$338,866

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 1186 school staff and 20,497 students

Sites: 30 schools: Curley K-8, Irving, Martin Luther King, Lyndon, Lyon Lower, Murphy K-8, Ohrenberger, Trotter, Young Achiever's, Edwards Middle School, Boston Green Academy, Quincy Upper, Tech Boston Academy, Henderson Inclusion, Boston Community Leadership Academy, Brighton, Burke, Charlestown, Community Academy of Science and Health, English, Excel, Madison Park, Margarita Muniz Academy, Snowden, Urban Science Academy, Boston Latin Academy, O'Bryant School of Mathematics and Science, McKinley, McCormack, Jackson Mann, Umana, Hernandez K-8, Sarah Greenwood

Key External Partners: American Institute for Research and Suffolk University's Center for Restorative Justice

Grant Description

The project examines the effectiveness of the Circle Forward (CF) whole-school restorative practices intervention on school safety and student outcomes in 30 Boston Public Schools middle and high schools.

The intervention will be delivered over three years in 2 cohorts of 15. The study will include a process evaluation and an estimate of program implementation costs moving forward. This 3 year project in collaboration with American Institute for Research and Suffolk University's Center for Restorative Justice is designed to support schools in the systematic adoption and implementation of restorative practices. It will also provide the district with high-quality evidence that links systematic restorative practice with outcomes in academic achievement, positive school climate, graduation rates, attendance, retention, and reductions in disparities in exclusions. Research (AIR) will provide the research to evaluate the impact of restorative practice on key outcomes while Suffolk University's Center for Restorative Justice will implement the intervention (professional development, coaching, and primary and supplemental resources).

Expense Categories this Grant Pays For

~29% will be used for stipends for teachers to form Restorative Leadership Teams in each of the 30 schools.

~71% will be used for district-level investments to support schools through school-based professional development, coaching and administrative services.

Specific, Measurable, Attainable, Realistic, and Time-bound (SMART) Goals

Goal #1: Schools implementing Circle Forward Model (CFM) will report a 5% improvement in school climate reports pre and post intervention.

Indicator: This will be evident by student and teacher pre and post survey reports.

Goal #2: Schools implementing CFM will a .1% decrease in chronic absenteeism from the current 30 school level of .35%

Indicator: BPS District-wide data

Goal #3: Schools implementing CFM will see improvements in behavioral outcomes including a 1% reduction in suspensions from the current 30 school average of 5.29%

Indicator: BPS District-wide data

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Special Education Program Improvement Grant

Status: New

Grant Type: Entitlement

Start & End Dates: Upon award – August 31, 2018

Funding Source: State

Grantor Contact: Helen Skulski
MADESE Special Education Planning and Policy Development Office
75 Pleasant Street, Malden, MA 02148-4906
Phone: 781-338-3000
Email: HSkulski@doe.mass.edu

Lead BPS Department and/or School(s): Special Education

BPS Fund Manager: Cindie Neilson, Assistant Superintendent of Special Education

Department Head/School Leader: Cindie Neilson, Assistant Superintendent of Special Education

Annual Award Amount: \$198,408

Total Award Amount (if grant period more than a year): \$198,408

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: District-wide

Sites: District-wide

Key External Partners:

Grant Description

The Special Education Program Improvement Grant is a State program that provides funds to school districts to improve and support the improvement of services provided to students with disabilities. Its main purpose is to provide funding to school districts to help support educator professional development (increase capacity) and to improve the level and effectiveness of services provided to students with special needs. The grant mandates periodic program evaluation that monitors the implementation and effectiveness of the chosen areas of focus in each district.

Expense Categories this Grant Pays For

\$120K will be used to pay for contra ongoing enhancements to the Special Education IEP system, as well as customized support for reporting enhancements. This improves the speed and efficiency in which IEPs are generated, translated, and shared or communicated to families and improves the quality and timeliness of service delivery to students.

The remaining \$78K will be directed to PD, specifically:

~\$57K will fund a PD for teachers to be trained in the Orton-Gillingham phonetic-based reading instruction method and the tools necessary to apply in the classroom. The IMSE Comprehensive course is a hands-on, interactive, and personalized class that provides a complete understanding of IMSE's enhanced Orton-Gillingham method and the tools necessary to apply it in the classroom as well as the importance of a Structured Literacy program. After participating in this training, teachers will have an understanding of the structure and foundation of the English language. Teachers will have an awareness of how to assess and teach students with dyslexia as well as students in all three tiers of RTI. Teachers will be able to evaluate and teach students in phonological skills, phonics/word recognition, spelling, writing, fluency, vocabulary, and comprehension.

~\$11K will fund a PD for teachers in Wilson Reading System instructional method as well as the associated teacher kit. As a structured literacy program based on phonological-coding research and Orton-Gillingham principles, Wilson directly and systematically teaches the structure of the English language. Through the program, teachers learn fluent decoding and encoding skills to the level of mastery.

~\$10K will be used to fund a Wheelock workshop series for central office staff specifically focused on increasing inclusive opportunities for Special Education students and aligned with the district inclusion plan.

Specific, Measurable, Attainable, Realistic, and Time-bound (SMART) Goals

Goal #1: Completion of EdPlan IEP improvements in order to improve speed and quality of IEP generation and delivery of services.

Indicator: Completing at least 8 improvement releases per negotiated timeline, including but not limited to: improved support for translation and interpretation needs, improved invitation and response documents for families, and other required support and reporting enhancements. As a result of the improvements, 100% of newly generated IEP's will document ELL service needs for students and/or translation needs for families, where needed. In addition, BPS anticipates that 80% of coordinators will spend more time on accurate and nuanced detail on the service delivery grid as opposed to negotiating technical constraints, as measured by Coordinator survey conducted at the end of the 2017-2018 school year.

Goal #2: Teacher training in Orton-Gillingham and Wilson Reading System instructional methodologies, as well as central office staff engagement in PD around inclusion.

Indicator: Attendance of 64 teachers at the Orton-Gilligham 5-day training in August, as well as a refresher day, and pre- and post- test scores to demonstrate learning. As a result, 700 more students in the 2018-2019 school year would be instructed in the Orton-Gillingham method. Attendance of 30 teachers at the Wilson Reading System 3-day training, as well as pre- and post- test scores to demonstrate learning. As a result, 300 more students would have Wilson Reading System instruction in one-on-one or small group sessions during the 2018-2019 school year. Attendance of 18 central office staff members participating in the Wheelock workshop series on inclusion, as well as pre- and post-test surveys to assess learning and mindset change.

