

MEMORANDUM

TO: Chairperson and Members
Boston School Committee

FROM: Tommy Chang
Superintendent 

SUBJECT: Grants for Approval

DATE: March 17, 2016

Attached please find the grants that will be put forth for School Committee approval on March 16, 2016. Should you wish to review the proposals in more detail, the complete grant proposals have been filed with the Office of the Secretary to the School Committee.

Thank you for your cooperation. If you have any questions, staff is available to respond.

Attachment

cc: Inez Foster, Assistant Director, Resource Development Mayor's Office of Intergovernmental Relations



MEMORANDUM

TO: Tommy Chang
Superintendent

FROM: Eleanor Laurans
Executive Director of School Finance

SUBJECT: Grants for Approval

DATE: March 17, 2016

Attached please find the grants for approval by the School Committee. Full copies of the grant proposals are available for your review and will be filed with the Office of the Secretary to the School Committee.



GRANTS FOR SCHOOL COMMITTEE APPROVAL

March 23, 2016

Amount	FY	Grant Name	Status	Fund Manager	Focus Area	Sites
\$137,888	2016	Massachusetts Skills Capital Grant Program	New	Ligia Noriega	Career and Technical Education	English High School
\$20,000	2016	Quality Full-Day Kindergarten Grant (Increase through FC 701a)	Increase	Jason Sachs	Early Childhood	Districtwide
\$123,201	2016	Title I	Increase	Anu Medappa	Achievement Gap	Districtwide
\$281,089	Total					

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Massachusetts Skills Capital Grant Program
Status: New
Grant Type: Competitive
Start & End Dates: March 1, 2016 - June 30, 2016
Funding Source: State
Grantor Contact: Contact Name: Attn: Steve O'Neil
Skills Capital Grant Team
Executive Office of Housing and Economic Development
One Ashburton Place, Room 2101
Boston, Massachusetts 02108
EOHEDGrants@massmail.state.ma.us

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

BPS Fund Manager: Ligia B. Noriega / Assistant Superintendent – Head Master

Department Head/School Leader: Ligia B. Noriega / Assistant Superintendent – Head Master

Award Amount: One time Award: \$137,888

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: 140

Sites: The English High School

Key External Partners:

- Office of the Boston Police Commissioner, William Evans
- Boston Police Department District E13 (our local police station.)
- The Suffolk County Sherriff's Office Boston Private Industry Council
- Office of the Boston Fire Department Commissioner, Joseph E. Finn
- MBTA Police

Grant Description

The English High School will support the city of Boston's commitment to diversifying its police department. By launching a new vocational program in protective services, English will prepare students for entry into the city's Police Cadet Program, other local opportunities in protective services, and related post-secondary options. Our goal is to use the funds to outfit a Protective Service Forensics investigation laboratory, cyber-crime analysis with equipment for an e-911 APCO simulation dispatcher system, and other instructional materials to support student learning.

Expense Categories this Grant Pays For

We will be using funds to allow us to outfit one of our science labs with forensic science investigating equipment in: Biometric Systems (finger printing, voice analysis, and facial recognition), Glass Fragment Analysis, Blood and Blood Spatter Analysis, DNA Analysis, and Toxicology and Histology, and Narcotics Lab. We will also purchase (2) small appliances for the processing of evidence. We will purchase an e911 simulation system so that students will learn the skills and knowledge needed to become credentialed as dispatchers. The company that we are planning on purchasing the e911 simulator works with the two national major suppliers of these systems, APCO and Priority Dispatch; this vendor will ensure that employer needs are met. We will purchase a Crime Scene mannequin so that we can simulate crime scenes so that students can learn the process for gathering evidence. We also will purchase an iPad Cart from the required city vendor to allow students to take photos and gather evidence, write reports, and access online credentialing opportunities. These are the devices primarily used by city departments.

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

Goal #1: Student proficiency in Math and Science will increase by 15% for 90% of 9th graders participating in the first year of Protective Forensics Exploratory Program.

Indicator: Quarterly Benchmarks in Math and Physics for 9th graders.

Goal #2: 20% of upper grade students who had taken regular Forensics classes will enroll in the Forensics Pathway Program until they graduate with credentials in DNA Analysis and Biometric Systems.

Indicator: Quarterly Benchmarks in the State's CVTE Standards Framework.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Quality Full-Day Kindergarten Grant (Increase through FC 701a)
Status: Increase
Grant Type: Competitive
Start & End Dates: September 1, 2015 - June 30, 2016
Funding Source: State: Massachusetts Department of Elementary and Secondary Education
Grantor Contact: Contact Name: Emily Taylor
Address: ESE, 75 Pleasant Street, Malden, MA 02148
Phone: (781) 338-6313
Email: etaylor@doe.mass.edu

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

BPS Fund Manager: Jason Sachs, Department of Early Childhood

Department Head: Jason Sachs, Department of Early Childhood

Initial Award Amount: \$1,801,607

Increase Amount: \$ 20,000

Total Award Amount: \$1,821,607

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

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 4,500

Sites: Districtwide

Key External Partners: N/A

Grant Description

This grant provides for the salaries of paraprofessionals in K2 classrooms, as well as supplies to support curriculum materials in K2 classrooms, and 2 staff in the Early Childhood department to support this process (curriculum support and NAEYC coaching, as required by the grant). The majority of the money of this grant goes to paraprofessional support in K2 classrooms. The increase of \$20,000 is to support staff salaries for developing and delivering professional development for the *Focus on First* curriculum.

Expense Categories this Grant Pays For

~75% of this grant pays for instructional aides (paraprofessionals) for K2 classrooms and benefits

~13% of this grant pays for supplies and materials to support the K2 curriculum

~9% of this grant pays for salaries to support two Early Childhood staff positions to support this grant, including curriculum support and NAEYC coaching as required by the grant.

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

Goal #1: By 2020, all BPS elementary school buildings will be involved in the NAEYC accreditation process.

Indicator 1: Increase by at least 10% the number of BPS elementary schools who attain NAEYC accreditation. BPS currently has 30 accredited schools and 15 schools in process.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Title I
Status: Increase
Grant Type: Entitlement
Start & End Dates: September 1, 2015 to August 31, 2016
Funding Source: State – Federal thru State
Grantor Contact: Contact Name: Julia Foodman, School Improvement Grants Program
Address: ESE, 75 Pleasant Street, Malden, MA 02148
Phone: 781-338-3577
Email: jfoodman@doe.mass.edu

Lead BPS Department and/or School(s): City-wide

BPS Fund Manager: Anu Medappa, Director of Federal and State Grants

Department Head/School Leader: Eleanor Laurans, Executive Director of School Finance

Initial Award Amount: \$31,014,575
Increase Amount: \$ 123,201
Total Award Amount: \$31,137,776

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

Carry-forward option: Yes

Approximate # of students (or teachers, central office staff) served: 56,263

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

~45% of the grant will be allocated to schools based on projected enrollment x poverty percentage to be used to supplement core academic activities

~25% will be used to support underperforming schools through activities such as strategic partners, Capacity building Engagement Initiatives like Parent University and Liaison and Engagement Specialists, and Summer Program initiatives.

~4% of the grant will be used for family/community engagement

~2% will be allocated to non-public schools based on an equitable per student rate

~23% will be used for district-level investments to support schools through activities such as professional development, preschool programs, and administrative services

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

Approximately 45% of the Title I grant goes directly to schools. In FY16 we will continue the interventions and supports for low achieving students and teachers who work with low achieving students that we provide as part of our required 25% reservation. One specific goals for our reservation funds is:

Goal #1: In FY16 we will continue to provide direct services to low achieving student's district-wide outside of the school day through the Sped extended school year and the Summer Early Focus and Smarter Summer programs benchmarked against FY15 baseline data.

Indicator: For the Sped extended school year it is projected that BPS will be able to increase the percent of students who maintain or progress on their goals to 90% for ESY summer 2016. For summer programs it is intended that Scholars will at least maintain grade level equivalency in literacy and math skills according to district assessments and in grades 3-8 pre- and post-program STAR assessment scores