

MEMORANDUM

TO: Chairperson and Members
Boston School Committee

FROM: Eleanor Laurans
Chief Financial Officer

SUBJECT: Grants for Approval

DATE: March 22, 2019

Attached please find the grants for approval by the School Committee on March 27, 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.



GRANTS FOR SCHOOL COMMITTEE APPROVAL

March 27, 2019

| Amount | FY | Grant Name | Status | Fund Manager | Focus Area(s) | Sites |
|------------------|--------------|--|----------|-----------------|------------------------------|--------------------------------------|
| \$1,000 | 2019 | Arts Opportunity Fund | Increase | Anu Jayanth | Curriculum + Instruction | Districtwide |
| \$126,470 | 2019 | IDEA | Increase | Lemma Jarudi | Special Education | Districtwide |
| \$2,500 | 2019 | Financial Literacy Fund – Boston Latin Academy | New | Elvira DeLuca | College and Career Readiness | Boston Latin Academy |
| \$2,500 | 2019 | Financial Literacy Fund – Greater Egleston | New | Kevin Brill | College and Career Readiness | Greater Egleston |
| \$20,000 | 2019 | Leading Educational Access Program | New | Lemma Jarudi | Special Education | Dever, Orchard Gardens, CASH, Irving |
| \$7,500 | 2019 | Mass Grad Promsing Practices – BATA | Increase | Ben Helfat | At Risk | BATA |
| \$10,000 | 2019 | Mass Grad Promsing Practices – Charlestown | Increase | Alex Kalamaroff | At Risk | Charlestown |
| \$1,608 | 2019 | Special Education Early Childhood Grant | Increase | Lemma Jarudi | Special Education | Districtwide |
| \$30 | 2019 | Title I | Increase | Anu Jayanth | At Risk | Districtwide |
| \$171,608 | Total | | | | | |

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Arts Opportunity Fund
Status: Increase
Grant Type: Competitive
Start & End Dates: November 1, 2018 – October 31, 2019
Funding Source: City
Grantor Contact: Julia Ryan
City Hall
Phone: 617-635-2787
Email: julia.ryan@boston.gov

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

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

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

Annual Award Amount: \$1,000

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

Carry-forward option: No

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

Sites: Districtwide

Key External Partners:

Grant Description

The City provides small grants to various schools to support arts and cultural experiences such as field trips.

Expense Categories this Grant Pays For

~100% for arts and cultural experiences

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

N/A

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Individuals with Disabilities Education Act (IDEA) Federal Special Education Grant
Status: Increase
Grant Type: Entitlement
Start & End Dates: September 1, 2018 – August 31, 2019
Funding Source: Federal through State
Grantor Contact: Julia Foodman
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone: (781) 338-3577
Email: jfoodman@doe.mass.edu

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

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

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

Original Award Amount: \$17,562,190

Increase: 126,470

Total Award Amount: \$17,688,660

Total Award Amount (if grant period more than a year): \$ 17,688,660

Carry-forward option: Yes

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

Sites: Districtwide

Key External Partners: N/A

Grant Description

Individuals with Disabilities Education Act (IDEA) Federal Special Education Entitlement Grant provides funds to school districts to ensure that eligible students with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs. The following are the priorities of the grant: 1) to ensure that all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living; 2) ensure that the rights of children with disabilities and their parents are protected; 3) assist states, localities, educational service agencies, and federal agencies to provide for the education of all children with disabilities; and 4) assess and ensure the effectiveness of efforts to education children with disabilities. (34 CFR § 300.1; authority: 20 U.S.C. § 1400(d).)

Expense Categories this Grant Pays For

~76% of the grant is allocated to cover salary and benefit costs associated with direct service (instructional and professional) and support personnel. This includes Assistant Directors, Compliance

Coordinators, ABA specialists, High School Program Directors, Guidance Counselors, Career Instruction Managers, Early Childhood Liaisons, Social Worker, Inclusion Teachers, Occupational Therapists and One to One Paraprofessionals.

~14% of the grant is allocated to contractual services, which funds private placement tuitions, ABA contractual services, transition supports and services, additional direct student support and district professional development.

~The remaining 10% of the grant covers stipends for after-school activities and ESY, as well as materials and indirect costs.

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

Goal #1: During SY2018-2019, BPS will continue support its 5-year plan for the development of Orton-Gillingham and Wilson trained educators, currently in year 3 of 5, by providing training for approximately 200 educators via Orton-Gillingham Workshops and Certifications and Wilson Workshops. At a cost of about \$150K, plus materials, this is an intervention effort that is focused specifically on literacy skills for students with disabilities as well as English Language Learners with disabilities.

Indicators: Evaluate professional development attendance and expenditures per 5-year plan for roll-out of Orton-Gillingham and Wilson professional development. Evaluate participant teacher surveys for quality of professional development.

Goal #2: During SY2018-2019, BPS will reduce referrals to Special Education by 2% over prior year in grades K2-2 by supporting year two implementation of multi-tiered systems of support via curriculum investments and teacher training in Wilson Foundations.

Indicator: Compare SY2017-2018 to SY2018-2019 referrals and review feedback from teachers on the year two implementation of the Foundations curriculum.

Goal #3: During SY2018-2019, BPS will increase the percentage of students in partial and full inclusion by 2% by continuing to increase inclusive classroom opportunities across the district and increasing instructional support to special education classrooms with a focus on supports and services that are necessary to help students successful transition to more inclusive settings.

Indicator: Compare SY2017-2018 inclusion classroom enrollment to SY2018-2019 inclusion classroom enrollment, and maximize use of central office support for effective rollout of inclusive opportunities.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Financial Literacy Fund – Boston Latin Academy

Status: New

Grant Type: Competitive

Start & End Dates: March 1, 2019 – June 1, 2019

Funding Source: State

Grantor Contact: Pam Tobey, Office of Economic Education
One Ashburton Place 12th fl., Boston, MA 02180
(617) 367-9333 ext. 615
ptobey@tre.state.ma.us

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

BPS Fund Manager: Bennett Griesmer

Department Head/School Leader: Elvira DeLuca

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: 300

Sites: Boston Latin Academy

Key External Partners: Early Investors Inc.

Grant Description

This financial education grant program will provide 300 BLA 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

Deliver Pre-Workshops

Notify Staff, Partners & Volunteers of Award

Meet w/ Staff (E.I.), Partners & Volunteers

- Define Strategic Objectives & Overall Design of Fair
- Determine Date & Time of Fair

Inform Students, Parents, Faculty & Administration & Alum of Fair

Construct Booths, Signage & Collateral

Perform "Test-Run" w/ Staff, Partners & Volunteers

Execute Fair

Conduct Post-Surveys w/ Students & Meet w/ Staff, Partners & Volunteers
- Assess Overall Effectiveness of Fair
Deliver Post-Workshops
Certificate Ceremony

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; 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 that 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 Literacy Fund – Greater Egleston
Status: New
Grant Type: Competitive
Start & End Dates: March 1, 2019 – June 1, 2019
Funding Source: State
Grantor Contact: Pam Tobey, Office of Economic Education
One Ashburton Place 12th fl., Boston, MA 02180
(617) 367-9333 ext. 615
ptobey@tre.state.ma.us

Lead BPS Department and/or School(s): Greater Egleston

BPS Fund Manager: Kevin Brill

Department Head/School Leader: Kevin Brill

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: 30

Sites: Greater Egleston

Key External Partners: Early Investors Inc.

Grant Description

This financial education grant program will provide 30 G.E 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

Deliver Pre-Workshops
Notify Staff, Partners & Volunteers of Award
Meet w/ Staff (E.I.), Partners & Volunteers

- Define Strategic Objectives & Overall Design of Fair
- Determine Date & Time of Fair

Inform Students, Parents, Faculty & Administration & Alum of Fair
Construct Booths, Signage & Collateral
Perform "Test-Run" w/ Staff, Partners & Volunteers

Execute Fair
Conduct Post-Surveys w/ Students & Meet w/ Staff, Partners & Volunteers
- Assess Overall Effectiveness of Fair
Deliver Post-Workshops
Certificate Ceremony

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; 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 that 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: Leading Educational Access (LEAP) DCP Incentive Grant

Status: New,

Grant Type: Entitlement

Start & End Dates: Upon Approval – August 31, 2019

Funding Source: State

Grantor Contact: Susan Fischer
MA Department of Elementary and Secondary Education,
Malden, MA
Phone (781) 338-3365
Email: sfischer@doe.mass.edu

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

BPS Fund Manager: Lemma Jarudi and Chris Panarese

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

Annual Award Amount: \$20,000.00

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

Carry-forward option: No

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

Sites: Dever, Orchard Gardens, CASH, Irving

Key External Partners: MADESE LEAP DCP Cohort

Grant Description

This grant supports Boston Public Schools' ongoing efforts to meet the needs of all students by systemically strengthening the knowledge and skills of school-based administrators and teachers in building inclusive environments that ensure the delivery of culturally responsive instruction. This grant is aligned with the Leading Educational Access Project (LEAP), which was created to support the Department of Elementary and Secondary Education's (DESE) commitment to improving outcomes for all students, especially our most vulnerable students — inclusive of low-income students, ELL students, students of color, and students with disabilities.

This grant provides funding to a cohort of 16 Massachusetts district teams currently participating in DCP. DESE has been working collaboratively with these teams to assess why there are gaps in outcomes for student subgroups and how to address this issue through inclusive environments and culturally responsive instruction.

Expense Categories this Grant Pays For

100% Consultant Fee

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

Goal #1: All Schools

The beginning of the school year consultation services from Zarretta Hammond will increase school-based administrator and teacher capacity in creating a more culturally responsive learning environment will increase by 25% in the upcoming school year as measured by pre/post Equity Audit that includes student demographic data, attendance data, internal and external student performance data, and other related school culture data sets.

Indicators: Pre/post “Equity Audit” data analysis, summary report and School 2020 LEAP Action Plan

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Mass Grad Promising Practices - BATA
Status: Increase
Grant Type: Entitlement
Start & End Dates: Upon Approval – August 30, 2019
Funding Source: Federal Through State
Grantor Contact: Lisa Harney
Office for College, Career, and Technical Education
MA Department of Elementary and Secondary Education
75 Pleasant St. Malden, MA 02148
Phone: 781-338-3903
Email: LHarney@doe.mass.edu

Lead BPS Department and/or School(s): Boston Adult Technical Academy

BPS Fund Manager: Benjamin Helfat, Headmaster, Boston Adult Technical Academy

Department Head/School Leader: Benjamin Helfat, Headmaster, Boston Adult Technical Academy

Original Award Amount: \$30,000
Increase: 7,500
Total Award Amount: \$37,500

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: 150 students, 1 staff

Sites: Boston Adult Technical Academy

Key External Partners: Private Industry Council

Grant Description

To further our mission, with the support of MassGrad Promising Practices funding, BATA will hire a full-time Graduation Coach (Strategy 2: Adult advocates for student support) to join an existing team working with the students identified as seniors to increase the graduation rate. The Graduation Coach will meet this outcome by helping with student academics, facilitating career pathway workshops, providing motivational support, and creating a transition plan for each student through and after graduation.

Expense Categories this Grant Pays For

~100% of the grant is allocated to support a graduation coaching position

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

Goal #1: Hire a graduation coach will meet with 100% of our seniors (150) to create a transitional portfolio that includes a resume, career pathway, career survey and at least 1 college essay in order to increase our graduation rate by 10%.

Indicator: Number of senior portfolios; Attendance rates of seniors to measure engagement; School Climate Surveys to measure impact; Graduation rate of seniors.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Mass Grad Promising Practices Grant – Charlestown
Status: Increase
Grant Type: Entitlement
Start & End Dates: Upon Approval – August 30, 2019
Funding Source: Federal Through State
Grantor Contact: Lisa Harney
Office for College, Career, and Technical Education
MA Department of Elementary and Secondary Education
75 Pleasant St. Malden, MA 02148
Phone: 781-338-3903
Email: LHarney@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

Original Award Amount: \$40,000

Increase: 10,500

Total Award Amount: \$50,000

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

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 175 students / 12 staff

Sites: Charlestown High School

Key External Partners: Strong Oak & Janet Connors – for Restorative Justice work

Grant Description

This grant supports Diploma Plus, the in-house alternative education program at Charlestown High School, by providing more individualized academic and socio-emotional opportunities for students through three four areas of Restorative Justice programming, Extended Learning Time during the summer, interdisciplinary competency-based learning, and community and family engagement. Additionally, this grant supports a series of school-wide attendance initiatives to increase the daily attendance rate of 9th and 10th graders, along with more academic engagement for these students.

Expense Categories this Grant Pays For

- ~29% will be used for summer learning time programming for Diploma Plus students
- ~21% will be used to support a series of school-wide attendance initiatives
- ~21% will be used to support interdisciplinary community learning activities and program assessment
- ~18% will be used to support Restorative Justice programming in Diploma Plus

~11% will be used for instructional materials and student T-passes for summer learning programming

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

Goal #1: *School-wide Attendance Initiative:* As part of the Early Warning Indicator work that Charlestown High School is now conducting, one goal of this grant is to increase the school-wide daily attendance rate by at least 3% based a year-over-year comparison with the previous two school years; one strategy to achieve this is through a series of attendance initiative, based on those developed by other high schools that have utilized EWI, including home visits and targeting students once they get 2 absences per quarter.

Indicator: The school-wide daily attendance rate increases by at least 3% based on a year-over-year analysis.

Goal #2: *Family and Community Engagement:* Strengthening the triangle of student—family—school has been a key part of Diploma Plus’s work to re-engage over-age and under-credited students with their learning. This year, as part of this grant, we are expanding this triangle, turning it into a square, by adding a focus on community engagement and community learning projects, such as internships and student exhibitions, that connect the Diploma Plus curriculum to current issues facing students and their families.

Indicator: DP staff will conduct home visits for 100% of participating students (approximately 75 visits in total), from December 2017 through May 2018, to strengthen the triangle of student—family—school, with staff serving as family liaisons to connect students and staff to external support services. Through these home visits, families will: 1.) learn about external support services, 2.) work with students on learning goals, and 3.) provide feedback about what would help them support their children. Academic data will then be correlated with family visits and intervention services, to measure the impact of this work on students’ progress in our competency-based education system.

Goal #3: *Success for Extended Learning Time:* We will continue our revised Extended Learning Time program this summer, where students are given extra time and supports to overcome academic skill gaps and advance in our competency-based education system.

Indicator: Establish summer programming, with a target enrollment of 25 students (with a budgeting capacity for up to 30 students); each participating student will work with staff to set individualized summer learning goals, with all participating students achieving between five-to-eight competency benchmarks in total, based on those learning goals.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Special Education Early Childhood Entitlement Grant

Status: New

Grant Type: Entitlement

Start & End Dates: Upon approval – August 31, 2019

Funding Source: Federal through State

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

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

BPS Fund Manager: Lemma Jarudi

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

Original Award Amount: \$467,461

Increase: 1,608

Total Award Amount: \$469,069

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

Carry-forward option: No

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

Sites: Districtwide

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

~90% of the grant will be allocated for personnel expenses to provide supervision, professional development, and training to improve instructional and inclusive practices and supports for early childhood students. In addition, two staff will specifically visit Headstart programs to provide services to students per IEP.

~2% of the grant will be used for the purchase of appropriate instructional supplies for the classroom.

~3% of the grant will be allocated for stipends for teachers who provide professional development focused on language based skills for early learners.

~5% of the grant will be used for hiring contractors to provide professional development to teachers for designing curriculum that is tied to IEP goals and objectives.

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

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

Goal #1: Delivering age-appropriate and engaging curriculum via texts and manipulatives for Extended School Year classrooms in grades K0/K1. BPS will provide opportunities for students with disabilities to participate in curriculum aligned with the BPS Summer Focus classroom curriculum that is provided to general education students.

Indicator: Providing Summer Early Focus curriculum to 16 classrooms in Summer 2019 Extended School Year.

Goal #2: All Early Childhood (K0/K1) teachers will be invited to participate in Goalbook trainings, to support appropriate development and monitoring of IEP goals and objectives for students, and so support teachers in the alignment of curriculum toward these goals.

Indicator: Pre and post surveys designed to capture teacher feedback on trainings, as well as evidence of increased use in classrooms and through more data-driven measurement of progress in Progress Reports.

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. This PD will be offered by select BPS staff, during after school hours. 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 year's grant.

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

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Title I
Status: Increase
Grant Type: Entitlement
Start & End Dates: September 1, 2018 – August 31, 2019
Funding Source: Federal through State
Grantor Contact: Julia Foodman, Resource Allocation Strategy and Planning
ESE, 75 Pleasant Street, Malden, MA 02148
Phone: 781-338-3577
Email: jfoodman@doe.mass.edu

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

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

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

Original Award Amount: \$ 39,852,100

Increase: \$ 48,366

Total Award Amount: \$ 39,900,466

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

Carry-forward option: Yes

Approximate # of students (or teachers, central office staff) served: 53,776

Sites: Districtwide

Key External Partners: None

Grant Description

Title I is a federal entitlement program that provides funds to school districts and schools with high numbers or high percentages of children who are disadvantaged to support a variety of services. Its overall 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. The grant contains provisions for ensuring that children who are disadvantaged enrolled in private schools also benefit from the academic enrichment services funded with Title I, Part A funds.

Expense Categories this Grant Pays For

~42% of the grant will be allocated to schools based on projected enrollment x poverty percentage to be used to supplement core academic activities

~4% will be allocated to non-public schools based on eligible count of Boston students

~20% will be used to support underperforming schools through activities such as Summer Program initiatives and targeted strategies through the Office of Opportunity and Achievement Gap and Turnaround and Transformation.

~6% of the grant will be used for family/community engagement

~28% will be used for district-level investments to support schools through activities such as professional development, Data Human Capital supports, and administrative services, as well as benefits for all Title I funded positions and indirect.

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

Approximately 46% of the Title I grant goes directly to public and private schools. In FY19 we will continue the interventions and supports for low achieving students and teachers who work with low achieving students that we provide through a district reservation.

Turnaround and Transformation and our Summer Programming are critical levers for achieving the Boston Public Schools district priorities. Four specific goals for our reservation funds are:

Goal #1: 5th Quarter Portfolio / Summer Learning Academy - Out of the approximately 2,700 participating students, more than 80% of those assessed will maintain or exceed grade level equivalency in literacy and math skills and/or perform higher than like-peers according to district pre- and post-program assessment; More than 80% of participants will be promoted to the next grade.

Indicator: Scores on district pre- and post-program assessment, grade level promotion rates

Goal #2: Summer Session - Out of the approximately 244 students who participated, more than 80% of those will pass selected courses needed for high school graduation, which students failed during the school year.

Indicator: Increase passing rates for high school course recovery

Goal # 3: 5th Quarter Portfolio / Summer Learning Academy - Increase students' skill-development and engagement in learning.

Indicator: NIOST tools (SAYO-Y and SAYO-T) will show improvement in "Power Skills": Critical Thinking, Perseverance, Relationships and self-regulation, as well as program quality indicators. Based on recorded attendance at the site level, students will attend programming at an average daily attendance rate of at least 80%.

Goal # 4: The Office of Turnaround & Transformation will coordinate 100+ hours of supplemental professional development for current and future leaders of Turnaround schools by July 2019, meeting the stated learning objectives of each PD session more than 75% of the time based on survey-self-report of a majority of participants following each session.

Indicator: Self-reported surveys