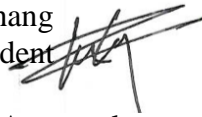


MEMORANDUM

TO: Chairperson and Members
Boston School Committee

FROM: Tommy Chang
Superintendent 

SUBJECT: Grants for Approval

DATE: May 5, 2016

Attached please find the grants that will be put forth for School Committee approval on May 11, 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 5, 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 11, 2016

Amount	FY	Grant Name	Status	Fund Manager	Focus Area	Sites
\$3,000	2016	High School Graduation Rates and Postsecondary Readiness among First Language is not English (FLNE) Students (Fund Code 695)	New	Faye Karp	English Language Acquisition	Margarita Muniz Academy
\$154,890	2016	Safe and Supportive Schools Action Plans	New	Jodie Elgee	Health and Wellness	21 Schools Districtwide
\$64,344	2016	Workforce Competitiveness Trust Fund FY16 Appropriation	New	Kevin McCaskill	Career and College Readiness	Madison Park Technical Vocational High School
\$222,234	Total					

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: High School Graduation Rates and Postsecondary Readiness among First Language is not English (FLNE) Students (Fund Code 695)

Status: New

Grant Type: Entitlement

Start & End Dates: April 1, 2016 - June 30, 2016

Funding Source: State

Grantor Contact: Nyal Fuentes
College and Career Readiness - MA Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
NFuentes@doe.mass.edu

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

BPS Fund Manager: Faye Karp, Director of Data & Fiscal Accountability

Department Head/School Leader: Dr. Frances Esparza, Assistant Superintendent

Annual Award Amount: \$3,000

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

Carry-forward option: No

Approximate # of students: 65 students; Guidance Counselors, Principals or central office staff) served: 8

Sites: Margarita Muniz Academy

Key External Partners: Area College and University Admissions Counselors

Grant Description

The Massachusetts Department of Elementary and Secondary Education's goal of this non-competitive funding opportunity is to provide funds for the implementation of work through the America's Promise Graduation Activation Grant. Over a three years period, these funds are to be used to design programming and interventions to increase the graduation rate of students who do not speak English as a first language. Participation by invitation in this cross-district learning community with targeted training and support is based on the districts with the largest numbers of First Language is not English (FLNE) students that did not graduate in the 2014 graduation cohort. These services are to supplement currently funded local, state, and federal programs.

Given the short time period in FY16 to implement the activities under this grant, BPS has strategically decided to use grant funds to support the Seal of Biliteracy currently underway in the district. Funds will be used in FY16 to purchase supplies for Seal of Biliteracy awards/certificates; host a Seal of Biliteracy Award Night for FLNE students and parents; and convene a focus group of guidance counselors/college admission counselors and disseminate findings. The Seal of Biliteracy will support BPS students in pursuing biliteracy while validating and further developing the linguistic

skills of our FLNE students. Biliteracy is an increasingly important 21st century skill for our high school graduates to attain as part of their college/career readiness skill set.

Expense Categories this Grant Pays For

~79% of the grant will be used to purchase supplies to support the Seal of Biliteracy (e.g., certificates/awards, refreshments for awards ceremony)

~16% will be used to provide stipends/honorariums to BPS guidance counselors and area college admissions counselors to participate in focus groups to better understand how to conduct outreach to students so that pursuing the Seal of Biliteracy will promote college readiness for BPS FLNE students.

~5% of the grant will be used for dissemination of findings of the focus groups.

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

Goal 1: By June 20, 2016 OELL will support the Seal of Biliteracy pilot, resulting in certificates and medals given to 80% or more graduating seniors at the Margarita Muniz Academy. OELL also believes that the Seal of Biliteracy award will enhance student portfolios and will be recognized by high school guidance and college admissions counselors as an asset to improving candidacy status for applications to college/universities for SY 17-18.

Indicator: The number of Seal of Biliteracy awards provided at the June 20, 2016 ceremony.

Goal 2: In order to understand how attractive the Seal of Biliteracy award is to college admissions offices, five BPS guidance counselors and at least 5 college admissions counselors will participate in a focus group session, by June 10, 2016.

Indicator: 75% or more of the participants will conclude that college admissions offices will be more attracted to an applicant who has been awarded with the Seal of Biliteracy than to students with similar portfolios who have not received this recognition based on exit surveys.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Safe and Supportive School Action Plans Grant
Status: New
Grant Type: Competitive
Start & End Dates: March 11, 2016 - June 30, 2016
Funding Source: Massachusetts Department of Elementary and Secondary Education
Grantor Contact: Anne L. Gilligan, Student Support Center
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
agilligan@doe.mass.edu

Lead BPS Department and/or School(s): Office of Social-Emotional Learning and Wellness

BPS Fund Manager: Jodie E. Elgee, Director Counseling and Intervention Center

Department Head/School Leader: Amalio Nieves, Assistant Superintendent, Social-Emotional Learning and Wellness

Annual Award Amount: \$154,890

Total Award Amount (if grant period more than a year): \$ 154,890

Carry-forward option: No

Approximate # of students (or teachers and district staff) directly served: 7,550 students who attend twenty-one schools and their families, 1200 school staff; in subsequent years, systems established as a result of this learning will benefit all 58,000 students who attend BPS schools.

Sites: District-wide, 21 Schools. ABCD at Dorchester Academy High School, Burke High School, CASH High School, Channing K1-5, EMK Academy for Health Careers, Excel High School, Grew K1-5, Hennigan K-7, Higginson-Lewis K-8, Holmes K1-5, Hurley, King K-8, McKinley (Elem. Middle and High Schools), Mildred Ave K-8, Perkins K2-5, Snowden HS, Timilty 6-8, Tobin K-8, Winship K0-5.

Key External Partners:

Grant Description

Safe and supportive schools shall mean schools that foster a safe, positive, healthy and inclusive whole-school learning environment that (i) enables students to develop positive relationships with adults and peers, regulate their emotions and behavior, achieve academic and non-academic success in school and maintain physical and psychological health and well-being; and (ii) integrates services and aligns initiatives that promote students' behavioral health, including social and emotional learning, bullying prevention, trauma sensitivity, dropout prevention, truancy reduction, children's mental health, foster care and homeless youth education, inclusion of students with disabilities, positive behavioral approaches that reduce suspensions and expulsions and other similar initiatives.

This grant will help BPS develop action plans at the school and district level is a timely opportunity to strategize how to: enhance the capacity of district and school leadership, engage all school staff in professional development that correlates

with SEL skill competencies they seek to develop, help leverage access to resources and services for students and families, address academic and non-academic barriers to student success; establish or strengthen policies, procedures, and protocols to reinforce the implementation of effective practices; and bolster collaboration with families.

Twenty-one school leaders have indicated both a significant need and readiness to engage in this process. The self-assessments conducted by schools and the district team's experience of actively supporting the action planning process of each school will inform the development of the Social Emotional Learning and Wellness Department's strategic plan as well as the overall priorities and strategic plan for the district.

Expense Categories this Grant Pays For

100% Stipends - 150 teacher and trainer stipends of \$1,032.60 each to enable 21 school teams of 6 members to participate in planning time outside of school to complete the self-assessment and create school action plans.

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

Goal #1: This work will provide the frame for the District's Social Emotional Learning and Wellness work by laying the foundation to assess the needs and inform the development and implementation of a comprehensive SEL curriculum in the 2016-2017 school year. The action plan and assessment data will provide baseline data on student social-emotional skills and development in each of participating schools. From the fall of 2016 to the spring of 2017, schools will see improvement in the social-emotional skills of students. These areas include self-awareness, social awareness, self-management, responsible decision-making and relationship skills.

Indicator: Pre and post data obtained from assessment tool developed by the Office of Social Emotional Learning and Wellness.

Goal #2: Using the self-assessment Tool, each of the 21 schools will assess current activities and strategies that the school currently uses to create a safe and supportive school environment. The tool will facilitate with documenting current practices that support students' behavioral health at all intervention levels, ranging from creating supportive school environments, to early interventions, to responding effectively to individual students who require more intensive services.

Indicator: 100% of participating schools will complete the assessment and incorporate needs and strengths into their school's action plan to support students and create a safe and welcoming school for all students.

Goal #3: Each school will develop an action plan that will identify individual school need and supports in the development of the school's social and emotional learning needs. This will primarily focused on Tier 1 interventions that will support all students and school-based learning.

Indicator: 100% of participants will construct a plan of prevention and intervention that will help to inform the development of the Social Emotional Learning in their school and will inform the Office of Social and Emotional Learning and Wellness strategic plan and overall priorities and for the district.

Goal #4: Each school will participate in cross--school planning sessions which will enable teams to share their proposed action steps and learn from one another. These plans will provide input to district staff to develop any necessary policies, procedures, or protocols designed to facilitate and support action planning, student access and equity, and family engagement.

Indicator: 100% of participating schools will provide a summary document of recommendations for facilitation of and increasing student and family engagement, multi-tiered levels of support for students and district-wide. 75% of schools will develop a visual display that will be shared during the cross-school planning and showcase.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Workforce Competitiveness Trust Fund FY16 Appropriation

Status: New

Grant Type: Competitive

Start & End Dates: June 1, 2016 - November 30, 2016

Funding Source: State

Grantor Contact: Theresa Rowland
Commonwealth Corporation
2 Oliver Street, 5th Floor, Boston, MA 02109
617.717.6928, trowland@commcorp.org

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

BPS Fund Manager: Kevin MCCaskill

Department Head/School Leader: Mr. Shawn Shackelford, Headmaster

Annual Award Amount: \$ 64,344.00

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

Carry-forward option: No

Approximate 15 of students served:

Sites: MPTVHS

Key External Partners: MASSDOT and Expressway Toyota

Grant Description

The Transportation Training Immersion Program (TTIP is a partnership between MPTVHS, the Massachusetts Department of Transportation (MassDOT), Expressway Toyota, Local 264, and the Boston Private Industry Council (PIC). The target population for the Transportation Training Immersion Program is unemployed and underemployed high school post-graduates, and juniors and seniors of the auto-tech program at MPTVHS. The TTIP will prepare trainees for viable careers as auto technicians and fuelers, and serves as a critical first step towards securing machinist positions at MassDOT and Expressway Toyota. The proposed on-the-job training program is co-created by its employee partners in order to ensure graduates have the skills needed to obtain an entry-level job with either Expressway Toyota or MassDOT.

Expense Categories this Grant Pays for

~70 % for Trainee stipends

~20% Trainee academic supports

~10% for program supplies

~10% for project management

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

Goal #1: By July 11, fifteen auto-tech postgraduates will be enrolled in the TTIP seven week training program. The target population for the Transportation Training Immersion Program is unemployed and underemployed high school post-graduates, and juniors and seniors of the auto-tech program at MPTVHS.

Indicator: Applications, interview documents, and acceptance letters.

Goal #2: Twelve trainees will successfully complete the seven week training program. By completing the training program, students will have the skills needed to obtain an entry-level job with either Expressway Toyota or MassDOT.

Indicator: Program pre and post assessment tools, daily attendance records, journals, and supervisor's evaluation.

Goal #3: By November 2016, eight TTIP graduates will be hired into an entry level transportation position and maintain the position for at least 30 days.

Indicator: Letter of employment copies of pay stubs and post program survey,