


MEMORANDUM

TO: Chairperson and Members
Boston School Committee

FROM: Eleanor Laurans
Chief Financial Officer 

SUBJECT: Grants for Approval

DATE: July 12, 2019

Attached please find the grants for approval by the School Committee on July 17, 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.



SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Charlestown Community Impact Fund

Status: New

Grant Type: Competitive

Start & End Dates: July 1, 2019 – December 31, 2019

Funding Source: City

Grantor Contact: Meghan Aldridge
Boston City Hall
1 City Hall Square
Boston, MA 02201
Phone: 617-635-4457
Email: meghan.aldridge@boston.gov

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

BPS Fund Manager: Alex Kalamaroff – Director of Outreach & Development

Department Head/School Leader: William Thomas - Principal

Annual Award Amount: \$5,000.00

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

Carry-forward option: Yes

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

Sites: Charlestown High School

Key External Partners:

Grant Description

This funding from the Charlestown Community Impact Fund will support summer programming at Charlestown High School in July and August 2019—namely, the Summer Reading Program (40 students) and the Summer Music Program (20 students). Modeled after a similar program at Boston Arts Academy, the Summer Reading Program is designed to support students who are significantly below grade level with their regards to their literacy skills, while the Summer Music Program is designed as an enrichment opportunity for students interested in pursuing music in college and careers.

The Summer Reading Program meets four days a week from July 8th to August 8th, and the Summer Music Program meets three days a week from July 8th through July 31st.

Expense Categories this Grant Pays For

~100% of the grant will be allocated to support staffing and program operations

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

Goal #1 (Enrollment/Completion – Summer Reading): To enroll 40 students into the Summer Reading Program, with at least 80% of students completing all 40 instructional hours, which will result in students reading two full books over the course the program.

Indicator: Will be tracked by our program director – using the metrics of student enrollment, student daily attendance, and student program completion

Goal #2 (Students' Learning Growth – Summer Reading): All participating students will be able to employ at least four decoding and comprehension strategies that they have found useful upon entering the 9th grade; all participating students will also advance one Grade Level Equivalent, as it is measured by the Diagnostic Assessment of Reading

Indicator: Will be tracked by program director and program instructors – using assessments to measure student mastery over decoding and comprehension strategies, and using the Diagnostic Assessment of Reading. We will also track student growth using the Rosner Test of Auditory Analysis Skills

Goal #3 (Enrollment/Completion – Summer Music): To enroll 20 students into the Summer Music Program, with at least 85% of students completing all instructional hours, and participating in two culminating performances—one in the community and one in the school.

Indicator: Will be tracked by our program director – using the metrics of student enrollment, student daily attendance, and student program completion

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Dever Strategic Support Grant
Status: New
Grant Type: Entitlement
Start & End Dates: July 1, 2019 – June 30, 2020
Funding Source: State
Grantor Contact: Abigail Slayton
Massachusetts Department of Elementary and Secondary Education
75 Pleasant St. Malden, MA 02148
Phone: (781)-338-3517
Email: Abigail.Slayton@doe.mass.edu

Lead BPS Department and/or School(s): Chief Academic Officer, Boston Public Schools

BPS Fund Manager: Todd Fishburn, Principal, Dever Elementary

Department Head/School Leader: Todd Fishburn, Principal, Dever Elementary

Annual Award Amount: \$300,000

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

Carry-forward option: No

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

Sites: Paul A. Dever Elementary School

Key External Partners: Massachusetts Department of Elementary and Secondary Education

Grant Description

The “Strategic Support to Specific Underperforming Schools and Districts” grant provides funds to support the turnaround efforts at the Paul E. Dever Elementary School. The purpose is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments. This grant supports Massachusetts' goals for increasing student achievement by expanding school districts' capacity to support and educate students with the greatest needs. The goal of Massachusetts' public K-12 education system is to prepare all students for success after high school.

Expense Categories this Grant Pays For

~37% of the grant will be used to improve program planning by hiring a school based Director of Academics who will lead and coach teacher instruction

~27% of the grant will be allocated to hire a literacy coach that will spend 40% of their time with curricula and data, 40% to deliver direct literacy services to students and 20% coaching Dever Staff Members.

~15% of the grant will be used for ILT stipends
~18% of the grant will be used for employee fringe benefits
~2% of the grant will be used for indirect costs

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

Goal #1: By June 2020, 60% of EL students in K2-5th grade will move at least 1 ELD level growth as measured by ACCESS.

Indicator: ACCESS

Goal #2: Each quarter, ANet interim assessments will show that 70% of students will be proficient or higher in 70% of grade level math standards.

Indicator: Math ANet

Goal #3: Each quarter, classroom observations will show that 100% of students performing at the lowest quartile in Literacy and Math, are receiving targeted interventions during needs-based group time.

Indicator: Classroom observations

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Ed-Fi CTA - Boston Public Schools

Status: New

Grant Type: Competitive

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

Funding Source: Private

Grantor Contact: Silvia Brunet-Jones
4417 Westlake Dr,
Austin, TX 78746
Phone: 1-(512) 600-5579

Lead BPS Department and/or School(s): Office of Instructional and Information Technology

BPS Fund Manager: Philipp Pitchford, Program Manager

Department Head/School Leader: Mark Racine, Director of Technology

Annual Award Amount: \$90,404

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

Carry-forward option: Yes

Approximate # of students (or teachers, central office staff) served: 54,000

Sites: District-wide

Key External Partners: N/A

Grant Description

This project is a continuation of the Ed-Fi CTA grant received in FY18 and FY19. Boston Public Schools (BPS) has successfully set up a production and staging Ed-Fi Operational Data Store (ODS) and piloted a visualization platform using the Ed-Fi ODS. BPS will use these project funds to further this data infrastructure improvement by developing Ed-Fi compliant longitudinal data storage and continuing to improve vendor integrations. As a part of this grant, BPS will license the Ed-Fi technology, make any derivative work produced under the project available for use by others, and provide input to a case study highlighting the outcomes from this project.

Expense Categories this Grant Pays For

- ~50% salary
- ~40% contracted services
- ~10% other

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

Goal 1: Upgrade our current Ed-Fi Operational Data Store to the latest version.

Indicator: BPS will transition the v2.5 Operational Data Store to the v3.1 Operational Data Store by December 31, 2019. BPS will implement the use of the Ed-Fi Shim to allow for backward compatibility for assessment partners by December 31, 2019.

Goal 2: Establish a longitudinal data storage solution that is Ed-Fi compliant.

Indicator: BPS will utilize a middle analytics tier to set up a storage solution for longitudinal data analysis by June 30, 2020.

Goal 3: Improve vendor integrations with the Ed-Fi Operational Data Store.

Indicator: Illuminate will push assessment results to the BPS Ed-Fi ODS by July 31, 2019. Ellevation will pull student data from the BPS Ed-Fi ODS by December 31, 2019. Panorama will pull student data from the BPS Ed-Fi ODS by December 31, 2019.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Promoting Adolescent Health through School-Based HIV Prevention

Status: New

Grant Type: Competitive

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

Funding Source: Federal

Grantor Contact: Yolanda Cavalier
Division of Adolescent and School Health (DASH)
Program Development & Services Branch (PDSB)
1600 Clifton Road, NE, MS E-75
Atlanta, Georgia 30329-4027
(404) 639-3381
ycavalier@cdc.gov

Lead BPS Department and/or School(s): Health and Wellness Department

BPS Fund Manager: Jill Carter, Assistant Superintendent, Office of Social Emotional Learning and Wellness

Annual Award Amount: \$410,000

Total Award Amount (if grant period more than a year): \$2,050,000 (five years)

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: The BPS program, Empowering Teens Through Health (ETTH), will reach 11,884 6-12 graders in 18 priority schools and ultimately all 27,326 6-12 graders in BPS as we expand our program rollout to the remaining middle and high school diffusion schools.

Sites: Districtwide – The following 18 schools will be considered priority schools for this program:
Boston Collaborative High School, Boston Community Leadership Academy, Boston Green Academy, Boston International Newcomer High School, Boston Latin Academy, Boston Latin School, Brighton High School, Charlestown High School, Dearborn STEM 6-12 Early College Academy, Excel High School, Henderson K-12 Inclusion School Upper, Josiah Quincy Upper School, Madison Park High School, Margarita Muniz Academy, Muriel S. Snowden International School at Copley, TechBoston Academy 6-12, William McKinley Preparatory High School, William McKinley South End Academy

Key External Partners: Action for Boston Community Development (ABCD), Boston Gay and Lesbian Adolescent Social Services (GLASS), Boston Medical Center, Boston Public Health Commission, Boston Children's Hospital, East Boston Neighborhood Health Center, Gay, Lesbian, & Straight Education Network of Massachusetts (GLSEN MA), Fenway Health, Greater Boston PFLAG, Planned Parenthood League of Massachusetts, Sidney Borum Jr. Health Center, Tufts Medical Center

Grant Description

BPS will catalyze comprehensive, sustainable change resulting in delaying the onset of sexual activity; decreasing rates of sex without condoms; increasing the use of contraceptives; decreasing risk behaviors that place youth at higher risk of adverse health outcomes including substance abuse, violence and mental illness; decreasing HIV infection and other STDs; decreasing pregnancy rates and increasing academic success over a five-year period. Students in 18 priority schools will receive intensified supports, including evidence-informed sexual health education (SHE), strengthening access to and use of key sexual health services (SHS), and establishing and

maintaining safe and supportive environments (SSE). BPS will also engage in School-Based Surveillance using the CDC Youth Risk Behavior Survey (YRBS) and Profiles Surveys. The BPS High School YRBS is the primary surveillance tool used in Boston to monitor youth health behaviors, including unhealthy risk behaviors which contribute to the leading causes of premature morbidity and mortality among adolescent youth. The resulting data is used to describe the prevalence of health risk behaviors among all youth; evaluate trends over time; inventory, evaluate, and improve school programs and policies aimed to address these health risk behaviors; and develop key community partnerships to maximize the impact of activities. The addition of the middle schools through ETTH will expand the scope of data collected to reach and respond to a wider adolescent population. BPS will use the Profiles Survey to inventory health programs, services, and policies in all BPS MS and HS to identify gaps in current sexual health education, sexual health services, and safe and supportive environments. BPS will collaborate with community partners and use this data to target efforts in schools lacking health programs, services and policies, and distribute resources to schools where the greatest need is demonstrated. Narrowing the gap in sexual health education and services and implementation of comprehensive health policies will ensure that all BPS students have equitable access to quality resources and systems to maximize their potential for developing healthful behaviors.

Expense Categories this Grant Pays For

~48% in Personnel
~13.9% in Fringe
~2% in Travel
~1.9% in Supplies
~ 15% in Contractual Services
~18.7% in Other
~2.7% in Indirect Costs

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

Goal #1: Delayed onset of sexual activity among adolescents as evidenced by a target 15% reduction of adolescents who have ever had sexual intercourse, target 10% reduction of those currently sexually active, and target 10% reduction of those having had sexual intercourse with four or more persons in their lifetime.

Indicators: # and % of 18 priority schools that have a teacher/staff member delivering sexual health education (Profiles Survey; Health and Wellness Department Records). Student behaviors (Middle School and High School YRBS-odd years).

Goal #2: Target a 20% increase in the % of sexually active adolescents who use condoms and 10% increase in the use of both condoms and other contraceptive use.

Indicators: # and % of schools that have established a Condom Availability Team (Health Services Site Visit Assessment Log). # and % of schools where nurse distributes condoms as a part of the CAT team (Profiles Survey). Student outcomes (Middle School and High School YRBS-odd years).

Goal #3: Decrease risk behaviors that place youth at a higher risk of adverse health outcomes as evidenced by a target 10% decrease in substance abuse, target 10% decrease in violence, and target 15% decreased incidence of mental illness.

Indicators: # and % of schools that have a trained Bullying Prevention Specialist. (Grant SSE Survey and Succeed Boston Department Records). # and % of high schools that have established student-led Gay Straight Alliances (Grant SSE Survey and Succeed Boston-Department Records). Student outcomes (Middle School and High School YRBS-odd years).

Goal #4: Target a 10% decrease in rates of HIV infection; target a 15% decrease in rate of STDs; and target a 10% decrease in pregnancy rates.

Indicators: # and % of 18 priority schools that have a teacher/staff member delivering sexual health education (Profiles Survey; Health and Wellness Department Records). # and % of schools that have established a Condom Availability Team (Health Services Site Visit Assessment Log). # and % of schools where nurse distributes condoms as a part of the CAT team (Profiles Survey).

Goal #5: Increased academic success as evidenced by a target 10% increase in graduation rates and a 5% decrease in chronic absenteeism rates.

Indicators: Graduation rates and absenteeism rates.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Improving Student Access to Behavioral and Mental Health Services

Status: New

Grant Type: Competitive

Start & End Dates: July 1, 2019 – June 30, 20220

Funding Source: Public

Grantor Contact: Kristen McKinnon
75 Pleasant St, Malden, MA 02148
Phone: 781-338-6306
Email: kmckinnon@doe.mass.edu

Lead BPS Department and/or School(s): Behavioral Health Services

BPS Fund Manager: Andria Amador Senior Director of Behavioral Health Services

Department Head/School Leader: Andria Amador, Senior Director of Behavioral Health Services

Annual Award Amount: \$ 110,000

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

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 112 teachers and 1,460 students

Sites: 2 CBHM Schools: Condon and Jackson-Mann

Key External Partners: Boston Children's Hospital and UMASS Boston School Psychology Department

Grant Description

BPS intends to use the funds to increase access to mental health services to 2 schools while simultaneously increasing the capacity of school staff to identify the mental health needs of students. Funds will also be used to train BPS Behavioral Health Services staff and selected mental health partner staff on a new evidence based intervention. 2 schools will be chosen who are part of the Comprehensive Behavioral Health Model (CBHM). CBHM is a multi-tiered system of supports (MTSS) developed by BPS Behavioral Health Services Department in partnership with Boston Children's Hospital (BCH) and the University of Massachusetts Boston (UMB; Pearrow, Amador, & Dennery, 2016) which provides a continuum of behavioral health services to 69 schools. CBHM addresses the diverse needs of children and ensures access to high-quality services and includes direct social-emotional skill instruction for all students, as well as a systematic process for reinforcing positive behaviors exhibited by students at the universal, Tier 1 level. From prevention and promotion, to at-risk services and intensive services, CBHM provides coaching support to school leaders to build the capacity of staff to meet the needs of students. Currently CBHM is in 69 schools serving over 25,000 students. Schools in the CBHM are demonstrating significant behavioral health improvements (Snyder, Pearrow, & Kaye, under review). In addition to a traditional MTSS, CBHM incorporates an Interconnected Systems Framework (ISF) to effectively link School Mental Health (SMH) systems with MTSS by collaborating with community mental health agencies to establish standards of practice and use universal screening data to identify students in need of greater services. Working in collaboration with community agencies, staff select evidence-based interventions and enhance data-

based decision-making processes, which ultimately improve student well-being and academic achievement (Barrett, Eber, & Weist, 2013). Thus, the ISF blends “education and mental health systems and resources toward depth and quality in prevention and intervention within a multi-tiered framework, allowing for greater efficiency and effectiveness” (Barrett, et al., p. 4).

Expense Categories this Grant Pays For

~ 60.0% of the grant will fund an increase in the school psychologist time at each school. Schools psychologist are responsible for proving a continuum of behavioral health services to schools and students includes, prevention and promotion, at-risk services and intensive services. At tier 1 the school psychologist is the internal coach for CBHM and as such facilitates the school climate/ CBHM team. Additionally, the school psychologist supports the universal behavioral health screening, supports data based decision making and provides teacher trainings. At tier 2 the school psychologist is a member of the SST team and provides services to students at-risk. At tier 3 the school psychologist provides individual counseling services, consultation and assessments.

~29.5% of the grant will fund increased access to mental health services with community based mental health partner. These funds will ensure that the school has access to a full-time mental health partner that can provide an array of services for students.

~10.5% of the grant will be used to pay for expenses related to required professional development offered by DESE.. Additional professional development funds will be used to train BHS staff in an evidence based counseling intervention. Funds will also be used to train teachers and partners in identified schools in Mental Health First Aid (MHFA). MHFA is a curriculum designed to raise awareness of mental health needs of students for a variety of stakeholders.

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

Goal #1: By June 2020, all behavioral health services staff will have additional evidence based practices to use in counseling and this staff will be trained in MATCH-ADTC, an evidence based treatment approach.

Indicator: Training completed. MATCH-ADTC materials purchased.

Goal#2: By June 2020, all BHS staff will have access to a stakeholder training designed to raise awareness about the mental health needs of students. BHS staff will be trained in Mental Health First Aid (MHFA) and MHFA training will be offered to parents at participating schools.

Indicator: Training completed. MHFA materials purchased. MHFA training offered.

Goal #3: By September 2020, students will have increased access to behavioral health services in the 2 participating schools.

Indicator: The school psychologist will be assigned to each participating school full-time.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: School Redesign Grant – Brighton & Excel

Status: New

Grant Type: Entitlement

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

Funding Source: State

Grantor Contact: Michael Seymour
75 Pleasant St. Malden, MA 02148
Phone: 781-338-3514
Email: mseymour@doe.mass.edu

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

BPS Fund Manager: Shira DeCovnick, Director

Department Head/School Leader: Shira DeCovnick, Director

Annual Award Amount: \$925,730

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

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: ~850 students, ~80 school-based staff

Sites: Brighton High School, Excel High School

Key External Partners: Brighton / Allston Mental Health Association, American Institutes for Research, Boston Debate League, Network for Teaching Entrepreneurship, BUILD, Buck Institute

Grant Description

The School Redesign Grant (SRG) is awarded by the state to Turnaround Schools for a period of three years, based on completion of a thorough and competitive grant process. For Brighton and Excel, this is the third year that SRG funds are awarded to support the implementation of their Turnaround Plans.

Expense Categories this Grant Pays For

- ~53% will support extended learning and professional development time at the two schools: extending the school day by 30 min for students and adding summer and school-year professional development time for staff
- ~32% will be used to partner with local organizations to provide professional development services to staff or enrichment and behavioral supports to students
- ~10% will be used to stipend teachers for assuming additional leadership responsibilities, including participating in the Instructional leadership team and participating in Externships
- ~5% of the grant will be used for state-mandated site visits conducted by the American Institutes for Research

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

Goal #1: For Excel High School, by March 2020, 41% of students on average across 9th and 10th grade will be in the top two levels of mastery, up from an average of 38% in 2019.

Indicator: Mid-year Illuminate Interim Assessment in ELA

Goal #2: For Brighton High School, by June 2020, at least 75 students will have completed an internship or external learning experience with a community partner where they will have the opportunity to apply 21st century skills, up from 54 students in 2019.

Indicator: Work-based learning coordinator records.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: School Redesign Grant - Ellis

Status: New

Grant Type: Competitive

Start & End Dates: September 1, 2019 - August 31, 2022

Funding Source: State

Grantor Contact: Michael Seymour
75 Pleasant St. Malden, MA 02148
781-338-3514
Email: mseymour@doe.mass.edu

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

BPS Fund Manager: Danielle Costello, Program Manager

Department Head/School Leader: Shira DeCovnick, Director

Annual Award Amount: \$337,673

Total Award Amount (if grant period more than a year): \$935,537

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 457 students

Sites: David A Ellis Elementary

Key External Partners:

Grant Description

The School Redesign Grant is a federally-funded, competitive grant to help districts improve their lowest performing schools. Its overall purpose is to help districts and identified schools meet students' needs through funding improvement strategies such as professional development for educators, academic enrichment programs for students, or targeted interventions. The grant requires the development, implementation and revision of a transformation plan aligned to the Massachusetts Turnaround Practice Areas, which guides the approach to rapid school improvement.

Expense Categories this Grant Pays For

~47% of the grant will be used to add staffing capacity for building climate activities and increased instructional coaching for teachers.

~30% will be allocated toward student supports such as academic interventions, before/after school tutoring, and enrichment opportunities.

~18% of the grant will be used to support teachers through increased time and professional development.

~3% will be allocated toward family engagement activities.

~3% will be used toward the district's indirect rate.

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

Goal #1: The gap between the Ellis Elementary School and the district in the percentage of English Learners who need significant support will decrease from 33% to 23% on the second BPS ELA interim assessment.

Indicator: BPS district ELA interim assessment

Goal #2: By June, 75% of students will have had at least one family member participate in at least one parent-teacher conference during the school year.

Indicator: Sign-in sheets during parent-teacher conferences and logs in ASPEN

Goal #3: By June, the percentage of students absent 10 or more days will decrease by 3 percentage points from SY18-19 to SY19-20.

Indicator: BPS data warehouse attendance report