

MEMORANDUM

TO: Chairperson and Members
Boston School Committee

FROM: Tommy Chang
Superintendent 

SUBJECT: Grants for Approval

DATE: October 20, 2017

Attached please find the grants that will be put forth for School Committee approval on October 25, 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: October 20, 2017

Attached please find the grants for approval by the School Committee on October 25, 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 25, 2017

Amount	FY	Grant Name	Status	Fund Manager	Focus Area(s)	Sites
\$5,422	2018	GED/HiSET Testing Program	New	Maria Harris	Adult Education	Madison Park Adult Education Center
\$1,500,000	2018	Social Emotional Learning In School and Out- of- School Setting Initiative Planning Grant	New	Dr. Amalio Nieves	Health and Wellness	~15 sites districtwide
\$400,000	2018	Strategic Support to Specific Underperforming Schools and Districts – Dever	New	Dan Anderson	Turnaround	Dever Elementary
\$1,905,422	Total					

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: GED/HiSET Testing Program

Status: New

Grant Type: Entitlement

Start & End Dates: Upon Approval - June 30, 2018

Funding Source: State

Grantor Contact: Olympia Stroud, HSE Office
Department of ESE
75 Pleasant Street, Malden, MA 02148
Phone: 781-338-6604
Email: ostroud@doe.mass.edu

Lead BPS Department: Department of Adult education and Community Services
Boston Central Adult High School

BPS Fund Manager: Maria Harris, Director of Department of Adult Education

Department Head/School Leader: Maria Harris, Director

Annual Award Amount: \$ 5,422

Total Award Amount (if grant period more than a year): \$5,422

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 500+tests administered to 200 students

Sites: Department of Adult Education

Key External Partners: College Bound Dorchester, United South End Settlements, Boston Centers for Youth and Families, Roxbury Community College

Grant Description

Purpose of this grant is to support the operation of a High School Equivalency Test Center (HSE) including but not limited to, the cost for test administration, special needs, and technology upgrades.

Expense Categories this Grant Pays For

~73% will be used to pay test proctors

-27% will be used to purchase computer equipment for upgrade or replacement of broken equipment

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

Goal #1: In FY17, managed the HiSet test center (high school diploma equivalency test) computer-based test for all student and over 1,000 tests were successfully administered. In FY18 over 1,00 HiSET computer-based tests will be administered over a period of 54 scheduled testing dates.

Indicator: Test Center schedule and ETS rosters.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Social Emotional Learning In School and Out- of- School Setting Initiative Planning Grant

Status: New

Grant Type: Competitive

Start & End Dates: September 1, 2017 – August 31, 2018

Funding Source: Private

Grantor Contact: The Wallace Foundation
5 Pennsylvania Plaza 7th floor
New York, NY 10001
Polly Singh
Phone: 212-251-9824
Email: psingh@wallacefoundation.org

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

BPS Fund Manager: Dr. Amalio Nieves, Assistant Superintendent of Social Emotional Learning and Wellness

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

Annual Award Amount: \$ 1,500,000

Total Award Amount: Approximately \$6,000,000 over 4 years

Carry-forward option: Yes

Approximate # of students (or teachers, central office staff) served: 7 Pilot Schools and 7 Comparable schools, approx 6,000 students

Sites: District wide, go to help a subset of schools

Key External Partners: Boston After School and Beyond (*BASB*)

Grant Description

The Boston Public Schools (*BPS*) and Boston Afterschool & Beyond (*BASB*) aspire to seamlessly integrate social emotional learning (*SEL*) and wellness across all settings, both in school and across out-of-school time (*OST*) for every BPS student. Our approach builds the capacity of adults in multiple settings to deliver explicit SEL instruction, and to create diverse SEL supportive learning environments. This supports our shared vision: that every Boston student will realize their full potential with ample opportunities to develop a strong sense of self, think critically, form constructive relationships, and make responsible decisions.

Expense Categories this Grant Pays For

Personnel- 35% of the grant will be used to hire staff that will be dedicated to push the work forward and support the schools included on both the pilot and comparable sides for the PSELI.

Travel- About 5% of the grant will be used to travel to various convening, meetings and workshops

Food- 5% of the grant will be used to cover the cost of food for various meetings and convening's and professional development offerings

Communications: ~5% of the grant will be used to cover communications for SEL for the PSELI initiative and also in support of SEL District-wide

School Staff, Stipends: ~10% of the grant will be used to cover the stipends for teachers or school-based employees to attend trainings, meetings and workshops to move the work forward

Facilities: ~0.5% of the grant will be used to cover the cost of facilities for home based workshops, meetings and convenings

Materials: ~5% of the grant will be used to cover materials for meetings such as printing costs, supplies etc.

Curriculum: ~20% of the grant will cover SEL Curriculum materials for the 7 Pilot schools participating in the grant.

Research/Measurement tools: ~9.5% of the grant will be used to conduct research or sustain a specialized measurement tool for compiling mandatory data for the duration of the study

Site & System Technical Assistance- 5% of the grant will be used to cover technical and system level assistance

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

Goal 1: By August 2020, students and adults involved with the PSELI will have improved social and emotional learning skills, developing the intuitive ability to use intrapersonal, interpersonal, and applied skills in their daily lives both in and out of school. Approx. 2,000 Students that will be involved in the Pilot will be able to use skills in self awareness, self management, social relationships, and decision making across settings, in and out of school time, supporting the establishment of healthy relationships, constructive life choices, and finding success in school, careers and in life.

Indicator: Provision of a comprehensive menu of SEL resources by August 2020, inclusive of a rigorous curriculum that is culturally and linguistically sustaining. Access to this will result not only in less referrals for Behavioral Health Services and Succeed Boston but will also result in improved Behaviors in students included in the Pilot working to sustain environments that are safe, healthy and welcoming. All 2,000 students participating in the pilot will better understand SEL as access to the curriculum will allow them to better understand their innate abilities.

Goal 2: By August 2020, the Boston Public Schools District will have laid the preliminary foundation in place to infuse Social and Emotional Learning into every aspect of a student's day. By identifying and

leveraging district strengths and areas of growth, we will intentionally create a shared vision, language and transformative practices that will mobilize the district's infrastructure toward a systemic and sustainable reform that will uplift student and adult SEL knowledge in grades PreK-12.

Indicator: The BPS SELWell Leadership Team will develop policy, align programs, and services that are coherent and specific to SEL integration, SEL explicit instruction, culture and climate, and culturally, linguistic sustaining practices. By 2020, each element of District practice will align SEL and include SEL in practice. Students will benefit from exposure to SEL in every aspect of their school day from start to finish and even during their free time. Examples of such are as follows:

- SEL will be aligned with academic instruction during the school day, Students will benefit from the exposure to SEL Standards and time built into their schedule for SEL curricula
- SEL will be aligned in professional development opportunities such as ALI and TSI as Teachers will benefit from direct exposure to SEL in professional development in order to successfully implement SEL into their school days
- SEL will be included in the EIE as Students and Teachers and District Leadership will benefit from the alignment of SEL in the Essentials for Instructional Equity, as this will be a guide to practice.

Goal #3- By 2020 BPS & BASB will have developed a strengths-based partnership to educate and support schools and OST programs in their alignment of site-level management in support of SEL practices across schools, across OST programs, and across school-OST settings. By 2020, Approx. 5000 students and all 126 schools in the district will have access to a menu Partner based programs that are inclusive of SEL practices and designed to support the individual needs of our students

Indicator: BPS and OST Program Partners will cultivate and align assets inclusive of people, policies, and resources, in order to support SEL implementation as measured by the action steps and timelines. By 2020, a detailed menu of partners that have been vetted and assessed will be accessible to school leaders, allowing them to pick from an extensive menu of partners that support.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Strategic Support to Specific Underperforming Schools and Districts – Dever

Status: New

Grant Type: Entitlement

Start & End Dates: October 1, 2017 – September 30, 2018

Funding Source: State

Grantor Contact: Massachusetts Department of Elementary and Secondary Education
Ventura Rodriguez, Jr., Ed. L.D.
Director, Office of Strategic Transformation
75 Pleasant St. Malden, MA 02148
Phone: (617) 680-9370
Email: vrodriguez@doe.mass.edu

Lead BPS Department and/or School(s): Superintendent of Boston Public Schools

BPS Fund Manager: Dan Anderson, Executive Director of Strategy

Department Head/School Leader: Office of Turnaround and Transformation

Annual Award Amount: \$400,000

Total Award Amount (if grant period more than a year): \$400,000

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: Approximately 500 students

Sites: Paul A. Dever Elementary School

Key External Partners: Massachusetts Department of Elementary and Secondary Education

Grant Description

The “Strategic Support to Specific Underperforming Schools and Districts” grant provides funds to support the turnaround efforts at the Paul E. Dever Elementary School. The purpose is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments.

Expense Categories this Grant Pays For

~22% of the grant will be used to improve program planning by hiring a school based Director of Academics who will lead and coach teacher instruction

~22% of the grant will be allocated to hire a human capital and strategy officer who will develop strategic recruitment and retention programs for high quality talent

~22% of the grant will be used on contracted services for student supports at the school
~12% of the grant will be used to support the execution of programming at the school level by hiring a project manager/lead officer
~5% of the grant will be used to support the professional development of school leadership staff through principal peer coaching

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

Goal #1: In school year 2017-18, 69% of students will score proficient or advanced on school-wide standards-based interim assessments. In school year 2016-17, 64% of students scored proficient or advanced.

Indicator: School-based formative assessment

Goal #2: In school year 2017-18, 84% of parents will report that they engage in regular, two-way, meaningful communication about student learning with teachers and other school staff. In school year 2016-17, 82% of parents reported that they engage in regular, two-way, meaningful communication about student learning with teachers and other school staff.

Indicator: Parent survey

Goal #3: In school year 2017-18, 84% of parents will report understanding the school's turnaround efforts and the targets the school is striving for. In school year 2016-17, 81% of parents reported understanding the school's turnaround efforts.

Indicator: Parent survey