

MEMORANDUM

TO: Chairperson and Members  
Boston School Committee

FROM: Tommy Chang  
Superintendent 

SUBJECT: Grants for Approval

DATE: September 29, 2017

Attached please find the grants that will be put forth for School Committee approval on October 4, 2017. 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: September 29, 2017

Attached please find the grants for approval by the School Committee on October 4, 2017. 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

October 4, 2017

Amount	FY	Grant Name	Status	Fund Manager	Focus Area(s)	Sites
\$2,000	2018	CBHM Research and Data	Increase	Andria Amador	Health and Wellness	~60 sites districtwide
\$23,000 Estimated Value	2018	Nearpod for English Learners	New	Faye Karp	English Language Learners	~10 sites districtwide
\$10,000	2018	Serving People With Disabilities	New	Allegra D'Ambruoso	Special Education	Boston Arts Academy
\$452,597	2018	SPED Early Childhood	New	Lemma Jarudi	Special Education	Districtwide
<b>\$487,597</b>	<b>Total</b>					

## **SCHOOL COMMITTEE ACCEPTANCE FORM**

Grant Name: CBHM Research and Data  
Status: New  
Grant Type: Entitlement  
Start & End Dates: September 1, 2017 – June 30, 2018  
Funding Source: Private  
Grantor Contact: John Riordan Boston Children's Hospital Office of Child Advocacy  
Children's Hospital Boston  
300 Longwood Avenue, 120BK  
Boston, MA 02115  
Phone: (617) 919-3055  
Email: John.Riordan@childrens.harvard.edu

Lead BPS Department and/or School(s): Behavioral Health Services

BPS Fund Manager: Andria Amador Senior Director of Behavioral Health Services

Department Head/School Leader: Andria Amador, Senior Director of Behavioral Health Services

Annual Award Amount: Original grant award : \$260,000  
Increase : + 2,000  
Total Grant award : \$ 262,000

Total Award Amount (if grant period more than a year): \$ 262,000.

Carry-forward option: Yes

Approximate # of students (or teachers, central office staff) served: 27,000

Sites: 60 CBHM Schools

Key External Partners: Boston Children's Hospital and UMASS Boston School Psychology Department

### **Grant Description**

These funds will support the continued implementation and expansion of the Comprehensive Behavioral Health Model (CBHM). CBHM is a multi-tiered system of support designed to meet the behavioral health needs of students. By supporting school staff CBHM offers a continuum of evidence based practices and interventions to prevention behavioral concerns and provide at-risk and intensive services as needed.

### **Expense Categories this Grant Pays For**

35% of the grant will fund the CBHM Data and Research Coordinator position. This position is responsible for collecting data on CBHM, sharing data with school based, district and community stakeholders to ensure that CBHM is being effective. The Data and Research Coordinator facilitates the CBHM Research Committee, including CBHM evaluation procedures. The CBHM Data and Research Coordinator also is instrumental in developing protocols, procedures and designs for all research/evaluation related CBHM activities. Additionally this staff person works across several BPS offices to ensure that CBHM is integrated into existing programs and practices.

35% of the grant will fund a CBHM External Coach position. The CBHM External Coach will be responsible for coaching 30 schools in the implementation of CBHM. By providing coaching, facilitation and professional development the CBHM External coach supports school based teams and provides the technical assistance required to ensure that CBHM is done with fidelity.

30% of the grant will be used to pay for expenses related to the implementation of CBHM including professional development, the BIMAS screener and Second Step Kits. The use of a universal behavioral health screener and a social skills curriculum are key features of CBHM. Professional development for school based staff and for the staff of Behavioral Health services is required to build and maintain capacity in the use of evidence based practices. These funds will assist in purchasing these essential elements.

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

**Goal #1:** By June 2018, universal screening for social, emotional and behavioral strengths/needs will be collected for 60 (48%) of Boston Public Schools.

**Indicator:** BIMAS Completion rates as compared to BPS enrollment rates at CBHM schools.

**Goal#2:** By June 2018, the CBHM Research Committee evaluate the implementation fidelity of social emotional learning curricula, positive school climate initiatives, and tier 1 (universal) SEL instruction within 60 (48%) of BPS schools. The CBHM Research Committee is a collaboration between BPS, Boston Children's Hospital, UMASS Boston and the University of Connecticut dedicated to program evaluation and research related to CBHM implementation.

**Indicator:** Tiered Fidelity Inventory (TFI) in combination with additional implementation indicators as specified in CBHM evaluation plan.

**Goal #3:** By June 2018, the CBHM Research Committee will provide regular updates to the CBHM Executive Workgroup regarding CBHM implementation and school and student outcomes. This committee will work in close collaboration with other CBHM committees and district departments to ensure coherence and communication. Additionally, the Research Committee will summarize major trends in CBHM implementation and student outcomes to be included within an Annual Report, distributable to a wide audience of local stakeholders, including parents.

**Indicator:** CBHM EWG meeting minutes & Annual Report.

## **SCHOOL COMMITTEE ACCEPTANCE FORM**

Grant Name: Nearpod for English Learners Grant

Status: New

Grant Type: Entitlement (In-Kind Donation)

Start & End Dates: October 16, 2017 - June 30, 2018

Funding Source: Private

Grantor Contact: Christian Hansen  
18305 Biscayne Blvd, Suite 301  
Aventura, FL 33160  
Phone: (305) 667-5030  
Email: christianh@nearpod.com

Lead BPS Department and/or School(s): Office of English Learners

BPS Fund Manager: Faye Karp, Equity and Accountability

Department Head/School Leader: Priya Tahiliani, Interim Assistant Superintendent

Annual Award Amount: \$23,000 in goods and services

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: 50

Sites: Some of the participating schools are Condon Elementary School, Brighton High School, Higginson Lewis Middle School, King, PJ Kennedy, Community Academy, Perry, Hernandez school and etc.

Key External Partners: Nearpods

### **Grant Description**

The purpose of this project is to introduce Nearpod to a network of select schools in an effort to help build support material for all teachers serving English Learners. The grant award will cover the cost of 50 district licenses and professional learning for school year 2017- 2018. As a grant recipient, Nearpod will deepen our district efforts to support your English Learners. Nearpod will provide early access to the new content in their lesson library, to the Nearpods for English Learners consultant team and to ongoing professional learning.

### **Expense Categories this Grant Pays For**

100% for 50 district license or professional learning for FY 17-18

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

**Goal #1:** Increase English Learners with Disabilities access to language acquisition/academic success by 35%-40% by engaging students at different ELD levels and from different language backgrounds in a variety of lesson plans that require high cognitive demand.

**Indicator:** Pre- and post- evaluation for participating schools created by OEL to measure the level of engagement for Nearpod usage in class. Nearpod will provide monitor student progress monthly.

**SCHOOL COMMITTEE ACCEPTANCE FORM**

Grant Name: Serving People with Disabilities  
Status: New  
Grant Type: Competitive  
Start & End Dates: October 1, 2017 – September 30, 2018  
Funding Source: Federal through State  
Grantor Contact: Amy Clayton  
Massachusetts Board of Library Commissioners  
98 North Washington St., Suite 401 - Boston, MA 02114  
Phone: 617-725-1860 x228  
Email: aclayton@massmail.state.ma.us

Lead BPS Department and/or School(s): Boston Arts Academy Library

BPS Fund Manager: Allegra D’Ambruoso, Library and Technology Director, Boston Arts Academy

Department Head/School Leader: Anne Clark, Headmaster, Boston Arts Academy

Annual Award Amount: \$10,000

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

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 447 students, 50 teachers

Sites: Boston Arts Academy

Key External Partners: Boston Partners in Education

**Grant Description**

Boston Arts Academy is Boston’s only public high school for the visual and performing arts. We are a full-inclusion school, and therefore our library must be able to provide multiple ways for students to access curricular literature, research, and literature for their own reading pleasure. With this grant, we will purchase assistive technology including audiobooks, ebooks, ereaders, and noise-cancelling headphones that will allow the library to support students with disabilities at a more comprehensive level.

**Expense Categories this Grant Pays For**

~90% of grant will be used to purchase supplies including “high interest – low reading level” texts for students and purchase ebook versions of classroom texts to improve accessibility, audiobooks, with a focus on classroom texts, and ereaders and other needed technology.



~10% of grant will be used towards continuation of MA eBook Project subscription and Junior Library Guild subscription.

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

**Goal #1:** Students identified in need of special assistance will report greater success in selecting titles for class assignments during each year.

**Indicator:** The library will track usage of assistive devices and circulation of selected resources. The goal is a 50% increase in the circulation of targeted materials.

**Goal #2:** Students identified as needing special assistance will increase their independent reading over the course of the project year.

**Indicator:** Student surveys will be conducted in October and May. The goal is a 50% increase in positive attitude towards reading and/or listening to literature.

## **SCHOOL COMMITTEE ACCEPTANCE FORM**

Grant Name: Special Education Early Childhood Grant

Status: New

Grant Type: Entitlement

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

Funding Source: Federal through State

Grantor Contact: Cathy Kelley  
51 Sleeper St., 4<sup>th</sup> floor  
Boston, MA 02210  
Phone: 617-988-2432  
Email: cathy.depradine@state.ma.us

Lead BPS Department and/or School(s): Cindie Neilson, Assistant Superintendent, Department of Special Education

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

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

Annual Award Amount: \$ \$452,597.00

Total Award Amount (if grant period more than a year): \$452,597.00

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 125

Sites: Districtwide as well as support for the Positive Behavioral systems implementation schools: Haynes Early Education Center and Russell School

Key External Partners: None

### **Grant Description**

The Early Childhood Special Education Entitlement (ECSE) Grant 262 provides funds to school districts to ensure that eligible 3, 4, and 5 year-old children will receive developmentally appropriate special education and related services designed to meet their individual needs in accordance with the Individuals with Disabilities Education Act - 2004 (IDEA-2004) and Massachusetts Special Education laws and regulations.

### Expense Categories this Grant Pays For

~76% of the grant will be allocated for personnel expenses to provide professional development and training to improve inclusive practices and supports for early childhood students. Personnel will also develop a train the trainer model to design and implement a communication curriculum.

~9% of the grant will be used for the purchase of appropriate instructional supplies for the classroom.

~8% of the grant will be allocated for stipends for teachers and paraprofessionals to participate in an evaluative review process for existing early education assessment tools which will inform the development of a new communication curriculum. Additionally, stipends will be provided for teachers trained in the train the trainer series on designing and implementing a communication curriculum, who will then provide professional support for colleagues to design and implement their own communication curriculum. Products from the professional development sessions will be shared on a common google drive.

~4% of the grant will be used for professional development related expenses.

~3% of the grant will be used to support district-level indirect costs.

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

**Goal #1:** Through professional development and support for early education teachers in inclusive practices, developmental, behavioral and language-based strategies to support students, teachers will complete a professional Development Reflection Sheet (Office of Academics and Professional Learning) in order to plan for next steps to implement what they have learned in the Professional Development session. The forms will be shared with the Professional Development team in order to provide checkins with teachers regarding the implementation of what has been presented in the Professional Development session.

**Indicator:** Evidence of classroom implementation via observation and classroom products shared by participating teachers.

The following two goals will support the movement of students into more inclusive environments:

**Goal #2:** 40 Early Childhood (K0/K1) teachers and paraprofessionals will increase their understanding by 30% of inclusive practices through professional development. Teachers will also report a 25% increase in their knowledge of developmental, behavioral and language-based strategies to use in supporting student development in the classroom. Continued goal from previous years grant.

**Indicator:** Pre and post surveys designed to capture baseline knowledge and subsequent increases in language development practices.

**Goal #3:** 40 Early Childhood (K0/K1) teachers and paraprofessionals will be trained in the development, design and implementation of communication curriculum enhancements that will support the development of language based skills for early learners. The teachers who are trained will report a 50% increase in their understanding of how to design and develop an accessible curriculum and in their skills as peer trainers to support colleagues. Continued goal from previous years grant.

**Indicator:** Pre and post surveys that capture knowledge development; completed curriculum enhancements; revised communication assessment tools.