


MEMORANDUM

TO: Chairperson and Members  
Boston School Committee

FROM: Eleanor Laurans  
Chief Financial Officer 

SUBJECT: Grants for Approval

DATE: September 19, 2018

Attached please find the grants for approval by the School Committee on September 26, 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

September 26, 2018

Amount	FY	Grant Name	Status	Fund Manager	Focus Area(s)	Sites
\$686,000	2019	JROTC	New	Olga Herasme	College and Career Readiness	East Boston, English, CASH, Excel, Burke, Madison Park, O'Bryant
\$1,686,956	2019	Perkins IV Secondary Allocation Grant	New	Michelle Sylvaria	College and Career Readiness	Districtwide
\$3,877,987	2019	Preschool Expansion Grant	New	Laurine Lamour	Early Childhood	~11 sites districtwide
\$1,500,000	2019	Social Emotional Learning in School and Out of School Setting Initiative Planning Grant	New	Sylvia Singleton	Health and Wellness	~14 sites districtwide
<b>\$7,750,943</b>	<b>Total</b>					

## SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Junior Reserve Officers Training Corp (JROTC)

Status: New

Grant Type: Entitlement

Start & End Dates: July 1, 2018 – June 30, 2019

Funding Source: Federal

Grantor Contact: Contact: Air Force - Robert Leveille  
Address: Holm Ctr/SDFA, 551 E Maxwell AFB, AL 36112-6106  
Phone: (334) 653-4249  
Email: robert.leveille.1@us.ar.mil

Contact: Army - CC JROTC (ATCC-J-10) HQ US Army Cadet Command  
Address: 1307 Third Av, Fort Knox, KY, 40121  
Phone: 1-800-347-6641

Contact Name: Marines - DFAS CLEVELAND  
Address: 1240 East Ninth Street, Cleveland, OH 044199, Room 2583, Attn: MCJROTC  
Phone: 703-784-4249

Contact: Navy - NSTC, NJROTC PROGRAM Code CD211  
Address: 250 Dallas Street, Suite A, Pensacola, Fl, 32508-5268  
Phone: 850-452-9495

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

BPS Fund Manager: Olga Herasme, Accounting Coordinator

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

Annual Award Amount: \$686,000

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

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 15 teachers

Sites: East Boston HS, English HS, Community Academy of Science and Health, South Boston – Excel High School, Jeremiah E. Burke High School, Madison Park High School, O’Bryan School of Math and Science

Key External Partners: US Department of Defense

### **Grant Description**

Junior Reserve Officer Corp (JROTC) is a federal program designed to teach high school students the value of citizenship, leadership, service to U.S. personal responsibility, and a sense of accomplishment while instilling in them self-esteem, teamwork and self-discipline. The federal government will reimburse 1/2 of the ROTC teachers' salaries.

### **Expense Categories this Grant Pays For**

100% of the grant goes towards funding salaries for Air Force, Army, Marine, and Navy JROTC Instructors.

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

**Goal #1:** JROTC will teach students character education, student achievement, wellness, leadership, and diversity while fostering a more constructive learning environment. By June, the majority of students will increase attendance, decrease school discipline referrals, and increase GPA from pre-program performance.

**Indicator:** Attendance records, discipline records, and GPA records.

## SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Perkins IV Secondary Allocation Grant

Status: New

Grant Type: Entitlement

Start & End Dates: September 1, 2018 – August 31, 2019

Funding Source: Federal through state

Grantor Contact: Julia Foodman  
75 Pleasant Street  
Malden, MA 02148  
Phone: 781- 338- 3577  
Email: jfoodman@doe.mass.edu

Lead BPS Department and/or School(s): Office of Career and Technical Education

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

Annual Award Amount: \$1,686,956

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

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: The target audience is students & staff in CVTE and CTE program district wide. Nearly, 2,500 students are served in grades 9 through 12.

Sites: Madison Park TVHS, Boston Arts Academy, Boston International High School, Boston Green Academy, Jeremiah Burke High School, East Boston High School, West Roxbury Academy, Tech Boston Academy, English High School, Charlestown High School, Urban Science Academy, Edward Kennedy Health Career Academy, John D. O'Bryant High School.

Key External Partners: Private Industry Council, Wentworth Institute of Technology, Benjamin Franklin Institute of Technology, Bunker Hill CC, Roxbury CC, MA Vocational Association, MA Association of Vocational Administrators, Chamber of Commerce, Industry representatives representing all programs, parents of students enrolled in the program

### Grant Description

Perkins IV Title I is the source of funds for Perkins allocation grants to improve career and technical education programs on the secondary education districts. The grant provides individuals with the academic and technical skills needed to succeed in a knowledge- and skills-based economy. Perkins supports career and technical education that prepares its students both for postsecondary education and the careers of their choice. Career and Technical Education Programs meet the definition of career and technical education contained in Perkins IV and have organized educational activities that- (A) offer a sequence of courses which— (i) provide individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; (ii) provide technical skill proficiency, an industry-recognized credential, a certificate; and (iii) may include prerequisite courses (other

than a remedial course) that meet the requirements of this subparagraph; and (B) Include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry including entrepreneurship.

### **Expense Categories this Grant Pays For**

Perkins IV grant program may support implementation of Curriculum and Instruction, Assessment, Professional Development and Student Support. The five key levers that DESE has identified for increasing student performance statewide include: preparing students for college and career; strengthening curriculum and instruction; strengthening educator effectiveness; supporting data use to improve policy decisions and student achievement; and turning around our lowest performing schools. Perkins IV funding is used to initiate, improve, expand, and modernized career and technical education programs; applicable program are identified by DESE.

- ~50% of the grant equipment and instructional materials
- ~10% Technology
- ~25% Staff and support
- ~10% Professional Development
- ~5% Post-secondary linkages

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

Our district goal is to increase student (and especially special populations) achievement on Perkins Core Indicators of: Academic and technical achievement Graduation Placement of students in high wage, high demand employment, postsecondary education or the military Achievement of nontraditional students and special populations enrolled in CTE programs.

**Goal #1:** Increase the % of students receiving credentials by May 2019 (and annually) to 95 % of seniors in all CTE program areas where credentials are available and graduate prepared for career and college success. Our most recent data for all CTE students in BPS is 92.54%. We are focusing on Safety Credentials, State and Industry Specific Credentials as well as locally issued credentials. Support has been provided to Perkins programs with equipment, instructional materials, teacher training, teacher credentialing and practice examinations.

**Indicator:** Perkins core indicator data will show that our technical attainment rate and positive placement rate has been significantly improved.

**Goal #2:** Improve graduation rates for students enrolled in CTE programming to 85% by May, 2019. Our most recent data for all CTE students in BPS is 75.48%%.

**Indicator:** Graduation Rates

**Goal #3:** All students enrolled in CTE coursework will develop individual student learning plans by May, 2019. All schools have been provided with access to a college and career planning platform and offered Professional Development.

**Indicator:** Individual Student Learning Plans

## SCHOOL COMMITTEE ACCEPTANCE FORM

**Grant Name:** Preschool Expansion Grant  
**Status:** New  
**Grant Type:** Competitive  
**Start & End Dates:** September 1, 2018 – August 31, 2019  
**Funding Source:** Massachusetts Department of Early Education and Care  
**Grantor Contact:** Jocelyn Bowne  
PreK Expansion Grant Manager  
51 Sleeper Street, Boston, MA 02110  
Phone: 617-988-2431  
Email: [jocelyn.bowne@state.ma.us](mailto:jocelyn.bowne@state.ma.us)

**Lead BPS Department and/or School(s):** Early Childhood Department

**BPS Fund Manager:** Jason Sachs, Director, Early Childhood

**Department Head:** Jason Sachs, Director, Early Childhood

**Annual Award Amount:** \$3,877,987

**Total Award Amount (if grant period more than a year):** \$15,519,946.28

**Carry-forward option:** No

**Approximate # of students (or teachers, central office staff) served:** 200 students per year

**Sites:** Action for Boston Community Development, Nurtury, YMCAs of Greater Boston, Boys and Girls Clubs of Dorchester, Ellis Memorial Early Education Center, Nazareth Child Care Center, Paige Academy, Wesley Child Care Center, Yawkey Konbit-Kreyol Center

**Key External Partners:** This project is a partnership between the Boston Public Schools, the Massachusetts Department of Early Education and Care, Action for Boston Community Development (ABCD), Nurtury, and YMCAs of Greater Boston. ABCD, Nurtury, and YMCA are named partners by DEEC in the MA grant application. Others were former Boston KIDS sites

### Grant Description

The Preschool Expansion Grant (PEG) is a grant awarded to the City of Boston/Boston Public Schools by the Massachusetts Department of Early Education and Care, funded from the Federal Preschool Expansion Grant to the Commonwealth of Massachusetts by the US Department of Education (US ED). As a recipient of this grant, BPS will provide coaching, mentoring, oversight, monitoring, and support to three early learning providers named in the EEC application to the US ED. The three providers will provide a high-quality full year preschool experience to over 300 four-year-old City of Boston children. Additional details about the grant are contained in the attached MOU between EEC and BPS.

### **Expense Categories this Grant Pays for**

This grant will pay for BPS staff (20%) to work with community-based partners on the PreK Expansion Grant, as well as provide funding to the community-based partners (75%) to align their staffing salaries with BPS, in addition to paying for curriculum supplies and materials.

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

**Goal #1:** Over 200 four-year-old children in Boston will receive a high-quality full day, full year preschool education in a community-based organization preschool classroom, overseen by the Boston Public Schools

**Indicator:** Evaluation by the Massachusetts DEEC, as specified by in the Massachusetts PreK Expansion Grant application



## SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Social Emotional Learning in School and Out- Of- School Setting Initiative Planning Grant

Status: New

Grant Type: Competitive

Start & End Dates: September 1, 2018 – August 31, 2019

Funding Source: Private

Grantor Contact: Polly Sing  
Wallace Foundation  
Phone: 212-251-9824  
Email: psingh@wallacefoundation.org

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

BPS Fund Manager: Sylvia Singleton, Grant Project Manager

Department Head/School Leader: Jill Carter, Acting Assistant Superintendent, SELWell

Annual Award Amount: 1,500,000

Total Award Amount: ~\$6,000,000 over 4 years

Carry-forward option: Yes

Approximate # of students (or teachers, central office staff) served: 7 Pilot Schools and 7 Comparable schools, approx. 6,000 students.

Sites: ~14 sites districtwide

Key External Partners: Boston After School and Beyond

### Grant Description

The Boston Public Schools (*BPS*) and Boston Afterschool & Beyond (*BASB*) aspire to seamlessly integrate social emotional learning (*SEL*) and wellness across all settings, both in school and across out-of-school time (OST) for every BPS student. Our approach builds the capacity of adults in multiple settings to deliver explicit SEL instruction, and to create diverse SEL supportive learning environments. This supports our shared vision: that every Boston student will realize their full potential with ample opportunities to develop a strong sense of self, think critically, form constructive relationships, and make responsible decisions.

### Expense Categories this Grant Pays For

**Personnel-** 35% of the grant will be used to hire staff that will be dedicated to push the work forward and support the schools included on both the pilot and comparable sides for the PSELI.

**Travel-** About 5% of the grant will be used to travel to various convening, meetings and workshops

**Food-** 5% of the grant will be used to cover the cost of food for various meetings and convening's and professional development offerings

**Communications:** ~5% of the grant will be used to cover communications for SEL for the PSELi initiative and also in support of SEL District-wide

**School Staff, Stipends:** ~10% of the grant will be used to cover the stipends for teachers or school-based employees to attend trainings, meetings and workshops to move the work forward

**Facilities:** ~0.5% of the grant will be used to cover the cost of facilities for home based workshops, meetings and convenings.

**Materials:** ~5% of the grant will be used to cover materials for meetings such as printing costs, supplies etc.

**Curriculum:** ~20% of the grant will cover SEL Curriculum materials for the 7 Pilot schools participating in the grant.

**Research/Measurement tools:** ~9.5% of the grant will be used to conduct research or sustain a specialized measurement tool for compiling mandatory data for the duration of the study

**Site & System Technical Assistance-** 5% of the grant will be used to cover technical and system level assistance

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

**Goal 1:** By August 2020, students and adults involved with the PSELi will have improved social and emotional learning skills, developing the intuitive ability to use intrapersonal, interpersonal, and applied skills in their daily lives both in and out of school. Approx. 2,000 Students that will be involved in the Pilot will be able to use skills in self-awareness, self-management, social relationships, and decision making across settings, in and out of school time, supporting the establishment of healthy relationships, constructive life choices, and finding success in school, careers and in life.

**Indicator:** Provision of a comprehensive menu of SEL resources by August 2020, inclusive of a rigorous curriculum that is culturally and linguistically sustaining. Access to this will result not only in less referrals for Behavioral Health Services and Succeed Boston but will also result in improved Behaviors in students included in the Pilot working to sustain environments that are safe, healthy and welcoming. All 2,000 students participating in the pilot will better understand SEL as access to the curriculum will allow them to better understand their innate abilities.

**Goal 2:** By August 2020, the Boston Public Schools District will have laid the preliminary foundation in place to infuse Social and Emotional Learning into every aspect of a student's day. By identifying and leveraging district strengths and areas of growth, we will intentionally create a shared vision, language and transformative practices that will mobilize the district's infrastructure toward a systemic and sustainable reform that will uplift student and adult SEL knowledge in grades PreK-12.

**Indicator:** The BPS SELWell Leadership Team will develop policy, align programs, and services that are coherent and specific to SEL integration, SEL explicit instruction, culture and climate, and culturally, linguistic sustaining practices. By 2020, each element of District practice will align SEL and include SEL in practice. Students will benefit from exposure to SEL in every aspect of their school day from start to finish and even during their free time. Examples of such are as follows:

- SEL will be aligned with academic instruction during the school day, Students will benefit from the exposure to SEL Standards and time built into their schedule for SEL curricula
- SEL will be aligned in professional development opportunities such as ALI and TSI as Teachers will benefit from direct exposure to SEL in professional development in order to successfully implement SEL into their school days

- SEL will be included in the EIE as Students and Teachers and District Leadership will benefit from the alignment of SEL in the Essentials for Instructional Equity, as this will be a guide to practice.

**Goal #3-** By 2020 BPS & BASB will have developed a strengths-based partnership to educate and support schools and OST programs in their alignment of site-level management in support of SEL practices across schools, across OST programs, and across school-OST settings. By 2020, Approx. 5000 students and all 126 schools in the district will have access to a menu Partner based programs that are inclusive of SEL practices and designed to support the individual needs of our students

**Indicator:** BPS and OST Program Partners will cultivate and align assets inclusive of people, policies, and resources, in order to support SEL implementation as measured by the action steps and timelines. By 2020, a detailed menu of partners that have been vetted and assessed will be accessible to school leaders, allowing them to pick from an extensive menu of partners that support.