

MEMORANDUM

TO: Chairperson and Members
Boston School Committee

FROM: Eleanor Laurans
Chief Financial Officer

SUBJECT: Grants for Approval

DATE: April 5, 2019

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

April 10, 2019

Amount	FY	Grant Name	Status	Fund Manager	Focus Area(s)	Sites
\$5,000	2019	Financial Literacy Fund – New Mission	New	Natasha Lopez	College and Career Readiness	New Mission
\$10,000	2019	Mass Grad Promsing Practices – BiNCA	Increase	Tony King	At Risk	BiNCA
\$10,000	2019	Mass Grad Promsing Practices – English	Increase	Caitlin Murphy	At Risk	English
\$10,000	2019	Mass Grad Promsing Practices – Madison Park	Increase	Kevin McCaskill	At Risk	Madison Park
\$6,501	2019	Mass Life Sciences Center Equipment Grant	Increase	Michelle Sylvaria	Curriculum and Instruction	~9 sites districtwide
\$171,179	2019	Title III: English Language Acquisition & Academic Achievement Program for English Learners and Immigrant Children and Youth	New	Shirley Peng	English Language Acquisition	Districtwide
\$212,680	Total					

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Financial Literacy Fund – New Mission
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): New Mission

BPS Fund Manager: Natasha Lopez

Department Head/School Leader: Natasha Lopez

Annual Award Amount: \$5,000

Total Award Amount (if grant period more than a year): \$5,000

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 110

Sites: New Mission

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

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: Mass Grad Promising Practices Grant - BiNCA
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 International and Newcomers Academy

BPS Fund Manager: Tony King, Headmaster, BiNCA

Department Head/School Leader: Tony King, Headmaster, BiNCA

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: 350

Sites: Indicate "Districtwide" or name specific schools

Key External Partners:

Grant Description

Boston International High School will build on existing dropout prevention strategies and roll out new mechanisms for raising our graduation rate by implementing research based practices. We will provide addition training and tools to teachers who serve as advisors in our advisory program. This will support our goal of having each BIHS student connected with a caring adult. Correspondingly, we will employ new family engagement strategies providing culturally and linguistically appropriate parental supports designed to develop a shared vision of educational opportunity between families and the school. We will also plan for a small Alternative Pathway in the school that will support students who are strongly connected to the school community, but who are at high risk of drop in our traditional program.

Expense Categories this Grant Pays For

The budget for the proposal reflects the values described above. There is an investment in strengthening the advisory program through training, provisioning and improving. We included funds for 5 days of training (often divided into small sessions), as well as funding for the Advisory Committee and the purchase of supplies to build an effective advisory. Each of these investments is building towards ensuring that each student has a caring adult linked with them.

A large portion of the budget is dedicated to the family engagement through workshops that lead to student/guardian college visits. This investment will lead towards families and the school having a shared vision of the menu of opportunities available after high school. The funding will be used to pay a multilingual, multicultural team of teachers and support staff to prepare and delivery a series of workshops designed to help families both support their student now and to clearly understanding the opportunities available to them in the future. A highlight of the workshops will be a college visit. Many of our families have never had the opportunity to visit and college and this experience allows them to more deeply support the student as they negotiate the college experience.

The budget will also support a planning committee who will design a very small in school pathway for students who have met competency determinations, but are at very high risk of not graduating. The planning committee will design a plan to be piloted in the 2019-2020 school year.

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

Goal #1: Increase Graduation Rate for 2019 Cohort and 2020 Cohort

We expect that the initiatives and supports provided through the grant to help us increase our graduation rate by 5%. This increase will come as a result of increased family engagement in the college process and a new pathway focused on off track students who have met the competency determination.

Indicator: DESE reported graduation rate.

Goal #2: Increase the percentage of students feeling connected to an adult in the building.

Part of the impetus for the Advisory program was that only 60% of students felt they had an adult that they could go to with a challenge. This year we introduced an advisory program that will have a positive impact on relationship building. We expect to see a 5% increase this year as measure by our annual student survey.

Indicator: Annual Student Survey.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Mass Grad Promising Practices - English
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): The English High School

BPS Fund Manager: Caitlin Murphy, Headmaster, English High School

Department Head/School Leader: Caitlin Murphy, Headmaster, English 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: Yes or No

Approximate # of students (or teachers, central office staff) served: 75

Sites: The English High School

Key External Partners:

Grant Description

The purpose of this federally-funded non-competitive grant opportunity is to provide supplementary support to school districts with high concentrations of students at-risk for not graduating from high school. These students may: be expectant or parenting teens, have drug or alcohol addictions, have current or previous contact with the courts or juvenile justice system, be at least one year behind expected grade level for the age of the individual, have limited English proficiency, be a gang member, be a former dropout, have high or chronic absenteeism, and/or any other factors that would place students at-risk for not graduating.

Expense Categories this Grant Pays For

-100% of the grant will be used for staffing to support our students who are over-age and under credited. This grant will allow us to hire a Re-Engagement Specialist to staff our Learning Lab, supporting our students who are overage and undercredited. The Re-Engagement Specialist will track attendance and support students in reaching their academic and attendance goals.

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

Goal #1: We will reduce the number of students who are off track for their grade level by 20%.

Indicator: Student grade level and cohort reports in Aspen.

Goal #2: We will increase our graduation rate by 5% by re-engaging students in the 2019 cohort and helping them to recover credits through our Learning Lab program.

Indicator: Senior course completion tracker, 2019 graduation rate

Goal #3: We will have an average daily attendance in the Learning Lab of 95% in order to ensure that students are making progress in recovering credits.

Indicator: Daily attendance sign in sheets, Aspen Attendance

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Mass Grad Promising Practices – Madison Park
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): Madison Park Technical Vocational HS

BPS Fund Manager: Anthonie Marsh, Business Manager, Madison Park Technical Vocational HS

Department Head/School Leader: Kevin McCaskill, Executive Director

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: 50

Sites: Madison Park Technical Vocational HS

Key External Partners: Coalition of Schools Educating Boys of Color (COSEBOC)

Grant Description

Madison Park TVHS will address the social, emotional, and/or health needs of targeted students through the Rites of Passage Program. The COSEBOC Rites of Passage program model ushers boys and young men of color to a healthy state of adulthood by centering experiences on their gifts, cultural and historical identities, character development, leadership development, career exploration, and exposure to optimal experiences that inspire excellence and legacy. It provides educational and life experiences that help guide students through a series of challenges that enable them to heal, grow, and thrive in the face of chronic stress and trauma. In the COSEBOC model, trauma is not seen as an experience to be ignored. Rather, it is an opportunity for boys and young men to build strength and resilience – for themselves, their families, and their communities.

Expense Categories this Grant Pays For

~\$16,000 in stipends for teachers and support staff

~\$15,000 for contractual services provided by COSEBOC
~\$6,000 for travel for students and staff
~\$3,000 for technology

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

Goal 1: Average daily attendance (ADA) rates will increase for program participants by 3% over previous year's rate.

Indicator: Monthly monitoring of ADA rates for program participants

Goal 2: 80% program participants will make up prior courses required for promotion and graduation by June 30, 2019.

Indicator: Successful completion and passing of required coursework

Goal 3: 100% of students will meet the MCAS or MCAS portfolio requirement for graduation.

Indicator: MCAS results or MCAS portfolio determination

Goal 4: There will be a 50% reduction in discipline referrals for program participants.

Indicator: Student discipline reports

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Mass Life Sciences Center Equipment Grant

Status: New

Grant Type: Competitive

Start & End Dates: March 1, 2019 – June 30, 2019

Funding Source: State

Grantor Contact: Contact Name: Mass Life Sciences Center
Address 1000 Winter Street, Suite
2900, Waltham, Massachusetts 02451
Phone: 781-373-7719
Email: rmudawar@masslifesciences.com

Lead BPS Department and/or School(s):

BPS Fund Manager: Michelle Sylvaria Executive Director of Career and Technical Education

Department Head/School Leader: Michelle Sylvaria Executive Director of Career and Technical Education

Original Award Amount: \$421,668

Increase: \$ 6,501

New Award Amount: \$428,169

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

Carry-forward option: No

Approximate # of students served: Students- up to 1,900

Sites: BAA, BDEA, BINCA, EBHS, EMK, Burke, O'Bryant, Madison Park, New Mission

Key External Partners: Mass Life Sciences Center, MassBioEd, Vertex

Grant Description

2019 Massachusetts Life Sciences Center Equipment and Supplies Grant will support access, equity, and coherence in teaching and learning in Biotechnology/ Life Sciences as BPS develops aligned curriculum and partnerships leading to sustainable college and career pathways. Our strategic plan is to expand our Biotechnology/ Life Sciences opportunities for students by 1) developing new CTE Biotechnology Pathways in three high schools to increase technical preparation and career readiness to access work-based learning programs leading to jobs 2) building our instructional capacity for hands-on lab and project-based learning within our Biology curricula that are aligned with Biotechnology/ Life Sciences industry standards, and 3) deepening our alignment and partnerships with local institutes of higher education, employers, and nonprofit STEM/ Life Sciences organizations.

Expense Categories this Grant Pays For

~36% of the grant will be allocated to equipment for Biotechnology Pathways

~57% will be used to support the integration of Biotechnology units of study in STEM courses such as Biology and Chemistry

~6% of the grant will be used for professional development/teacher externships

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

Goal #1: By September 2019, Biotechnology courses utilizing new equipment will launch at East Boston High School, New Mission High School, and Jeremiah Burke High School

Indicator: Student enrollment in new Biotech courses

Goal #2: By December 2019, new units of study in Biotech Lab practices will be integrated into STEM courses at BAA, BDEA, BINCA, EMK, O'Bryant, Madison Park

Indicator: Syllabus

Goal #3: By December 2019, at least a dozen teachers will participate in professional development on Biotechnology units of study offered by MassBioEd

Indicator: Sign-in sheets; syllabus

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, 2020

Funding Source: Federal Through State

Grantor Contact: Julia Foodman
75 Pleasant Street, Malden, Ma 021248-4906
Phone: 781-338-3571
Email: jfoodman@doe.mass.edu

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

BPS Fund Manager: Shirley Peng, Budget Manager, OELL

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

Annual Award Amount: \$171,179

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

Carry-forward option: No

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

~65% 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)
~12% of the grant will be allocated to provide high-quality professional development to schools (instructional PD tailored to school needs).

~10% of the grant will be allocated to provide direct service and other support to families of ELLs (ESOL classes).

~3% of the grant will be allocated to provide equitable services to participating private schools based on the per pupil rate of \$40.

~8% 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.