

MEMORANDUM

TO: Chairperson and Members
Boston School Committee

FROM: Tommy Chang
Superintendent 

SUBJECT: Grants for Approval

DATE: October 22nd, 2015

Attached please find the grants that will be put forth for School Committee approval on October 28, 2015. Should you wish to review this 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: October 22, 2015

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

October 28, 2015

Amount	FY	Grant Name	Status	Fund Manager	Focus Area	Sites
\$347,800	2016 & 2017	Academic Support PULSE Grant	New	Lisa Harvey	DELTAS	BINcA, Brighton, Burke, East Boston, English, Madison Park
\$36,800	2016	Expanded Learning Time – Young Achievers	Increase	Stephanie Marek	Expanded Learning Time	Young Achievers
\$5,195	2016	HSE Test Centers	New	Maria Harris	Adult Education	Madison Park High School Complex
\$1,120	2016	School Redesign Grant – Channing & Winthrop	Increase	Pavan Nagavelli	School Turnaround	Channing, Winthrop
\$6,388	2016	School Redesign Grant – Grew & Dorchester Academy	Increase	Pavan Nagavelli	School Turnaround	Grew, Dorchester Academy
\$159,521	2016	Title I	Increase	Anu Medappa	At Risk	Districtwide
\$556,824	Total					

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Academic Support (Fund Codes 632/625)
Status: New
Grant Type: Entitlement
Start & End Dates: School Year: October 15, 2015-June 30, 2016; Summer: July 1-August 31 2016
Funding Source: State
Grantor Contact: Nyal Francisco Fuentes
College and Career Readiness - MA Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148
nfuentes@doe.mass.edu
781-338-3593

Lead BPS Department and/or School(s): Office of Strategy: Extended Learning Time

BPS Fund Manager: Dr. Lisa Harvey Manager of OST

Department Head/School Leader: Dr. Donna Muncey

Annual Award Amount: \$327,800 school year, \$20,000 summer

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

Carry-forward option: No (funds may be carried from school year to summer)

Approximate # of students (or teachers, central office staff) served: 700

Sites: BINcA, Brighton, Burke, E Boston, English, Madison Park

Key External Partners: P.U.L.S.E. is predominantly a school-run program, but partners included enrichment specialists (e.g. Taekwondo, Zumba, art, dance, cooking), counselors, community service facilitators, City Year and National Honor Society.

Grant Description

PULSE (Pursuit of Unique Leadership Skills and Education) provides afterschool, Saturday, vacation, and summer programming at six high schools to students who are struggling academically. Funded through an allocation grant from MADESE (fund code 632/625), the initiative is focused on providing targeted tutoring, enrichment, and leadership development to students who have not yet reached competency determination or are at risk for not reaching competency determination (defined as scoring below *Proficiency* on Math and/or ELA MCAS examinations and/or scoring below *Needs Improvement* on Science MCAS examinations). The initiative serves approximately 700 students, each year, in 9th to 12th+ grades (and rising 9th graders in the summer) through tutoring by day school teachers, project-based learning, enrichment activities and incentive-based field trips.

Expense Categories this Grant Pays For

- ~88% funding will be used to compensate district and school staff for providing academic support to high school students.
- ~2% transportation of students/facilities fees for Saturday school
- ~3% for indirect
- ~1% for supplies
- <1% for contracted services

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

Goal #1: In FY 2016, 90% of participants (with at least 75% attendance in the program will improve at least one proficiency level on MCAS ELA, Math, and/or Science (e.g. moving from Failing or Needs Improvement to Proficient or Advanced).

Indicator: MCAS scores, performance levels SGP (student growth percentiles), and CPI will be used to determine success with the aim of 90% of program completers reaching competency determination. Competency determination is defined as scoring at least “proficient” (scores of at least 240) in Math and ELA and scoring at least “needs improvement” (scores of at least 220) in Science and Technology.

Goal #2: In FY 2016, 90% of participants will indicate that the program is at least “a little helpful” on a Likert-type scale and that the skills they learned help them in multiple ways (academics, self-confidence, relationships with teachers).

Indicator: 2015-2016 P.U.L.S.E. student survey will measure attitudes toward academics, the effectiveness of the program and academic skills learned in the program.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Expanded Learning Time Implementation Grant
Status: Increase
Grant Type: Competitive
Start & End Dates: September 1, 2015- August 31, 2016
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): ELT Department, Young Achievers

BPS Fund Manager: Lisa Harvey, Program Director

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

Initial Award Amount: \$401,600
Increase: **+\$36,800**
Annual Award Amount: \$438,400

Total Award Amount (if grant period more than a year): \$1,228,800

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 502

Sites: Young Achievers

Key External Partners: City Year, Boston Nature Center, Playworks

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

- ~43% of the grant will fund school staff and benefits for the additional time on learning
- ~50% of the grant will fund contractual services from partners to provide additional learning opportunities and enrichment
- ~5% of the grant will fund student transportation
- ~3% of the grant will fund indirect costs to the district

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

Goal #1: By end of FY16, Young Achievers average scores for ANET ELA yearly assessment tests #1, #2 and #3 will score at or above both District and Network averages on 62% of ANET assessments. We will focus on MADESE “reading information” (RI) and “reading literature” (RL) grade level reading standards “.1”, “.2” and “.3”. For FY15, ANET data shows YA performed at or above District and Network averages on 38% of grade level RI and RL standards “.1”, “.2” and “.3”.

- Our school-based Data Team, Instructional Leadership Team, ANET coaches and Keys to Literacy professional development specialists have determined these 6 MADESE standards most closely align with our SQP literacy goal: *All Young Achievers students will read, analyze, discuss and respond to challenging questions about complex text with sufficient, relevant evidence and logical reasoning to support their responses or claims, both orally and in writing.*
- Professional Development strategies provided to Young Achievers teachers focus on MADESE RL and RI standards “.1”, “.2” and “.3”.

Indicator: ANET test

Goal #2: By the end of FY 2017, 90% of Young Achievers ELL students at each grade level (grades 1-4) will score within .5 ELD level of the comparable ELD levels for Speaking and Writing on ACCESS tests. For grades 1-4, the 2014 percentages were as follows: 36%, 42%, 54%, 50%. By the end of FY 2017, 90% of Young Achievers ELL students at each grade level (grades 1-4) will score within 1 ELD level of the comparable ELD levels for Reading and Writing on ACCESS tests. For grades 1-4, the 2014 percentages were as follows: 26%, 26%, 73%, 69% (see attached form for year-by-year percentage information and goals).

- This goal is included in Young Achievers’ approved “Performance Agreement” with MADESE.
- Only students who are with Young Achievers from 2014-2017 will be included in this goal.

Indicator: ACCESS test

Goal #3: By June 2017, 100% of 8th grade students will create and present an electronic portfolio. Research by Young Achievers shows the use of electronic portfolios increases students’ hands-on technology skills and enables them to demonstrate effective and appropriate use of technology, documents students’ progress, encourages improvement and motivation, self-assessment, and reflective learning (Daniels, 2002; Gatlin & Jacob, Ring, 2002). As of June 2015, 50% of 8th grade students presented electronic portfolios as part of their yearend requirements to move on from Young Achievers (the other 50% were in paper/binder format).

- This goal aligns with our original ELT grant proposal to MADESE, is included in our approved “Performance Agreement” with MADESE and is in line with SMART goal example #3 provided by the school committee.

Indicator: Yearly school-generated portfolio schedule, reported to MADESE.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: GED/HiSET Testing Program (Fund 850)

Status: New

Grant Type: Entitlement

Start & End Dates: July 1, 2015 - June 30, 2016

Funding Source: State

Grantor Contact: Ruth Derfler, Director, HSE Office
Department of ESE
75 Pleasant Street, Malden, MA 02148
781-338-6604
Email: rderfler@doe.mass.edu

Lead BPS Department and/or School(s): Department of Adult education and Community Services

BPS Fund Manager: Maria Harris, Director of the Department of Adult Education

Department Head/School Leader: Maria Harris, Director

Annual Award Amount: \$5,195

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

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 500+tests administered to 200 students

Sites: Madison Park High School/Department of Adult Education

Key External Partners: College Bound Dorchester, United South End Settlements, Boston Centers for Youth and Families, Roxbury Community College

Grant Description

The purpose of this state-funded grant program is to assist in the day-to-day operation of High School Equivalency Test Centers (HSE) including, but not limited to, the cost for test administration, special needs, and technology upgrades. This computer-based test has replaced the GED in Massachusetts. BPS has done GED testing since the early 1970's and HiSET testing since 2015. The HiSET exam demonstrates that a test taker has attained the academic knowledge and proficiency equivalent to that of a high school graduate.

Expense Categories this Grant Pays For

~ 72% will be used to pay test proctors

~ 28% will be used to purchase computer equipment for upgrade or replacement of broken equipment

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

Goal #1: In FY16, over 1,060 HiSET computer-based tests will be administered over a period of 54 scheduled testing dates. In FY15, BPS implemented the statewide switch from paper-based GED test to the computer-based HiSET test for all students and successfully administered 1,053 tests.

Indicator: Test Center schedule and ETS rosters.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: School Redesign Grant (Channing & Winthrop)
Status: Increase
Grant Type: Competitive
Start & End Dates: 9/1/2015 – 8/31/2016
Funding Source: State – Federal through State
Grantor Contact: Contact Name: Erika Champagne, Project Manager for School Redesign Grants
Address: ESE, 75 Pleasant Street, Malden, MA 02148
Phone: 781 338 3521
Email: echampagne@doe.mass.edu

Lead BPS Department and/or School(s): Strategy Department - Central Transformation Strategy & Compliance; Grew Elementary, Dorchester Academy

BPS Fund Manager: Pavan Nagavelli, Academic Compliance Specialist, CTSC

Department Head/School Leader: Carline Pignato, Channing Elementary Headmaster
Leah Blake, Winthrop Elementary Headmaster

Initial Award Amount: \$832,030
Increase: + \$1,120
Annual Award Amount: \$833,150

Total Award Amount (if grant period more than a year): \$ 2,550,000

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 600

Sites: Channing Elementary, Winthrop Elementary

Key External Partners: T3, Teachers21, Lesley University

Grant Description

The School Redesign Grant (Cohort V) will be used by Boston Public Schools to accelerate student achievement at the continuing designated Level 4 schools (Channing Elementary & Winthrop Elementary) during their turnaround process. This grant will allow for BPS to provide leadership, staffing and resources to leverage high quality instruction and unified culture to address the needs of the schools. The grant will support the redesign and transformation of these schools to bridge the achievement gap and establish sustainable changes for long-term success.

Expense Categories this Grant Pays For

~50% of the grant will be allocated to schools to provide extensive and holistic professional development for teachers, administrators, and school leaders to build sustainable capacity to effectively address the needs of students.
~45% will be used to support underperforming schools through extended learning time, career explorations, and culture and climate building.
~5% of the grant will be used for family/community engagement

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

Goal #1: Winthrop students will maintain or improve proficiencies in reading and math by 20% over the course of the school year.

Indicator: Pre- and post- ANet assessment scores in math and reading.

Goal #2: By December 2015, all Channing students will be receiving the appropriate literacy tiered interventions and by January 2016, all students receiving Tier 3 interventions will improve their progress by more than half a year.

Indicator: Student growth and achievement will be measured by the TRC and Fountas and Pennell assessment data.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: School Redesign Grant – Cohort VI

Status: Increase

Grant Type: Competitive

Start & End Dates: 9/1/2015 – 8/31/2016

Funding Source: State – Federal through State

Grantor Contact: Contact Name: Erika Champagne, Project Manager for School Redesign Grants
Address: ESE, 75 Pleasant Street, Malden, MA 02148
Phone: 781 338 3521
Email: echampagne@doe.mass.edu

Lead BPS Department and/or School(s): Strategy Department - Central Transformation Strategy & Compliance; Grew Elementary, Dorchester Academy)

BPS Fund Manager: Pavan Nagavelli, Academic Compliance Specialist, CTT

Department Head/School Leader: Christine Connolly, Grew Elementary Headmaster
Melissa Sanjeh, Dorchester Academy Headmaster

Initial Award Amount: \$727,339
Increase: + **\$6,388**
Annual Award Amount: \$733,727

Total Award Amount (if grant period more than a year): \$2,300,000

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 400

Sites: Grew Elementary, Dorchester Academy

Key External Partners: Hale Reservation, Teachers21, Action for Boston Community Development

Grant Description

The School Redesign Grant (Cohort VI) will be used by Boston Public Schools to accelerate student achievement at the newly designated Level 4 schools (Grew Elementary and Dorchester Academy) during their turnaround process. This grant will allow for BPS to provide leadership, staffing and resources to leverage high quality instruction and unified culture to address the needs of the schools. The grant will support the redesign and transformation of these schools to bridge the achievement gap and establish sustainable changes for long-term success.

Expense Categories this Grant Pays For

~25% of the grant will be allocated to schools to provide extensive and holistic professional development for teachers, administrators, and school leaders to build sustainable capacity to effectively address the needs of students.
~55% will be used to support underperforming schools through extended learning time, career explorations, and culture and climate building.

~5% of the grant will be used for family/community engagement

~20% will be allocated to provide stipends for teachers, paraprofessionals, and secretaries to provide extended learning time for students.

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

Goal #1: The percent of students passing one or more core instructional courses will increase by 10% per trimester, with a goal of having 80% of students passing one or more core instructional courses by the end of SY2015-2016. Student achievement will be benchmarked against Trimester 1 student achievement data.

Indicator: Student achievement rates measured by benchmark and competency scores each trimester.

Goal #2: By the end of January 2016, 90% of Grew Elementary students identified as needing Tier 2 instruction will demonstrate more than a half-year improvement in Reading Levels. By end of January 2016, 90% of Grew Elementary students as needing Tier 3 instruction will demonstrate more than 3/4s a year improvement in Reading Levels.

Indicator: Evidenced by mid-year benchmarking using TRC for grade K-2 and Fountas and Pinnell for grades 3-5.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Title I

Status: Increase

Grant Type: Entitlement

Start & End Dates: September 1, 2015 to June 30, 2016

Funding Source: State – Federal thru State

Grantor Contact: Massachusetts Department of Elementary and Secondary Education
School Improvement Grants Program
Julia Foodman, 781-338-3577

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

Annual Award Amount: \$159,521

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

Carry-forward option: No

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

This increased allocation came to Boston due to unclaimed charter school reservation funds the State had set aside for adjustments in allocations. Unused funds from that reservation, as well as any funds that were allocated to certain eligible districts but were not claimed were redistributed. This increased allocation will be put toward continuing the Title I supports as outlined for the district.

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

The total Title I allocation for the district was \$31,621,787 and this is a small increase to that allocation. Given the size and scope of this entitlement grant we do have regular shifts in costs and will be using this increased allocation to continue our district programs and supports.

Approximately 45% of the Title I grant goes directly to schools and 25% is set aside as a requirement for targeted interventions and supports to our neediest students. The additional 30% is spent on central supports targeted at Family Engagement (a Title I requirement), benefits for all positions, professional development and administrative services. Two specific goals for our targeted 25% reservation funds are:

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

Goal #2: 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. One such priority partner is City Year, who provide 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 in FY16 will demonstrate increased academic achievement by the end of the school year.

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