


MEMORANDUM

TO: Chairperson and Members
Boston School Committee

FROM: Tommy Chang
Superintendent 

SUBJECT: Grants for Approval

DATE: September 1, 2016

Attached please find the grants that will be put forth for School Committee approval on September 7, 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: September 1, 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

September 7, 2016

Amount	FY	Grant Name	Status	Fund Manager	Focus Area	Sites
\$9,000	2016	ECET2 – Elevating and Celebrating Effective Teachers and Teaching	Increase	Jennifer Dines	Special Education	Districtwide
\$10,520	2017	Mass Expanded Learning Time – Boston Arts Academy	Increase	Stephanie Marek	Expanded Learning Time	Boston Arts Academy
\$241,561	2017	Supporting Chemistry Teachers to Assess and Foster Chemical Thinking	New	Pam Pelletier	Curriculum and Instruction	Districtwide
\$63,889	2017	Reading Recovery: Massachusetts Early Literacy Intervention Program Grant	New	Kelly McDermott	Curriculum and Instruction	22 sites districtwide
\$38,082,660	2017	Title I	New	Anu Jayanth	At Risk	Districtwide
\$38,407,630	Total					

SCHOOL COMMITTEE ACCEPTANCE FORM

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

Status: Increase

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

Rachel Weinstein
2 Oliver Street
Boston, MA 02109

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

Initial Award Amount: \$28,000

Increase Amount: + **\$9,000**

Final Award Amount: \$37,000

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

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: Mass Expanded Learning Time - Boston Arts Academy

Status: Increase

Grant Type: Competitive

Start & End Dates: 7/1/2016-6/30/2017

Funding Source: State

Grantor Contact: Contact Name: Moira Connolly
Address: 75 Pleasant Street Malden MA 02148-4906
Phone: 781-338-6234
Email: mconnolly@doe.mass.edu

Lead BPS Department and/or School(s): Strategy-ELT: Boston Arts Academy

BPS Fund Manager: Stephanie Marek, ELT Analyst

Department Head/School Leader: Donna Muncey, Deputy Superintendent of Strategy

Initial Award Amount: \$533,733

Increase Amount: + **\$10,520**

Final Award Amount: \$544,253

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

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 441

Sites: Boston Arts Academy

Key External Partners: Children's Hospital

Grant Description

The Expanded Learning Time initiative is a program that enables schools to significantly expand the hours and days in their school schedules to create integrated learning experiences for all students that are responsive to students' needs and the higher expectations set by state and federal laws. The longer school schedules enable each school to improve student achievement, as well as to motivate and engage students by: (1) Providing more instructional time in math, literacy, science and other core subjects to enable students to meet state standards; (2) Integrating enrichment and applied learning opportunities into the school day that complement and align with state standards and 21st century skills; and (3) Scheduling and organizing more time for planning, analysis, lesson design and professional development for teachers including, in some cases, the professionals from their partnering community-based organizations.

Expense Categories this Grant Pays For

~77% of the grant will fund school staff and benefits for the additional time on learning

~19% of the grant will fund school staff benefits and indirect costs to the district

~4% of the grant will fund contractual services from partners to provide additional learning opportunities and enrichment

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

Goal #1: By June 2017, 80% of 11th grade students will earn a grade of 85 or better on their major writing benchmark

Indicator: writing benchmark with common metrics including structure, strength of ideas, grammar, word choice, and voice

Goal #2: By June 2017, all teachers will complete three 30-minutes peer observations and utilize a common protocol focusing on problems of practice as determined by each department during 30-minute feedback sessions.

Indicator: Sign-in sheets and meeting notes

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Supporting Chemistry Teachers to Assess and Foster Chemical Thinking

Status: New, Year 1 of 4

Grant Type: Competitive

Start & End Dates: 9/1/16 – 8/31/20

Funding Source: Federal (National Science Foundation) through UMASS Boston

Grantor Contact: Contact Name: Julio Lopez-Ferrao, Program Officer, NSF
Address: 4201 Wilson Boulevard, Arlington, VA 22230
Phone: 703-292-5183
Email: jlopezfe@nsf.gov

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

BPS Fund Manager: Pam Pelletier, Director K-12 Science and Technology/Engineering

Department Head/School Leader: Pam Pelletier, Director K-12 Science and Technology/Engineering

Annual Award Amount: \$241,561

Total Award Amount (if grant period more than a year): \$1, 034,598

Carry-forward option: Yes

Approximate # of students (or teachers, central office staff) served: 24 Cohort Teachers; 40 teacher leaders per year in additional professional development; colleagues that these teacher leaders support; students of all of these teachers benefit from new skills/knowledge gained.

Sites: Districtwide

Key External Partners: Dr. Hannah Sevia, University of Massachusetts, Boston; Chemistry Department

Grant Description

The “supporting Chemistry Teachers to Assess and Foster Chemical Thinking” project is Phase II of a larger NSF-funded program on a learning progression in that studies students’ chemical thinking. The foci of this Phase II project are 1) to build a grassroots, teacher-led professional development model for middle and high school chemistry teachers, and 2) to study teachers’ use of formative assessments and classroom discourse while teaching chemistry concepts, to help them make their instruction more responsive and productive.

Expense Categories this Grant Pays For

Senior Personnel: ~77% for salary/fringe for 1FTE science professional development specialist and stipends for teacher-researchers

Travel: ~1% for people to present the findings at meetings/conferences

Participant costs: ~19% for stipends, classroom materials, workshops, etc.

District Indirect: ~3% indirect to the district

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

The central goal of this project is to develop and investigate an approach to transforming chemistry teaching through engagement in formative assessment that redirects teachers' attention, interpretation, and action toward the development of meaningful chemical thinking in their students. By the end of the grant, these strategies will be developed and implemented across other science content areas as well.

Goal #1: By the end of year 1, the Teacher-Researcher Team will develop a new formative assessment for each chemistry "unit" and learn to elicit, interpret, and respond to students' chemical thinking in ways that increase student performance by at least 10% on summative assessments of the relevant content.

Indicators: new formative assessments, summative assessments

Goal #2: By the end of the grant (Year 4/5), all BPS science teachers will implement best practices of formative assessments for their content area, to strengthen student understanding and classroom instructional practice, as informed by this research study. Research results gleaned from this (and other related studies) will inform best practices, as measured by student outcome data (formative and summative assessments, MCAS, where appropriate).

Indicator: Research Results, BPS science curriculum, assessment and instructional materials.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Reading Recovery: Massachusetts Early Literacy Intervention Program Grant

Status: New

Grant Type: Entitlement

Start & End Dates: September 1, 2016 – June 30, 2017

Funding Source: State

Grantor Contact: Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148
(781) 338-3000
David Buchanan: dbuchanan@doe.mass.edu

Lead BPS Department and/or School(s): BPS Department of English Language Arts and Literacy through the BPS Center for Reading Recovery to serve schools that have Reading Recovery as an early literacy intervention for at-risk first graders.

BPS Fund Manager: Kelly L. McDermott, Reading Recovery Teacher Leader

Department Head/School Leader: Department of English Language Arts and Literacy - Oneida Fox Roye

Annual Award Amount: \$63,889

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: 184 students, 24 teachers across 21 schools

Sites: Baldwin, East Boston EEC, Mason, Sarah Greenwood, Young Achievers, Lee Academy, Mather, Holmes, Channing, Orchard Gardens, Mozart, Mendell, Haley, Henderson, Quincy, Tobin, Everett, Philbrick, Curley, Guild, Roger Clap

Key External Partners: Lesley University Center for Reading Recovery and Literacy Collaborative, Literacy for All Conference, International Data and Evaluation Center

Grant Description

Reading Recovery is an early literacy intervention for low-achieving first graders. The goal of Reading Recovery is to dramatically reduce the number of first-grade students who have extreme difficulty learning to read and write and to reduce the cost of these learners to educational systems. The professional development supported by this grant is an essential part of Reading Recovery, beginning with an academic year of graduate-level study and continuing in subsequent years. With the support of the teacher leader, Reading Recovery teachers develop observational skills and a repertoire of intervention procedures tailored to meet the individual needs of at-risk students.

Expense Categories this Grant Pays For

~45% of the grant will be allocated for training new Reading Recovery teachers who will continue this work for no fewer than 3 years at their schools

~35% will be used to support ongoing professional development for previously trained Reading Recovery teachers

~20% of the grant will be used to support conference attendance as mandated by International Standards and Guidelines for all Reading Recovery teachers in BPS and will be allocated to data collection for district, state and federal comparison and reports from the International Reading Recovery Data Evaluation Center

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

Goal #1: In FY17 we will keep pace with National Reading Recovery data and 70% of Boston Reading Recovery students will meet the average of their classmates after 12-20 weeks in the intervention.

Indicator: FY17 Boston Reading Recovery data will be benchmarked against FY17 National Reading Recovery data using information from the International Data Evaluation Center.

Analysis will include comparisons of subgroups at risk to ensure Reading Recovery continues to work to close the Achievement Gap early.

Goal #2: In FY17, 100% of Reading Recovery teachers will participate in ongoing professional development, teach for their colleagues and attend Reading Recovery sessions at the Literacy for All Conference in order to become more effective practitioners.

Indicator: Teachers will participate in a minimum of six professional development sessions each year, including a minimum of four behind-the-glass sessions with two lessons each session, in which they collaboratively plan. Each teacher will receive at least one school visit from a teacher leader annually and share new learning from the Literacy for All Conference with their peers.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Title I
Status: New
Grant Type: Entitlement
Start & End Dates: September 1, 2016 to August 31, 2017
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 Jayanth, Director of Federal and State Grants

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

Annual Award Amount: \$38,082,660

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

Carry-forward option: Yes

Approximate # of students (or teachers, central office staff) served: 57,000

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 and to non-public schools based on an equitable per student rate

~30% 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.

~3% of the grant will be used for family/community engagement
~22% 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 FY17 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. Priority partners are a critical lever for achieving the Boston Public Schools district priorities. These partners provide support for school leaders, enabling differentiated support for students. Two specific goals for our partnership reservation funds are:

Goal #1: Citizen Schools: 100% of school partnerships achieve significant growth in the academic areas in the grade levels served.

Indicator: Student Growth Percentile – High growth defined as above 60+ and/or increase of 10 points

Goal #2: City Year provides individualized support to at-risk students, while also establishing an overall positive learning environment in 21 of our schools. One important goal with this partnership is that 900 or more students who complete City Year’s academic support program will demonstrate Indicator(s) Improvement measured by ELA or mathematics assessment.

Indicator: Improvement measured by ELA or mathematics assessment as measured by ATI, DIBELS, or similar district/school approved assessment tool