

MEMORANDUM

TO: Chairperson and Members
Boston School Committee

FROM: Tommy Chang
Superintendent 

SUBJECT: Grants for Approval

DATE: January 5, 2018

Attached please find the grants that will be put forth for School Committee approval on January 10, 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 5, 2018

Attached please find the grants for approval by the School Committee on January 10, 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 10, 2018

Amount	FY	Grant Name	Status	Fund Manager	Focus Area(s)	Sites
\$12,500 (Estimated Value)	2018	Culture and Climate Change in Nicaragua for English Learners Grant	New	Faye Karp	English Language Acquisition	~7 sites districtwide
\$10,000	2018	Early College Designation Preliminary Grant - Charlestown	New	Alex Kalamaroff	College and Career Readiness	Charlestown High School
\$10,000	2018	Early College Designation Preliminary Grant – West Roxbury	New	Rudolph Weekes	College and Career Readiness	West Roxbury Academy
\$5,000	2018	McKinney- Vento Homeless Education Emergency Support	New	Faye Karp	English Language Acquisition	Districtwide
\$10,000	2018	Safe and Supportive Schools Grant	New	Alex Kalamaroff	Health and Wellness	Charlestown High School
\$450,000	2018	Strategic Support to Specific Underperforming Schools and Districts	New	Shira DeCovnick	School Turnaround	~30 sites districtwide
\$49,500	2018	Strategic Support to Specific Underperforming Schools and Districts – Level III Grant	New	Shira DeCovnick	School Turnaround	Blackstone, Chittick, King
\$308,360	2018	Title III: English Language Acquisition and Academic Achievement Program for English Learners and Immigrant	New	Faye Karp	English Language Acquisition	Districtwide
\$855,360	Total					

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Culture and Climate Change in Nicaragua for English Learners Grant

Status: New

Grant Type: Entitlement – In-kind donation

Start & End Dates: January 25, 2017 - June 30, 2018

Funding Source: Private

Grantor Contact: Cyrus Konstantinakos
704 Commonwealth Avenue
Phone: (617) 353-9400
Email: cyrusk@bu.edu

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: \$12,500 (Estimated Value)

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: 500

Sites: Some of the participating schools are Margarita Muniz, Hurley, Hernandez, Sarah Greenwood and Mario Umana Academy

Key External Partners: National Geographics and Boston University

Grant Description

The purpose of this project is to provide Spanish Dual Language Schools books regarding Culture and Climate Change in Nicaragua, a bilingual photo-east book produced in collaboration with Nicaraguan youth. This project will expose Boston Public Schools students, who are currently enrolled in Spanish Dual Language programs, to different the culture and lifestyle of Nicaraguan students. This project received support from the State Department, Peace Corps, National Geographic Learning and others; and it has been featured several times by Nicaraguan national news outlets and on Peace Corps and BU websites.

Expense Categories this Grant Pays For

100% for 500 copies of Culture and Climate Change in Nicaragua for Spanish Dual Language Schools

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

Goal #1: Increase Spanish Dual Language Programs' awareness in Culture and Climate Change in Nicaragua by 30%-40%.

Indicator: Pre- and post- survey for participating schools created by OEL to understand the how participating school utilize the books and reaction of students

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Massachusetts Early College Designation Preliminary Grant – Charlestown High School

Status: New

Grant Type: Competitive

Start & End Dates: January 1, 2018 – June 30, 2018

Funding Source: State

Grantor Contact: Christine R. Williams
Director of Strategic Initiatives
Division of Academic Affairs and Student Success
Massachusetts Department of Higher Education
1 Ashburton Place, Room 1401
Boston, Massachusetts 02108
Phone: 617-994-6907
Email: CWilliams@dhe.mass.edu

Lead BPS Department and/or School(s): Charlestown High School

BPS Fund Manager: Alex Kalamaroff, Director of Programming & Development, Charlestown High School

Department Head/School Leader: William Thomas, Principal, Charlestown High School

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: 125 students, 10 staff

Sites: Charlestown High School (CHS)

Key External Partners: Bunker Hill Community College (BHCC)

Grant Description

Our grant proposal supports the Career Pathways Program at Charlestown High School—in collaboration with Bunker Hill Community College and other partners—receiving the new preliminary “Early College” designation from the Massachusetts Department of Elementary & Secondary Education and the Massachusetts Department of Higher Education. Charlestown High School currently has two Career Pathways (one in Information Technology, the other in Business) with a lead cohort of 11th grade students. This preliminary “Early College” designation allows Charlestown High School to apply for final designation status, as well as more significant funding specifically for implementation, in February 2018.

Expense Categories this Grant Pays For

- ~40% of the grant is allocated to support curriculum assessment and adjustments, with a focus on the course sequencing and 9th grade exploratory year
- ~30% of the grant is allocated to support curricular alignment work between Charlestown High School and Bunker Hill Community College
- ~25% of the grant is allocated to support a Planning and Sustainability Summit, involving all key stakeholders
- ~5% of the grant is allocated to support outreach and programmatic design materials

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

Please note: This is a planning grant, so the goals revolve around the work done by adults to improve implementation, not around direct student services.

Goal #1: *Institutional Curricular Alignment:* Increase collaboration between CHS and BHCC staff, allowing us to ensure that student experience is streamlined throughout the Career Pathways Program; enhancing the frequency and quality of communication between CHS teachers and BHCC instructors; and improving the sequencing of the curricula for intentionality, clarity, and coherency.

Indicator: We will know this institutional curricular alignment is successful by analyzing: #1. At the end of the 9th grade year, a higher number of CHS students are prepared for dual-enrollment coursework (compared to data from past years); #2. In the 10th grade, the student retention rate is equal to or above 85% at the end of the School Year.

Goal #2: *Curricular and Embedded Supports Assessment and Review:* Assess current embedded supports (especially when students beginning taking classes at BHCC in their 11th grade year) and analyze student retention and student grades from BHCC, paying particular attention to our students who are ELD 4-5 and students with disabilities, then improve supports and create an on-ramp for ELL students to join the Pathways in their 11th grade year.

Indicator: We will know this curricular and embedded supports assessment and review is successful by: #1. Creating a new on-ramp for ELL students to join the Pathways in their 11th grade year; #2. Improving CHS students' course performance at BHCC and increasing the # of college credits students are receiving from BHCC in their 11th and 12th grade years.

Goal #3: *Future Planning and Sustainability Summit:* Convene a gathering of all stakeholders and, after reporting on the Careers Pathways Program thus far, develop more plans for the future, focusing on a sustainability plan to cover the rising cost of credit hours at BHCC as student enrollment continues to increase

Indicator: We will know this summit is successful by: having a sustainability plan in place by June 2018, in which we outline plans to cover the rising cost of credit hours at BHCC

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Early College Preliminary Designation and Early College Preliminary Grant – West Roxbury Academy

Status: New

Grant Type: Competitive

Start & End Dates: January 1, 2018 – June 30, 2018

Funding Source: State

Grantor Contact: Christine R. Williams
Director of Strategic Initiatives
Division of Academic Affairs and Student Success
Massachusetts Department of Higher Education
1 Ashburton Place, Room 1401
Boston, Massachusetts 02108
Phone: 617-994-6907
Email: CWilliams@dhe.mass.edu

Lead BPS Department and/or School(s): West Roxbury Academy

BPS Fund Manager: Rudolph Weekes, Headmaster, West Roxbury Academy

Department Head/School Leader: Rudolph Weekes, Headmaster, West Roxbury Academy

Annual Award Amount: \$10,000

Total Award Amount (if grant period more than a year): \$10,000

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 7 teachers/guidance staff; 400 (school-wide as evident by the planning grant)

Sites: West Roxbury Academy

Key External Partners: JFYNetworks, Quincy College

Grant Description

Early College Preliminary Designation and Early College Planning Grant Funding is a Massachusetts DHE/DESE program that provides funds to school districts, higher education institutions, and non-profit partners to support early college pathways and college-career access and readiness for students who are traditionally underserved in higher education. The overall purpose of both the Early College Preliminary Designation and the Early College Planning Grant is to design scalable programs to prepare marginalized students for higher education and secondary success by leveraging existing successful models and deep partnerships between higher education partners and high schools. The Early College Planning Grant funds

a cross-partnership team between WRA, JFYNetworks, and Quincy College to design a model for an Early College pathway program based on our Early College final designation application to be submitted February 9, 2018. This team is responsible for designing a viable, innovative, and scalable model of a BPS Early College High School where students graduate with up to 19 credits towards an associate's degree. This Early College high school design would serve students in grades 7-12 with a college and career focus, social-emotional support, and college access initiatives focused on equity and excellence.

Expense Categories this Grant Pays For

~18% of the grant will be allocated to JFYNetworks for planning and design of preparatory and concurrent supplemental academic support services through online math and English curriculum and teacher training. Liaison with Quincy College.

~37.2% will be used to stipend 5 high school teachers/guidance counselors to work as a team with partners to design an early college program by researching best practices in early college awareness, collecting data for program design, developing curriculum for program design and a recruitment plan.

~14.4% of the grant will be used to stipend 2 Quincy College representatives, including a faculty member and a social-emotional support member. These 2 participants will work with high school partners on a team to design an early college program by researching best practices in early college awareness, collecting data for program design, developing curriculum for program design and a recruitment plan.

~13.95% will be used to stipend 1 Project Coordinator, who will coordinate partnership work between JFY, CG, and WRA, as well as WRA teachers, CG faculty and a support staff member. Manages workflow, goal setting, and communication across all partners. Works in collaboration with Administrator and teachers/faculty to ensure that development of curriculum aligns with Guiding Principles and program strategic plan. Assists Administrator as needed with designing data assessment and conducting a needs assessment. Monitors MOU process in coordination with Administrator.

~13.95% will be used to stipend 1 Grant Project Administrator, who ensures oversight of program strategic plan design in coordination with the Principal/Headmaster, and manages process monitoring, milestones, and delivery of outcomes. This person will develop, in collaboration with Project Coordinator and with assistance from team, a cohesive vision for Recruitment and Communication plans with a focus on access and equity. This person builds a strategic plan for data assessment with a focus on longitudinal data demonstrating enrollment trends and manages MOU process with assistance from Project Coordinator.

~2.5% will be allocated for materials and supplies to support team planning.

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

Goal #1: Comprehensive plan for student support around college and career access and readiness in both academic and non-academic areas. This student support plan will include policies, procedures, and programs related to college and career readiness (academic rigor required for college persistence, college application process, financial aid, skills development via interventions, and career/internship/co-op advising), as well as academic success (tutoring, advising, interventions, time management and planning, and attendance). When implemented, this student support plan will increase WRA's college-going rate by 20% for 70% of participants in the Early College pathway program.

Indicator: Pre- and post-JFYNetworks early indicator assessments in ELA and math; Accuplacer assessments; college application, acceptance, and matriculation rates for both 2-year and 4-year colleges and universities.

Goal #2: Career connections strategy that include policies, procedures, and programs for career development activities at both the high school and college levels, and involvement by community businesses and other agencies regarding existing labor market conditions and possible internship/co-op

opportunities. Upon implementation, 90% of students will be engaged in career opportunities, such as internships, career mentoring, or co-ops. Upon implementation and completion of a career-based internship/co-op, 85% of participants will have successfully completed the career field engagement opportunity.

Indicator: 1. Comparing pre-and post-assessments of LASSI (Learning & Study Strategies Inventory) and Lessons Learned & Knowledge Gained survey, 60% of students will demonstrate increased self-perception of their ability to engage career-based work. 2. Employer surveys documenting student growth in career experiences. 3. Student surveys documenting self-perceived growth in career experiences.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: McKinney- Vento Homeless Education Emergency Support

Status: New

Grant Type: Entitlement

Start & End Dates: Upon Approval - August 31, 2018

Funding Source: State

Grantor Contact: Sarah Slautterback, MKV State Coordinator
75 Pleasant Street, Malden, Ma 021248-4906
Phone:781-338-6330
Email: sslautterback@doe.mass.edu

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

BPS Fund Manager: Faye Karp, Equity & Accountability

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

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:

Sites: Districtwide

Key External Partners: Sociedad Latina and YMCA

Grant Description

The purpose of these competitive federal funds is to provide funding to ensure homeless students who have lost their housing in Puerto Rico due to Hurricane Maria and have come to Massachusetts are enrolled and supported in school. McKinney-Vento Homeless Assistance Act funds support the education of homeless students through any or all of the following priorities:

1. Tutoring, supplemental instruction, and other educational services that help homeless students
2. Collaborating with external agencies to provide homeless students and families with medical, dental, mental health, and other community and state services;
3. Providing extraordinary or emergency services to eligible students as necessary to enroll and retain them in school.

Expense Categories this Grant Pays For

100% of the grant will be allocated to provide direct, supplemental after school programming services for homeless students who have lost their housing in Puerto Rico due to Hurricane Maria students.

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

Goal #1: Track student progress in core content and ESL for 100% of students participating in CBO programs. The purpose of tracking student progress will enable the district to assess the effectiveness supplemental after-school program.

Indicator: Pre- and post-assessment scores in Core Content and ESL; ACCESS and PARCC.

Goal #2: By June 2018, 8-10% of homeless Boston Public Schools students who have lost their housing in Puerto Rico due to Hurricane Maria will receive supplemental after school programming.

Indicator: Sign-in sheets at CBO and after school programming provided by Office of English Learners.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Safe and Supportive Schools Grant
Status: New
Grant Type: Competitive
Start & End Dates: December 13, 2017 – June 30, 2018
Funding Source: State
Grantor Contact: Stacey Diaz
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, Massachusetts 02148
Phone: 781-338-3225
Email: stacy.diaz@doe.mass.edu

Lead BPS Department and/or School(s): Charlestown High School

BPS Fund Manager: Alex Kalamaroff, Director of Programming & Development, Charlestown High School

Department Head/School Leader: William Thomas, Principal, Charlestown High School

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: 10 staff + school-wide plan (932 students)

Sites: Charlestown High School (CHS)

Key External Partners:

Grant Description

Our grant supports the use of the Behavioral Health and Public Schools Framework and Self-Assessment Tool at Charlestown High School, for the development of a comprehensive school-wide behavioral health plan that has action plans for all six sections of the BHPS Framework (Leadership; Professional Development; Access to Resources and Services; Academic and Non-academic Activities; School Policies; and Collaboration with Families). This comprehensive plan will be implemented at the conclusion of this planning grant.

Expense Categories this Grant Pays For

~40% of the grant is allocated to support CHS staff who will design the comprehensive behavioral health plan

- ~20% of the grant is allocated to support a data review and resource map of all current activities related to behavioral health
- ~20% of the grant is allocated to support consultant services to provide guidance and feedback on the development of this plan
- ~20% of the grant is allocated to support outreach and programmatic design materials

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

Please note: This is a planning design grant, so the goals revolve around the work done by adults to design a comprehensive behavioral health plan for the school, not around direct student services.

Goal #1: *Conduct a data review and resources map regarding all behavioral health services and supports at Charlestown High School:* Looking at Tier I, II, and III support services; services provided in-house; services by external partners; and services designed for specific population of students, to identify any gaps and unaddressed needs at the school

Indicator: We will know this data review is successful by: qualitatively and quantitatively measuring the impact of all related behavioral student services and then identifying 3-5 areas of need, which will be a key focus of the new plan

Goal #2: *Create a comprehensive school-wide plan using the Behavioral Health and Public Schools Framework and Self-Assessment Tool:* By June 2018, there will be a comprehensive school-wide plan based on the six sections of the Behavioral Health Framework from DESE. Initial action steps will be implemented in spring 2018, with the entire plan going into effect for School Year 2018-2019.

Indicator: We will know this plan is successful by: Comparing data gathered in the review to data gathered by the end of School Year 2018-2019 (looking at % of student accessing services; % of students who are qualifying for Tier II (instead of Tier III) services; # of students and families who are benefitting from external services; and impact of Tier I work on school climate and culture, as portrayed in student conduct and student attendance data).

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Strategic Support to Specific Underperforming Schools and Districts

Status: New

Grant Type: Entitlement

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

Funding Source: State

Grantor Contact: Abigail Slayton
Office of District and School Turnaround Liaison
75 Pleasant Street, Malden, MA 02148
781-338-3517
aslayton@doe.mass.edu

Lead BPS Department and/or School(s): Office of Turnaround and Transformation

BPS Fund Manager: Shira DeCovnick, Program Manager, Office of Turnaround and Transformation

Department Head/School Leader: Shira DeCovnick, Program Manager, Office of Turnaround and Transformation

Annual Award Amount: \$449,960

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

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: ~10,500 across 29 schools

Sites: Ellis, Mendell, Condon, Hennigan, Chittick, Tobin, Sarah Greenwood, McKinley, Winship, Higgonson/Lewis, Mission Hill, Fredrick, Blackstone, Fredrick, Irving, Edwards, Timilty, Charlestown, East Boston High, Community Academy of Science and Health, West Roxbury Academy, Urban Science Academy, King K-8, Mason, Holmes, Perkins, Lyon Upper, Sumner, Russel, Tynan.

Key External Partners: American Institutes for Research (providing monitoring site visit and classroom observation feedback); Achieve 3000 (providing personalized digital intervention services for students in grades 3-8)

Grant Description

The purpose of this non-competitive grant program is to fund specific strategic initiatives that will improve the state's lowest achieving schools and districts, and support their continuous cycle of improvement. BPS has used the funds from this grant to distribute diagnostic services, intervention materials, and sponsor teacher leadership to a broad base of schools that have struggled with academic performance in one or more areas. These funds were targeted at activities that are evidence based (as with Achieve 3000 intervention), have been found to be of high value to the district in the past (Monitoring

Site Visits from AIR, Teacher Facilitator sponsorship), and / or that are designed to begin a focused school-wide improvement process at lower-performing schools before they are designated Turnaround Schools by ESE.

Expense Categories this Grant Pays For

~57% of funds will support Monitoring Site Visit diagnostic services at 12 schools

~34% of funds will support student-level intervention services, including digital interventions specifically for English Language Learners and those for students multiple grade levels behind in ELA

~6% of funds will support teacher leadership at 26 schools by expanding a well-established Teacher Facilitator program hosted by the BPS Academics Department

~3% will support stipends and substitutes to provide staff at six schools additional time to be plan and undertake a Proactive School Turnaround/Transformation process

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

Goal #1: Students who receive Achieve 3000 intervention services will demonstrate more progress in Next Generation MCAS the year they use the intervention than the previous year.

Indicator: Student Growth Percentile as reported by ESE.

Goal #2: School receiving a Monitoring Site Visit will generate an evidence-based list of actions to take the following school year in response to the final report, with actions aligned to at least two Turnaround Practice Areas. (The district will facilitate this process with school leaders.)

Indicator: Prioritized list of action steps at each school.

Goal #3: Teacher participating in the Teacher Facilitator program will develop their capacity to lead other teachers in their building in standards-based instructional planning, and will cultivate their own comprehension of new MA Curriculum standards.

Indicator: Survey of teacher participants.

SCHOOL COMMITTEE ACCEPTANCE FORM

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

Status: New

Grant Type: Entitlement

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

Funding Source: State

Grantor Contact: Abigail Slayton
Office of District and School Turnaround Liaison
75 Pleasant Street, Malden, MA 02148
781-338-3517
aslayton@doe.mass.edu

Lead BPS Department and/or School(s): Office of Turnaround and Transformation

BPS Fund Manager: Shira DeCovnick, Program Manager, Office of Turnaround and Transformation

Department Head/School Leader: Shira DeCovnick, Program Manager, Office of Turnaround and Transformation

Annual Award Amount: \$49,500

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

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: ~1,100 across 3 schools

Sites: Blackstone, Chittick, King K-8

Key External Partners: Department of Elementary and Secondary Education, American Institutes of Research

Grant Description

The Department of Elementary and Secondary Education (ESE) made these funds available to support a proactive Transformation process for low performing schools that have not yet been designated as Underperforming in the state accountability system. The participating schools will receive intensive district support to develop school improvement strategies to be implemented in the 2018-19 school year. To support this work, the grant provides (partial) funding specifically for a Monitoring Site Visit conducted by the American Institutes for Research, which will generate a report about school performance, culture, and instructional quality across multiple domains – this report will provide a foundation for selecting high-impact strategies to address school needs. The grant also provides funding

for each school to provide stipends and substitutes for staff members during the current year, enabling school staff members to have additional time to co-lead the planning process with the principal.

Expense Categories this Grant Pays For

~24% will support stipends and substitutes to provide staff at six schools additional time to be plan and undertake a Proactive School Transformation process

~76% of funds will support Monitoring Site Visits for each school. (These funds will only cover part of the cost of each visit. The remainder of funds are supplied by a complementary state grant.)

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

Goal #1: Participating schools will demonstrate stronger school-wide instructional practices during SY2018-19 mid-year observations than during winter of SY2017-18.

Indicator: Scores on the Instructional Support Domain of the CLASS tool

Goal #2: Teachers at the participating schools for both 2018 and 2019 will demonstrate higher growth for their classes on 2019 assessments than on 2018 assessments

Indicator: Average School Growth Percentile from Next Generation MCAS

Goal #3: By June 5, 2018, all three leaders from participating schools will report high confidence that their plan can be implemented with fidelity in SY2018-19

Indicator: Survey of school leaders.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Title III: English Language Acquisition and Academic Achievement Program for English Learners and Immigrant Children and Youth

Status: New

Grant Type: Entitlement

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

Funding Source: State

Grantor Contact: Beth O'Connell, Office of English Acquisitions & Achievement Massachusetts
Department of Elementary and Secondary Education
75 Pleasant Street, Malden, Ma 021248-4906
Phone: 781-338-3571
Email: eoconnell@doe.mass.edu

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

BPS Fund Manager: Faye Karp, Equity & Accountability

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

Annual Award Amount: \$308,360

Total Award Amount (if grant period more than a year): \$308,360

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: ELLs eligible for Title III services are those who are not making adequate annual progress and need additional support with English language acquisition and grade-level academic content.

Sites: Districtwide

Key External Partners: Sociedad Latina; African Community Economic Development of New England (ACEDONE), VietAid; Inquilinos Boricuas en Accion (IBA); Youth and Family Enrichment Services (YOFES); Boston Chinatown Neighborhood Center (BCNC), Here-in Our Motives Evolve (HOME Inc.); Latino Stem Alliance; St Peter's Teen Center/Catholic Charities and Boston Private Industry Council (Boston PIC)

Grant Description

Title III of the Elementary and Secondary Education Act provides supplemental funds to improve the education of English learners (ELs), including immigrant children and youth, by assisting the children and youth to learn English and meet challenging state academic content and student academic achievement standards. Priorities and required activities of formula sub grants are to:

- increase English proficiency and academic achievement in core academic subjects of English language learners by providing high-quality language instruction programs and content area teaching;
- develop, implement, and provide before-school, after-school, weekend, and summer opportunities for English language and academic content instruction for ELL students;
- provide high-quality professional development such as that which would enhance the skills and knowledge of classroom teachers to deliver effective sheltered content and English language instruction

Expense Categories this Grant Pays For

~51% of the grant will be allocated to provide direct, supplemental services to Title III ELLs in the form of after- weekend and summer-school programs (includes cost of teacher stipends, CBO contracts, books and materials, and transportation)

~12% of the grant will be allocated to provide high-quality professional development to schools (instructional PD tailored to school needs and ELL Instructional Specialists).

~27% of the grant will be allocated to provide direct service and other support to families of ELLs (ELL Family Resource specialists, Parent Literacy Program and parent ESOL classes).

~6% of the grant will be allocated to provide equitable services to participating private schools based on the per pupil rate of \$152.46.

~2% for conference fee for MATSOL/MABE Annual conference.

2% of the grant will be allocated to cover indirect costs, the maximum allowable under the terms of the grant.

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

Goal #1: Track student progress in core content and ESL for 100% of students participating in the Title III program. The purpose of tracking student progress will enable the district to assess the effectiveness of the Title III program.

Indicator: Pre- and post-assessment scores in Core Content and ESL; ACCESS and PARCC.

Goal #2: Families' engagement in literacy-based activities at home will increase by 8-10% for all participants via a pre- and post interest and engagement survey.

Indicator: Pre- and post-interest and engagement survey results.

Goal #3: Student proficiency in Core Content and/ or ESL will increase by 8-10% for all participants in Supplemental Programs; After School. This will be assessed by grade level Common Core-Aligned Curriculum via pre- and post assessments.

Indicator: Pre- and post-assessment scores in Core Content and ESL.