

MEMORANDUM

TO: Chairperson and Members
Boston School Committee

FROM: Tommy Chang
Superintendent 

SUBJECT: Grants for Approval

DATE: May 19, 2016

Attached please find the grants that will be put forth for School Committee approval on May 25, 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: May 19, 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

May 25, 2016

Amount	FY	Grant Name	Status	Fund Manager	Focus Area	Sites
\$28,000	2016	ECET2 - Elevating and Celebrating Effective Teachers and Teaching	New	Jennifer Dines	English Language Acquisition	Districtwide
\$25,952	2016	Enhancing Supports for Students in Poverty Grant (Fund Code 323)	New	Cindie Nielson	Special Education	Districtwide
\$6,000	2016	Special Education Program Improvement Grant (Fund Code 274)	Increase	Kristen Daley	Special Education	Districtwide
\$7,500	2016	Work and Learning Planning Grant (Fund Code 596)	New	Nancy DeLuca	College and Career Readiness	Community Academy of Science and Health
\$35,000	2016	Work and Learning Planning Summer (Fund Code 597)	New	Nancy DeLuca	College and Career Readiness	Community Academy of Science and Health
\$102,452	Total					

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: ECET2 - Elevating and Celebrating Effective Teachers and Teaching

Status: New

Grant Type: Competitive

Start & End Dates: May 15, 2016 - May 14, 2017

Funding Source: Private - New Venture Fund

Grantor Contact: Jeffrey Woolston, Grants Manager;
1201 Connecticut Ave NW, Suite 300;
Washington, DC 20036

Lead BPS Department and/or School(s): Gardner Pilot Academy, Lilla G. Frederick Pilot Middle School

BPS Fund Manager: Jennifer Dines, Special Education and Student Services Coordinator

Department Head/School Leader: Erica Herman, Principal, Gardner Pilot Academy

Annual Award Amount: \$28,000

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

Carry-forward option: No

Approximate # of teachers served: 120

Sites: Districtwide, Statewide

Key External Partners: New Venture Partners

Grant Description

The goal of this ECET2 Boston Conference “ECET2 English Language Learners En Mass(e)” is to spark and sustain a plan of action for all districts in our state to honor the lived experiences of our English Language Learners (ELLs) and to move beyond compliance toward delivering the level of instruction that these students need to be exceptionally prepared for life after high school. The approach of our proposed ECET2 Boston Conference is three-pronged: grow teacher expertise; build allyship; and cultivate teacher leadership.

Expense Categories this Grant Pays For

100% will be allocated to a teacher leadership conference focused on enhancing the work of teachers who are passionate about and dedicated to serving English Language Learners.

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

Goal #1: 100% of teachers who attend the ECET2 event will create action plans with 30, 60, and 90 day outcomes to bring back a deepened understanding of high academic expectations and culturally competent teaching to their districts.

Indicator: Action plans shared in Google Drive and posted on WritingIsThinking.Org

Goal #2: 100% of students who participate in academic instruction and/or extracurricular opportunities outlined in teacher-created action plans will increase their English language skills across all language domains.

Indicator: 100% of students will increase their Listening and Speaking skills by one level as measured by the WIDA ACCESS assessment.

Indicator: 80% of students will increase their Reading skills by one level as measured by the WIDA ACCESS exam.

Indicator: 70% of students will increase their Writing skills by one level as measured by the WIDA ACCESS exam.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Enhancing Supports for Students in Poverty Grant (Fund Code 323)

Status: New

Grant Type: Entitlement

Start & End Dates: 05/02/2016 to 08/31/2016

Funding Source: State – Federal through State

Grantor Contact: David Parker
Commonwealth of Massachusetts
Department of Elementary and Secondary Education (ESE)
75 Pleasant Street
Malden, MA 02148
dparker@doe.mass.edu

Lead BPS Department and/or School(s): Title 1 and SPED

BPS Fund Manager: Cindie Neilson, Assistant Superintendent for the Office of Special Education

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

Annual Award Amount: \$ 25,952.00

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: 145 teachers and paraprofessionals

Sites: Blackstone, Brighton High, carter Center, Community Academy for Science and Health, Charlestown High, Condon, Curley, English, Frederick, Henderson Upper, Madison Park High, Mildred Ave, Murphy, Quincy Upper, Umana Academy

Key External Partners:

Grant Description

The Enhancing Supports for Students in Poverty Grant provides single districts and partnerships of multiple districts with funds to build educator capacity to accelerate improvements in teaching, learning, and achievement for students in poverty. Boston Public Schools has invested in having Unique Learning Systems, “an online standards based set of interactive tools specifically designed for students with special needs to access the general curriculum”, in all substantially separate classrooms that provide services for our students with Moderate Intellectual Impairment and Multiple Disabilities. This system provides a comprehensive curriculum with differentiated materials with targeted and modified interventions for our students needing a high level of modification. This systematic approach enables our students to gain access to the curriculum in a manner that allows for increased independence and learning at an accelerated rate.

Expense Categories this Grant Pays For

- ~ 22% Professional Development for paraprofessionals on behavior management
- ~ 58% Contracted Services – 5 days of Professional Development for teachers and paras
- ~ 20% Space rental

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

Goal #1. By August 31, 2016, at least 90% of teachers of students with Moderate Intellectual Disabilities and Multiple Disabilities will successfully complete training in Unique Learning Systems*.

Indicator: Attendance at training sessions

Goal #2: By August 31, 2016, at least 90% of paraprofessionals in classrooms of students with Moderate Intellectual Disabilities and Multiple Disabilities will successfully complete training in Unique Learning Systems*.

Indicator: Attendance at training sessions

**The Unique Learning System will allow our students with some of the highest and most complex needs to access rigorous, standards-based curriculum that is differentiated to meet their instructional needs. The instructional tools have pre- and post-assessments built in to the differentiated standards-based curriculum that will allow teachers to track student growth throughout the year. The system also has built in resources for transition planning, which will help the district to better support these students as they transition out of the Boston Public Schools. Additionally, by implementing a common system across schools, teachers and paras will be able to collaborate more effectively, and students will be able to transition more seamlessly between schools, if they transfer throughout the school year.*

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Special Education Program Improvement Grant (Fund Code 274)
Status: Increase
Grant Type: Entitlement
Start & End Dates: 1/29/2016 to 8/31/2016
Funding Source: State
Grantor Contact: Helen Skulski
Special Education Planning and Policy Development Office
MA Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906
(781) 338-3379
hskulski@doe.mass.edu

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

BPS Fund Manager: Kristen Daley, Director of Administration

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

Initial Award Amount: \$173,784
Increase Amount + 6,000
Total Award Amount: \$179,784

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: 600

Sites: District-wide schools implementing inclusion

Key External Partners:

Key professional development providers: Dr. Devin Kearns, Neag School of Education at the University of Connecticut; Dr. Sarah Powell, University of Texas, Austin; and Dr. Zachary Rossetti, Boston University. Additional professional development will be provided by assorted vendors including: Lexia, SpellRead, Rave-O, Earobics, Sound Partners, Do the Math, TAI Math, ST Math, Ascend Math, and Dreambox.

Grant Description

The Special Education: Program Improvement Grant 274 funds professional development activities, which will advance the knowledge, skills, and capacity of educators to meet the diverse needs of students with Individualized Education Plans (IEPs), ages three through 21, in order to support improved educational results and functional outcomes for these students. This grant program is aligned with the state's overarching goal to prepare all students for success after high school. These grant funds will contribute to these goals by supporting the following state strategies for students with IEPs, instruction, and assessment: improve educator effectiveness, turn around the lowest performing schools and districts, use data and technology to support student performance, and increase college and career readiness.

Expense Categories this Grant Pays For

The additional funds will be allocated towards the LEAP professional development workshop.

~97% of the grant will be allocated for professional development and training to increase inclusive practices, support the implementation of Universal Design for Learning, and for the development and implementation of Multi-Tiered Systems of Support (MTSS) for students and providing school staff/teachers with research-based skills and tools necessary for developing and implementing Tier 1, 2, and 3 academic interventions and supports in 12 schools.

~3% of the grant will be allocated for supplies and materials to support the professional development activities.

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

Goal #1: Students in the cohort of eight (8) elementary and K-8 schools participating in RtI and Academic Intervention professional development will demonstrate a 5-10 percentage point increase in proficiency in their SGP.

Indicator: MCAS/PARCC administered in Spring, 2017.

Goal 2: Students in the cohort of eight (8) elementary and K-8 schools participating in the two-day RtI intensive will show significant progress toward literacy and math goals.

Indicator: IEP progress monitoring reports SY2016-17.

Goal 3: Students in the cohort of eight (8) elementary and K-8 schools with teacher and paraprofessional pairs who attended the behavioral and social-emotional support professional development will show a decrease in negative behaviors.

Indicator: The Behavioral Intervention Monitoring Assessment System (BIMAS) average T-scores in conduct, negative affect, and cognitive/attention.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Work and Learning Planning Grant (Fund Code 596)

Status: New

Grant Type: Competitive

Start & End Dates: March 10, 2016 - June 30, 2016

Funding Source: State

Grantor Contact: Contact Name: Carrie Harrington
College and Career Readiness
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148

Lead BPS Department and/or School(s): Community Academy of Science and Health

BPS Fund Manager: Nancy DeLuca

Department Head/School Leader: Tanya Freeman-Wisdom, Headmaster

Annual Award Amount: \$7,500

Total Award Amount: N/A

Carry-forward option: No

Approximate # of students served: 30

Sites: Community Academy of Science and Health

Key External Partners: TBD

Grant Description

Our summer program will provide students with internships as library technology apprentices and an engaging menu of academic options for students to recapture and/or earn needed credits. The participants will be identified based on their needs and the grant priorities regarding MCAS test scores and credit attainment. The planning process will include, but not limited to the following work: Student participants will be identified by their academic needs. We will create a strong, committed cohort of students. Professional development sessions will be planned and held around student expectations, instructional best practices, scheduling and curriculum and performance assessment development. The staff/educator will be hired and trained in the above professional development areas as well as CASH practices and expectations.

Expense Categories this Grant Pays For

- 74% will be allocated to Professional Development for Summer program staff
- 6% will be allocated to Staff person to coordinate professional development for Summer Program Staff
- 20% will be allocated to Consultant-Professionals with expertise in target areas

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

Staff Goals:

Goal #1: By June 24, 2016, Staff will collaborate to identify cohort of committed students for the Technology Apprenticeship Program.

Indicator: Student Commitment Letters

Goal #2: By June 30, 2016, Staff will collaborate to develop a five-week curriculum for the Technology Apprentice Program.

Indicator: Technology Apprentice Curriculum

Student Goals:

Goal #1: By August 15, 2016, 80% of the students enrolled in the summer program will earn at least one credit towards graduation.

Indicator: Students' grade(s) in summer courses.

Goal #2: By August 15, 2016, 50% of the students enrolled in the summer program will be trained for the Technology Apprenticeship Program for school year 2016-2017.

Indicator: Attendance record for Technology Apprenticeship Program

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Work and Learning Summer Grant (Fund Code 597)
Status: New
Grant Type: Competitive
Start & End Dates: July 1, 2016 - August 31, 2016
Funding Source: State
Grantor Contact: Carrie Harrington
College and Career Readiness
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Lead BPS Department and/or School(s): Community Academy of Science and Health

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BPS Fund Manager: Nancy DeLuca

Department Head/School Leader: Tanya Freeman Wisdom, Headmaster

Annual Award Amount: \$ 35,000

Total Award Amount: \$ N/A

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 30

Sites: Community Academy of Science and Health

Key External Partners: TBD

Grant Description

The Community Academy of Science and Health (CASH) is submitting a proposal to the Massachusetts Department of Elementary and Secondary Education for FY 2016 Competitive Academic Support Services *Work and Learning* grant – Fund Code 597 (Summer.) If funded, we will be able to provide needed academic support and challenging internships for students who have been unable to meet both district and state graduation requirements. During the Summer program, we will also be piloting a library technology apprentice program. This short-term funding will have a long-lasting effects on both participating students and future CASH students.

The students who participate in the Summer program will be provided with academic instruction and support in either Science, Mathematics, and/or English/Language Arts, based on individual needs. Instruction will be provided in small class settings combined with supportive coaching to assist students to practice persistence and complete classes, earn needed credits, and their diplomas. A menu of additional credit-earning options will also be available to students. This

will include credit recovery through on-line courses and portfolio projects. Selections will depend on student's learning styles, strengths and challenges.

Research shows that students who are at risk of dropping out of school due to chronic under performance do well when connected to enrichment experiences within the school community. To attend to this, students will intern as library technology apprentices. Knowledge and skills acquired during the internship will be cross-walked with Core Content and 21st Century Skills so that students can apply their experiences to a variety of interest areas, post-secondary courses of study and future careers. This will be a new career strand at CASH and after the pilot Summer program; we plan to continue offering and expanding opportunities in this career strand during the academic year.

Classes and internships will take place at the CASH school site. This will eliminate the valuable loss of time students spend traveling between school and work sites. Students will have the opportunity to learn from and interact with professional representatives from our partners, who will provide guest lectures, training and mentoring during the program.

We are proposing to work with a total of thirty (30) students who are at risk of not passing MCAS and not earning a high school diploma. Priority student participants will be those whose needs are identified in IEP's, EPP's and transcripts.

Expense Categories this Grant Pays For

~77% Allocated for two staff position to organize and coordinate implementation of Work and Learning Program and five Positions for certified, qualified teachers to provide enhanced instruction to student participants

~5.7% One consultant to provide on-going Work-based learning Plan Practice

~9.7% Student Incentives

~5.7% Refreshments

~1.7% Transportation for 2 field experiences

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

Goal #1: By August 15, 2016, 80% of the students enrolled in the summer program will earn at least one credit towards graduation.

Indicator: Students' grade(s) in summer courses.

Goal #2: By August 15, 2016, 50% of the students enrolled in the summer program will be trained for the Technology Apprenticeship Program for school year 2016-2017.

Indicator: Attendance record for Technology Apprenticeship Program