

Finance Department
Nathan Kuder, Acting Chief Financial Officer

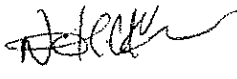
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MEMORANDUM

TO: Chairperson and Members
Boston School Committee

FROM: Nathan Kuder
Acting Chief Financial Officer 

SUBJECT: Grants for Approval

DATE: October 11, 2019

Attached please find the grants for approval by the School Committee on October 16, 2019. 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.

Boston Public Schools

Dr. Brenda Cassellius, Superintendent

Boston School Committee

Michael Loconto, Chair

City of Boston

Martin J. Walsh, Mayor



SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Big Yellow School Bus Grant
Status: New
Grant Type: Competitive
Start & End Dates: September 1, 2019 – June 30, 2020
Funding Source: State
Grantor Contact: Cyndy Gaviglio
10 St. James Avenue, 3rd Floor
Boston, MA 02116
Phone: 617-858-2711
Email: cyndy.gaviglio@state.ma.us

Lead BPS Department and/or School(s): Finance Department and Transportation Department

BPS Fund Manager: Anu Jayanth, Director of Grants and External Funding

Department Head/School Leader: Eleanor Laurans, Chief Financial Officer

Annual Award Amount: \$15,000

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

Carry-forward option: No

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

Sites: Districtwide

Key External Partners:

Grant Description

This state grant from the Mass Cultural Council is given to schools to fund various field trips throughout the school year.

Expense Categories this Grant Pays For

~100% to Transportation expenses

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

N/A

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Eos Foundation's Nourishing Kids Initiative (NKI)

Status: Continuing

Grant Type: Entitlement

Start & End Dates: October 1, 2019 -- June 2020

Funding Source: Private

Grantor Contact: Eos Foundation
Andrea Silbert
Phone: 508-430-8130
Email: silbert@EosFoundation.org

Lead BPS Department and/or School(s): Food and Nutrition Services

BPS Fund Manager: Eric Stevens, Director of Finance, FNS

Department Head/School Leader: Laura Benavidez, Executive Director of Food and Nutrition Services

Annual Award Amount: \$55,000

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

Carry-forward option: yes

Approximate # of students (or teachers, central office staff) served: 5,000

Sites: Trotter EL, Curley, Mozart Elementary, King School, Condon Elementary, Umana, Perkins, Everett, Russell, Baldwin El

Key External Partners: N/A

Grant Description

This grant will focus on breakfast after the bell programs in the various schools listed. Schools will utilize funding in purchasing new or replacing previous breakfast equipment to further provide access to meals for students and helps the schools meet the initiative of providing breakfast after the bell.

Expense Categories this Grant Pays For

~90% of the grant will be allocated to purchase equipment for the schools to implement the program (classroom bags, vacuum cleaners, trash bins, breakfast carts, etc.)

~10% of the grant will be used to provide school incentives that they may market the program to parents and school at their discretion.

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

Participation Data on School Breakfast Program participation rates by utilizing daily data obtained regarding meals claimed for reimbursement

- Reach 80% of daily breakfast participation

Financial Data - examine the revenues and costs to determine our program profitability or sustainability

- Overall Revenues
- Overall Costs
 - Food - at 40% of revenue
 - Labor - at 45% of revenue
 - Facilities/utilities - less than 7% of revenue

Survey Data

- Student satisfaction with breakfast program
 - Menu choices
- Teacher satisfaction with breakfast program
 - Convenience of menu items/waste removal efficiency
 - Time consumed during breakfast service
- Parent satisfaction with breakfast program
 - Willingness to send children to breakfast program
 - Satisfaction with menu choices/nutrition content
 - Satisfaction with program convenience/service delivery method

School/Attendance Data

- Percentage or total change in number of morning nurse's office visits
- Student health examination data related to weight/nutrition
- Percentage or total change in number of morning disciplinary incidents
 - In classrooms
 - On the playground
 - Referred to dean or principal's office
- Total or percentage change in student tardiness
- Total or percentage change in student absence

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Financial Education Innovation Fund – BCLA
Status: New
Grant Type: Competitive
Start & End Dates: December 1, 2019 – January 31, 2020
Funding Source: State
Grantor Contact: Christine Callahan, Office of Economic Education
One Ashburton Place 12th fl., Boston, MA 02180
(617) 367-9333 ext. 613
ccallahan@tre.state.ma.us

Lead BPS Department and/or School(s): Boston Community Leadership Academy

BPS Fund Manager: Francine Locker, Headmaster, BCLA

Department Head/School Leader: Francine Locker, Headmaster, BCLA

Annual Award Amount: \$2,500

Total Award Amount (if grant period more than a year): \$2,500

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 90

Sites: Boston Community Leadership Academy

Key External Partners: Early Investors Inc.

Grant Description

This financial education grant program will provide 90 Boston Community Leadership Academy H.S. students with access to sound money management skills to navigate through life's many opportunities and challenges. Students will be better prepared as they transition from high school to further education or the workforce. The Financial Education Fair, along with the workshops are a fun and effective way for students to learn about making real world financial decisions when it comes to saving, spending, and budgeting based on career choices and lifestyle decisions.

Expense Categories this Grant Pays For

~100% financial literacy workshop

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

Goal #1: Students will know: How to make choices about what goods and services they buy because they can't have everything they want. This requires individuals to prioritize their wants; How to make informed decision making requires comparing the costs and benefits of spending alternatives. Costs are things that a decision maker gives up; benefits are things that a decision maker gains; that whenever people buy something, they incur an opportunity cost. Opportunity cost is the value of the next best alternative that is given up when a person makes a choice

Indicator: Buying Goods & Services Benchmarks

Goal #2: Students will know how: To choose between immediate spending and saving for future consumption. Some people have a tendency to be impatient, choosing immediate spending over saving for the future; Banks and other financial institutions loan funds received from depositors to borrowers. Part of the interest received from these loans is used to pay interest to depositors for the use of their money; Interest rates paid on savings and charged on loans, like all prices, are determined in a market; Compound interest is the interest that is earned not only on the principal but also on the interest already earned; Borrowers who repay loans as promised show that they are worthy of getting credit in the future. A reputation for not repaying a loan as promised can result in higher interest charges on future loans, if loans are available at all.

Indicator: Saving Benchmarks

Goal #3: Students will know: Credit card purchase is a loan from the financial institution that issued the card. Credit card interest rates tend to be higher than rates for other loans. In addition, financial institutions may charge significant fees related to a credit card and its use; Banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment; Lenders make credit decisions based in part on consumer payment history. Credit bureaus record borrowers' credit and payment histories and provide that information to lenders in credit reports; Failure to repay a loan has significant consequences for borrowers such as negative entries on their credit report, repossession of property (collateral), garnishment of wages, and the inability to obtain loans in the future; Entitled to a free copy of their credit report annually so that they can verify that no errors were made that might increase their cost of credit

Indicator: Credit Benchmarks

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Financial Education Innovation Fund – New Mission

Status: New

Grant Type: Competitive

Start & End Dates: December 1, 2019 – January 31, 2020

Funding Source: State

Grantor Contact: Christine Callahan, Office of Economic Education
One Ashburton Place 12th fl., Boston, MA 02180
(617) 367-9333 ext. 613
ccallahan@tre.state.ma.us

Lead BPS Department and/or School(s): New Mission

BPS Fund Manager: Natasha Lopez, Manager, College and Counseling Programs, New Mission

Department Head/School Leader: Andrew Bott, Principal, New Mission

Annual Award Amount: \$2,500

Total Award Amount (if grant period more than a year): \$2,500

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 90

Sites: Boston Community Leadership Academy

Key External Partners: Early Investors Inc.

Grant Description

This financial education grant program will provide 110 New Mission students with access to sound money management skills to navigate through life's many opportunities and challenges. Students will be better prepared as they transition from high school to further education or the workforce. The Financial Education Fair, along with the workshops are a fun and effective way for students to learn about making real world financial decisions when it comes to saving, spending, and budgeting based on career choices and lifestyle decisions.

Expense Categories this Grant Pays For

~100% financial literacy workshop

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

Goal #1: Students will know: How to make choices about what goods and services they buy because they can't have everything they want. This requires individuals to prioritize their wants; How to make informed decision making requires comparing the costs and benefits of spending alternatives. Costs are things that a decision maker gives up; benefits are

things that a decision maker gains; that whenever people buy something, they incur an opportunity cost. Opportunity cost is the value of the next best alternative that is given up when a person makes a choice

Indicator: Buying Goods & Services Benchmarks

Goal #2: Students will know how: To choose between immediate spending and saving for future consumption. Some people have a tendency to be impatient, choosing immediate spending over saving for the future; Banks and other financial institutions loan funds received from depositors to borrowers. Part of the interest received from these loans is used to pay interest to depositors for the use of their money; Interest rates paid on savings and charged on loans, like all prices, are determined in a market; Compound interest is the interest that is earned not only on the principal but also on the interest already earned; Borrowers who repay loans as promised show that they are worthy of getting credit in the future. A reputation for not repaying a loan as promised can result in higher interest charges on future loans, if loans are available at all.

Indicator: Saving Benchmarks

Goal #3: Students will know: Credit card purchase is a loan from the financial institution that issued the card. Credit card interest rates tend to be higher than rates for other loans. In addition, financial institutions may charge significant fees related to a credit card and its use; Banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment; Lenders make credit decisions based in part on consumer payment history. Credit bureaus record borrowers' credit and payment histories and provide that information to lenders in credit reports; Failure to repay a loan has significant consequences for borrowers such as negative entries on their credit report, repossession of property (collateral), garnishment of wages, and the inability to obtain loans in the future; Entitled to a free copy of their credit report annually so that they can verify that no errors were made that might increase their cost of credit

Indicator: Credit Benchmarks

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Fresh Fruit and Vegetable Grant
Status: New
Grant Type: Competitive
Start & End Dates: September 3, 2019 – June 30, 2020
Funding Source: Federal through State
Grantor Contact: Kevin Dawson - MA Dept. Early & Secondary Education
75 Pleasant St. Malden, MA 02148-4906
Phone: 781-338-6475
Email: kdawson@doe.mass.edu

Lead BPS Department and/or School(s): BPS Food & Nutrition Services Department

BPS Fund Manager: Eric Stevens, Director of Finance

Department Head/School Leader: Laura Benavidez, Executive Director

Annual Award Amount: \$1,228,450.00

Total Award Amount (if grant period more than a year): \$1,228,450.00

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 24,700

Sites: Adams, Samuel Elementary, Baldwin Elementary, Bates Elementary, Beethoven, Ludwig van Elementary, Boston Teachers Union, Bradley Elementary School, Clap Elementary, Condon, James F. Elementary, Conley, George F. Elementary, Curley K-8, Dever, Paul A. Elementary, East Boston EEC, Edison, Thomas A. K-8, Eliot, John K-8 Lower (Charter St. grades K1-1), Eliot, John K-8 Intermediate (Salem St Grades 2-4), Ellison/Parks Early Education School, Gardner Pilot Academy, Grew, Henry Elementary, Guild, Curtis Elementary, Hale, Nathan Elementary, Haley, Dennis K-8, Harvard-Kent Elementary, Haynes Early Education Center, Hennigan Elementary/West Zone ELC, Hernandez, Rafael K-8, Higginson K0-2 School, Higginson Lewis Elementary, Jackson Mann K-8/Horace Mann School for the Deaf and Hard of Hearing, John F. Kennedy Elementary, Kenny Elementary, Kilmer Lower (K-3), King K-8, Lee Academy (Fifield EEC), Lee, Joseph Elementary, Lyon, Mary Lower, Mather Elementary, Mattapan EEC (Mattahunt), Mckay, Donald K-8, Mendell Elementary, Mozart Elementary School, Murphy, Richard J. K-8, O'Donnell Elementary, Ohrenberger, William H Schools, Orchard Gardens K-8, Otis, James Elementary, Perkins, Michael J. Elementary, Perry, Oliver Hazard K-8, Philbrick, John D. Elementary, PJ Kennedy, Quincy, Josiah Elementary, Russell, William E. Elementary, Sarah Greenwood K-8, Shaw, Pauline A. Elementary, Sumner Elementary, Taylor, Charles H. Elementary, Trotter Elementary, Umana, Mario Academy, Up Academy Dorchester, Winship, F. Lyman Elementary, Winthrop, John Elementary

Key External Partners: n/a

Grant Description

The Fresh Fruit and Vegetable Program (FFVP) is a federally assisted program providing free fresh fruits and vegetables to children at eligible elementary schools during the school day. The goal of the FFVP is to introduce children to fresh fruits and vegetables, to include new and different varieties, and to increase overall acceptance and consumption of fresh, unprocessed produce among children. The FFVP also encourages healthier school environments by promoting nutrition education.

Expense Categories this Grant Pays For

- Total budgets for each school will be determined by DESE based on enrollment (rate per student determines total budget – rate per student approx. \$50-75).
- Maximum of 10% can be used towards administrative costs (includes, Program Manager, a portion of on-site coordinator stipends, and large equipment)
- No less than 90% can be used on operational costs (includes, produce, low-fat dips, supplies, and a portion of the on-site coordinator stipends).
- Majority of operations funds will be spent on fresh produce.

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

Goal #1: In SY19, the FFVP reached 52 schools and approximately 22,000 students. In SY20, the FFVP aims to expand the program further to reach an additional 8 schools and 2,500 students.

Indicator: FFVP will report the average number of students served each week to FNS.

Goal #2: FNS aims to serve a large variety of fresh fruits and vegetables to students through the FFVP, especially varieties that are not regularly available during the school lunch and breakfast program. In SY20, FFVP aims to expose students to at least 20 different fresh fruits and vegetables (cara cara oranges, rutabaga, mango), outside of the usual school lunch and breakfast options (carrots, apples, bananas).

Indicator: FNS will track and report the different varieties of fruits and vegetables served through FFVP.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: New England Dairy Council Smoothie Funding

Status: New

Grant Type: Competitive

Start & End Dates: November 1, 2019 – June 30, 2020

Funding Source: Private

Grantor Contact: New England Dairy Council
1034 Commonwealth Ave. Boston, MA 02215
Phone: 617-734-6750
Email: croach@newenglanddairy.com

Lead BPS Department and/or School(s): Food and Nutrition Services

BPS Fund Manager: Eric Stevens, Director of Finance and Business Development

Department Head/School Leader: Laura Benavidez, Executive Director

Annual Award Amount: \$5,528

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

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 11,000

Sites: Boston Day & Evening Academy, Boston Green Academy, Boston International, Boston Latin Academy, Brighton High, Burke High, Charlestown High, Dearborn Stem Academy, East Boston High, English High, Madison Park High, South Boston High, Tech Boston Academy, C.A.S.H., Boston Arts Academy.

Key External Partners: New England Dairy Council, FoodCorps, Share our Strength

Grant Description

The New England Dairy Council support schools in making sustainable changes to the school nutrition environment that will increase participation in meal programs and, more importantly, increase students' intake of nutrient-rich foods. One out of two kids, ages 9 and up, aren't getting enough calcium, vitamin D and potassium – essential nutrients they need to grow strong – and dairy milk is the top food source of these nutrients in the diet. Serving dairy in innovative ways, like smoothies at breakfast, can be a great way to increase participation and bridge nutrient gaps. This grant will allow for Boston Public Schools Food and Nutrition Services to purchase the equipment necessary to implement smoothies in select high school locations.

Expense Categories this Grant Pays For

~90% of the grant will be allocated for equipment.

~10% will be used for promotional materials at each site.

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

Goal #1: The goal is to increase breakfast participation and student satisfaction with the breakfast program.

Indicator: Pre- and post- participation data through our POS system. Student feedback through surveys.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: No Kid Hungry Breakfast after the Bell
Status: New
Grant Type: Competitive
Start & End Dates: October 2019-June 2020
Funding Source: Private
Grantor Contact: Jillien Meier
1030 15th St, NW Suite 1100 W Washington, DC 20005
Phone: 202-715-6674
Email: grants@strength.org

Lead BPS Department and/or School(s): Food and Nutrition Services

BPS Fund Manager: Eric Stevens, Director of Finance and Business Development

Department Head/School Leader: Laura Benavidez, Executive Director

Annual Award Amount: \$75,000.00

Carry-forward option: Yes

Approximate # of students (or teachers, central office staff) served: 20,000

Sites: Districtwide, schools with breakfast participation below 50%

Key External Partners: Share our Strength, FoodCorps

Grant Description

In order for a student to reach their potential academically, they must first have their basic needs met. One important basic need is having a nutritious breakfast. With this grant, Food and Nutrition Services will support schools in transitioning to a strong "breakfast after the bell" program, giving all students equitable access to a nutritious breakfast.

Expense Categories this Grant Pays For

- ~70% of the grant will be allocated for equipment to support the implementation of a new breakfast service model.
- ~25% of the grant will be used for promotional materials and family/community outreach.
- ~5% of the grant will be used to support events and evaluation.

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

Goal #1: Breakfast participation will increase at each target school by 5-35% with a goal of reaching 50% or above.

Indicator: Pre- and post- participation numbers via the POS system,

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: OpenSciEd Field Test
Status: New
Grant Type: Competitive
Start & End Dates: Upon approval – June 30, 2020
Funding Source: State
Grantor Contact: MA DESE
75 Pleasant St, Malden, MA 02148
Phone: 781-338-3551
Email: e.hashimoto@doe.mass.edu

Lead BPS Department and/or School(s): BPS STE Department

BPS Fund Manager: Marianne Dunne

Department Head/School Leader: Holly Rosa PreK-12 STE director

Annual Award Amount: \$28,596.00

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

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 27 teachers and ~2,200 students in grades 6-8.

Sites: McKay, Sarah Greenwood, Rafael Hernandez, Gardner Pilot Academy, O'Bryant, Hennigan, McCormack, Umana Academy, Dearborn STEM Academy, Murphy, Mary Lyon, Boston Latin Academy, Roosevelt

Key External Partners: OpenSciEd, MA DESE

Grant Description

The purpose of this grant is to provide funding for instructional materials to BPS schools that are field testing OpenSciEd middle school standards aligned science curriculum. Thirteen BPS middle schools are field testing the materials with 6th, 7th, and 8th grade students and providing feedback to the national development team of OpenSciEd

Expense Categories this Grant Pays For

100% of the funds will be allocated to the BPS STE department to purchase the specialized instructional materials that are needed for the field testing during the 2019-2020 academic year.

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

Goal #1: BPS middle grade students involved with the OpenSciEd field test will increase their understanding of specific disciplinary core ideas and demonstrate their understanding of the 2016 MA STE standards that are aligned with the grade level standards that an OpenSciEd unit addresses.

Indicator: Specific unit assessments and student work will be collected and analyzed by BPS STE dept & OpenSciEd researchers using the rubric provided by the instructional materials.

Goal #2: BPS middle grade teachers involved with the OpenSciEd field test will apply new instructional strategies in their classrooms that increase middle grade students abilities to enact the science and engineering practices that are included in the 2016 MA STE standards.

Indicator: Data collection (observations, student work, student discourse, videos of classrooms) will be shared between and among teachers involved with the field test to see the specific instructional strategies (use of routines, progress tracker, science circles) that illustrate students application of the science and engineering practices (developing and using models, creating explanations using evidence, critiquing arguments with evidence and communicating and evaluating information).

Goal #3: OpenSciEd field test materials will increase equity, access and student agency for all students to the STE disciplinary core ideas and science and engineering practices.

Indicator: End of year student survey, teacher unit evaluation, and videos of classrooms.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Reading Recovery: Massachusetts Early Literacy Intervention Program Grant
Status: New
Grant Type: Competitive
Start & End Dates: Upon Approval – June 30, 2020
Funding Source: State
Grantor Contact: Susan Kazeroid
Center for Instructional Support
MA Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906
Phone: 413-519-8422
Email: skazeroid@doe.mass.edu

Lead BPS Department and/or School(s): Department of English Language Arts and Literacy

BPS Fund Manager: Kelly L. McDermott, Reading Recovery Teacher Leader

Department Head/School Leader: Oneida Fox Roye, Director of English Language Arts and Literacy, K-12

Annual Award Amount: \$ 126,530.53

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: Teachers – 31, Students – 220

Sites: Any BPS School utilizing Reading Recovery as an early literacy intervention, currently including: Josiah Quincy School, Baldwin Early Learning Center, Curley K-8 School, Dudley Street Neighborhood Charter School, Mason Pilot School, Orchard Gardens K-8, Haynes Early Learning Center, Oliver Perry K-8 School, Henderson Inclusion School, Lee Academy Pilot School, Mather Elementary, Holmes Elementary, Everett Elementary, Kenny Elementary School, King K-8 School, Donald McKay K-8 School, East Boston EEC, Curtis Guild School, Dante Alighieri Montessori, Patrick J Kennedy School, Haley Pilot School, Philbrick School, Ellison Parks Early Education Center, Channing Elementary School, Chittick Elementary School and in partnership with Conservatory Lab Charter School

Key External Partners: Lesley University, International Data and Evaluation Center (IDEC)

Grant Description

This grant provides initial training and ongoing Professional Development for Reading Recovery teachers in Boston Public schools; Reading Recovery is a reading intervention for the lowest achieving first graders in each school. Funds cover necessary fees to ensure Boston Public Schools remains one of five training sites in the state of Massachusetts including; mandatory conference attendance, graduate credits, affiliation fees, data collection fees and student and teacher materials for Reading Recovery teachers and teacher leaders as mandated by International Standards and Guidelines.

Expense Categories this Grant Pays For

- ~56.52% of the grant will be allocated for training new teachers in Reading Recovery who will continue this work for no fewer than 3 years at their schools and for classroom teachers to train in Literacy Lessons to understand teaching and learning supports for struggling readers
- ~32.27% will be used to support ongoing professional development for previously trained Reading Recovery teachers
- ~6.13% of the grant will be used to support conference attendance as mandated by International Standards and Guidelines for all Reading Recovery teachers in BPS
- ~2.42% will be allocated to data collection for district, state and federal comparison and reports from the International Reading Recovery Data Evaluation Center
- ~2.73% will be allocated for indirect costs

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

Goal #1: In FY20 we will meet or exceed National Reading Recovery data and 65-70% of Boston Reading Recovery students will meet the average of their classmates after 12-20 weeks in the intervention.

Indicator: FY20 Boston Reading Recovery data will be benchmarked against FY20 National Reading Recovery data using information from the International Data Evaluation Center. Analysis will include comparisons of subgroups at risk to ensure Reading Recovery continues to work to close the Achievement Gap.

Goal #2: In FY20, 100% of Reading Recovery teachers will participate in ongoing professional development, teach for their colleagues and attend Reading Recovery sessions at the Literacy for All Conference in order to become more effective practitioners.

Indicator: Teachers will participate in a minimum of six professional development sessions each year, including a minimum of four behind-the-glass sessions with two lessons each session, in which they collaboratively plan. Each teacher will receive at least one school visit from a teacher leader annually and share new learning from the Literacy for All Conference with their peers.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: 21st Century Community Learning Centers - Continuation Grant Enhanced Programs for Students on an IEP

Status: New

Grant Type: Competitive

Start & End Dates: October 1, 2019 – August 31, 2020

Funding Source: Federal through State

Grantor Contact: Karyl Resnick
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone: 781-338-3515
Email: kresnick@doe.mass.edu

Lead BPS Department and/or School(s): BPS Office of School Support - Expanded Learning Time

BPS Fund Manager: Ann Nguyen, Project Manager

Department Head/School Leader: Jan Manfredi

Annual Award Amount: \$10,000

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: 25 students, after school leaders

Sites: Gardner Pilot Academy

Key External Partners: YMCA of Greater Boston

Grant Description

This grant program uses federal special education funding to continue to enhance the capacity of existing federal FC 645 21st Century Community Learning Centers programs (CCLC) to more effectively include students on Individualized Education Programs (IEP) into existing programs.

Expense Categories this Grant Pays For

100% of this grant will pay for after school leaders and partners receive mentorship and professional development from the school's IEP team to better serve students on IEPs in the after school program.

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

Goal #1: During the 19-20 school year, SAYO-T for students with special needs will demonstrate a post mean of 3.5 or higher in the area of perseverance.

Indicator: Pre and post SAYO Teacher surveys

Goal #2: During the 19-20 school year, SAYO-T and SAYO-S for students with special needs will demonstrate 25% growth or higher in the area of relationships with adults.

Indicator: Pre and post SAYO Teacher and Staff surveys

