

Office of the Superintendent
Tommy Chang, Ed.D., Superintendent


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MEMORANDUM

TO: Chairperson and Members
Boston School Committee

FROM: Tommy Chang
Superintendent 

SUBJECT: Grants for Approval

DATE: December 1, 2016

Attached please find the grants that will be put forth for School Committee approval on December 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.

If you have any questions, staff is available to respond.

Attachment

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



Finance Department

Eleanor Laurans, Chief Financial Officer

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MEMORANDUM

TO: Tommy Chang
Superintendent

FROM: Eleanor Laurans
Chief Financial Officer

SUBJECT: Grants for Approval

DATE: December 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 have been filed with the Office of the Secretary to the School Committee.



GRANTS FOR SCHOOL COMMITTEE APPROVAL

December 7, 2016

Amount	FY	Grant Name	Status	Fund Manager	Focus Area	Sites
\$165,898	2017	BPS Teaching Fellowship	Increase	Zack Scott	Educator Effectiveness	Districtwide
\$469,968	2017	Early Childhood Entitlement Grant (FC 262)	New	Kristen Daley	Special Education	Districtwide
\$40,000	2017	Supplementary Support to School Districts with High Concentrations of At-Risk	New	Alex Kalamaroff	At Risk	Charlestown High School
\$675,866	Total	Students: MassGrad Promising Practices (FC 262)				

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: BPS Teaching Fellowship
Status: Increase
Grant Type: Competitive
Start & End Dates: March 1st, 2016 – September 30th, 2017
Funding Source: Federal grant passed through TNTP
Grantor Contact: Contact Name: Ian Scott; TNTP
Address: 186 Joralemon, Suite 3, Brooklyn, NY, 11201
Phone: 440 570-3981
Email: ian.scott@tntp.org

Lead BPS Department and/or School(s): Office of Human Capital

BPS Fund Manager: Zack Scott, Executive Director – Office of Human Capital

Department Head/School Leader: Emily Qazilbash, Assistant Superintendent for Human Capital

Initial Award Amount: \$136,680
Increase Amount: + \$165,898
Final Award Amount: \$302,578

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

Carry-forward option: Yes

Approximate # of students (or teachers, central office staff) served: 50-60 teachers

Sites: Districtwide

Key External Partners: TNTP

Grant Description

BPS will leverage capacity and expertise from TNTP to create a district-operated teacher pipeline program that will build upon existing efforts to establish highly-effective, diverse pipelines of teachers for the hardest-to-staff subjects by:

- Designing and launching a comprehensive approach to teacher recruitment, selection, hiring, training, support and certification—all fully integrated with the district’s talent and professional learning strategies;
- Removing barriers to entering the teaching profession by establishing an alternate training approach that attracts and supports diverse, local talent and assesses their potential to be improve student outcomes.
- Working toward creating tighter integration between all BPS teacher pipeline programs and other district diversity retention initiatives.

Expense Categories this Grant Pays For

~ 98% Stipends for part-time and seasonal staff supporting recruitment and instructional skill-building of participants
~2% Indirect

TNTP received a grant from the US Department of Education to cover all costs for the proposed scope of the grant including design, capacity-building, early implementation and tools and materials created for the district to keep beyond the three-year grant period. Part of that funding is designated for part-time and seasonal staff who will provide support in the areas of recruitment, selection, teacher coaching and certification coursework. BPS will hire and employ these part-time and seasonal staff members, and TNTP will issue a portion of its grant funding to BPS to fully cover those costs. The USDOE program officer in charge of this grant has authorized this proposed distribution of funds to the district.

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Boston Public Schools will charge participant tuition for those who are pursuing their educator license via the BPS Teaching Fellowship. These funds will cover the cost of part-time and seasonal staff in subsequent years. Thus, this transfer of grant funding from TNTP to BPS will be for this first year only.

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

Goal #1: BPS will design and launch a district-operated teacher pipeline program aimed at providing highly effective and diverse teachers for students in the hardest-to-staff subject areas by recruiting, selecting, and training 30-40 new teachers by September 2017.

Indicator: At least 400 program applications will be received by June 1, 2017.

Indicator: 50% of those who receive an offer to join the program are candidates of color.

Indicator: 100% of candidates who enroll will be teaching in content areas that have had low applicant volume in BPS (special education and ESL)

Indicator: 50% of program participants hired by BPS are candidates of color.

Goal #2: BPS will design and launch district-operated teacher pipeline program that successfully prepares candidates to be effective in district classrooms by June 2018.

Indicator: 75% of teachers who begin summer training will pass the program's end-of-summer effectiveness screen.

Indicator: 100% of program participants will receive individualized coaching, at least twice monthly from September to June.

Indicator: 100% of program participants engage in twice monthly professional learning sessions (either Weekdays, Saturdays and/or online sessions).

Indicator: 80% of Fellowship participants who are granted preliminary licensure will successfully pass the BPS Teaching Fellowship effectiveness screen at the end of the school year and earn initial licensure (once permission is granted by ESE) to remain within BPS.

Indicator: 80% of program participants agree that the BPS Teaching Fellowship has prepared them to be effective first-year teachers.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Early Childhood Entitlement Grant (FC 262)

Status: New

Grant Type: Entitlement

Start & End Dates: Upon approval – 6/30/2017

Funding Source: State

Grantor Contact: Contact Name: Evelyn Nellum
Address: Department of Early Education and Care
51 Sleeper Street, 4th Floor, Boston, MA 02210
Phone: 618-988-6646
Email: EECSubmission@massmail.state.ma.us

Lead BPS Department and/or School(s): Cindie Neilson, Assistant Superintendent, Department of Special Education

BPS Fund Manager: Kristen Daley, Department of Special Education

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

Annual Award Amount: \$469,968

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

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 125

Sites: District wide

Key External Partners: None

Grant Description

The Early Childhood Special Education Entitlement (ECSE) Grant 262 provides funds to school districts to ensure that eligible 3, 4, and 5 year-old children will receive developmentally appropriate special education and related services designed to meet their individual needs in accordance with the Individuals with Disabilities Education Act - 2004 (IDEA-2004) and Massachusetts Special Education laws and regulations.

Expense Categories this Grant Pays For

~76% of the grant will be allocated for personnel expenses to provide professional development and training to improve inclusive practices and supports for early childhood students. Personnel will also develop a train the trainer model to design and implement a communication curriculum.

~9% of the grant will be used for the purchase of appropriate furniture and instructional supplies for the classroom.

~8% of the grant will be allocated for stipends for teachers and paraprofessionals to participate in an evaluative review process for existing early education assessment tools which will inform the development of a new communication curriculum. Additionally, stipends will be provided for teachers trained in the train the trainer series on designing and implementing a communication curriculum, who will then provide professional support for colleagues to design and implement their own communication curriculum.

~3% of the grant will be used for professional development related expenses.

~4% of the grant will be used to support district-level indirect costs.

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

Goal #1: Through professional development and support for early education teachers in inclusive practices, and developmental, behavioral and language-based strategies to support students, teachers will complete a professional Development Reflection Sheet (Office of Academics and Professional Learning) in order to plan for next steps to implement what they have learned in the Professional Development session. The forms will be shared with the Professional Development team in order to provide checkins with teachers regarding the implementation of what has been presented in the Professional Development session.

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Indicator: Evidence of classroom implementation via observation and classroom products shared by participating teachers.

Goal #2: IEPs for early education special education students will contain phonological awareness and communication goals, when appropriate. 50% of Early Education special education students with goals in phonological awareness and communication skills will make progress towards IEP goals. Continued goal from previous years grant.

Indicator: Pre and post Preschool Outcomes Indicator assessment; the Phonological Awareness Literacy Survey and the Expressive Vocabulary Survey will be administered. Teacher observation notes regarding student communication skills and social interactions will be collected and recorded as part of the IEP progress report. Consultation with the school based Speech and Language Therapist will be part of the intervention.

The following two goals will support the movement of students into more inclusive environments:

Goal #3: Special education early education teachers will increase their understanding by 30% of inclusive practices through professional development. Teachers will also report a 25% increase in their knowledge of developmental, behavioral and language-based strategies to use in supporting student development in the classroom. Continues goal from previous years grant.

Indicator: Pre and post surveys designed to capture baseline knowledge and subsequent increases.

Goal #4: 10 Early Education special education teachers will be trained in the development, design and implementation of communication curriculum enhancements that will support the development of language based skills for early learners. The teachers who are trained will report a 50% increase in their understanding of how to design and develop an accessible curriculum and in their skills as peer trainers to support colleagues. Continued goal from previous years grant.

Indicator: Pre and post surveys that capture knowledge development; completed curriculum enhancements; revised communication assessment tools.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Supplementary Support to School Districts with High Concentrations of At-Risk Students: MassGrad Promising Practices (FC 320)

Status: New

Grant Type: Competitive

Start & End Dates: 11/23/16 - 8/31/17

Funding Source: State

Grantor Contact: Contact Name: Lisa Harney
Address: Office for College, Career, and Technical Education
MA Department of Elementary and Secondary Education
75 Pleasant St. Malden, MA 02148
Phone: 781-338-3903
Email: LHarney@doe.mass.edu

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

BPS Fund Manager: Alex Kalamaroff, Programming Development, Charlestown High School

Department Head/School Leader: William Thomas, Principal, Charlestown High School

Annual Award Amount: \$40,000

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: 75 students, 8 staff

Sites: Charlestown High School

Key External Partners: Janet Connors – Restorative Justice practices

Grant Description

Our grant proposal supports Diploma Plus, our in-house alternative education program at Charlestown High School, by providing more individualized academic and socio-emotional opportunities for students through three key strategy areas, which are #1: Fostering program growth as an Alternative Pathway; #2. Enhancing our restorative justice practices and strengthening the triangle of student – family – school; and #3. Creating contextual learning opportunities for students that are aligned with our competencies (in our competency-based education system) and are measured through authentic assessments.

Expense Categories this Grant Pays For

~40% of the grant is allocated to support community learning and development of contextual learning curricula

~10% of the grant is allocated to support family engagement work

~29% of the grant is allocated to support our restorative justice programming and community engagement

~18% of the grant is allocated to support the purchase of educational and instructional supplies (including books) as part of our competency-based education system

~3% of the grant goes to the indirect cost (it's 2.73% of the direct cost)

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

Goal #1: Establish at least three new contextual learning opportunities where students are pursuing competency benchmarks for the remainder of School Year 2016-2017 (ideally, all three are external to school and student progress can be measured through authentic assessment).

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Indicator: Measure the number of contextual learning opportunities that have been established in May 2017, with the success indicator as three new opportunities. Also, begin tracking the number of competency benchmarks that students have achieved through contextual learning opportunities. Since this is the first year we are developing contextual learning opportunities in earnest, this will serve as a baseline for future work.

Goal #2: Coordinate at least 25 home visits from January through May 2017, with the goal of strengthening the triangle of student – family – school and improving communication regarding students' academic and socio-emotional progress.

Indicator: The Diploma Plus Assistant Director tracks all family engagement, including home visits; for this goal, we will look both at our consistency at doing home visits as well as at the effect home visits have on the key metrics of student competency progress, student daily attendance, and student socio-emotional development. All family communication is tracked in ASPEN, so we will also look at how, after a home visit, family communication is effected.

Goal #3: Enhance our restorative justice work by A.) having staff complete approximately 14 hours of professional development regarding our restorative justice model, and B.) having Janet Connors work with students and staff throughout the school day (from December 2017 through June 2017), with the goal of seeing a 20% decrease in student engagement challenges (as tracked in ASPEN) and seeing improved student engagement in classrooms.

Indicator: We track all student engagement challenges in ASPEN and will compare this data regarding student behavior from January through May 2016 to January through May 2017, looking for at least a 20% decrease in reported incidents. We will also assess the creation of a positive school climate through this strategy of restorative justice programming by surveying students in spring 2017 and using this self-reported data to assess our current restorative justice model.

