

Office of Federal and State Grants | Grant Outcomes for FY15 Grants

Grants that ended between 6/30/2015 and 9/31/2015

Achievement Gap

The purpose of Achievement Gap grant funds 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. These funds support students who are disadvantaged in an aim to close the achievement gap.

Grant Totals		Key Findings
<p>Entitlement <i>BPS15150 Title I</i></p>	<p>\$31,781,308</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> - Extended School Year (ESY) Program: In a review of 6,525 student objectives 13.07% of the objectives students made progress on , 85.67% of the objectives students maintained skill levels, and 1.26% of the objectives students regressed on. - Summer Scholars: During the five-week program, scholars in grades 3-8 gained an average of two months in reading skills and three months in math skills, the equivalent of 20 percent and 30 percent of a school year, respectively. <ul style="list-style-type: none"> o 87% teachers reported scholars increased their self-confidence. 92% parents reported scholars enjoyed their summer learning experience. 87% Parents reported becoming more involved in their scholar’s education. - Partnership – City Connects <ul style="list-style-type: none"> o 7,357 students were served by City Connects – 99.9% of students had an individual support plan created for them with 99% receiving 1+ service and 90% receiving 3+ services. o 23.9% of students moved to a lower-risk (better) tier from beginning to end of the year, 59.3% retained the same tier, and 16.6% moved to a higher-risk tier. - Partnership – City Year
<p>Total Achievement Gap</p>	<p>\$31,781,308</p>	

Adult Education

The purpose of Adult Education grant funds is to provide young adults who left the Boston Public Schools and parents of students in the Boston Public schools with academic, economic, and civic development skills. Through testing opportunities, Career Centers, and classes, Adult Education grants aim to credential young adults with high school credentials and equip them with the necessary skills to support their students, move to post-secondary education, assist with employment.

Grant Totals		Key Findings
Entitlement <i>BPS15103 GED Test</i>	\$6,146	Outcomes: <ul style="list-style-type: none"> - 1,028 HiSet (previously the GED) Tests were administered over 54 scheduled testing dates, meeting the need for Boston. - At least 80% of Career Pathways students passed 1+ HiSET Test - 75% of ESOL students showed significant improvement in listening, speaking, and literacy skills. - 50% of enrolled parents visited their children’s schools, reporting improved communications with children’s schools and teachers. - Parents reported an increased knowledge of available resources for career exploration and employment (via One-Stop Career Center) and 10% attended the One-Stop Career Center - At least 50% of Career Pathways students completed individualized education and career plans. External Factors: <ul style="list-style-type: none"> - Weather impacted parents being able to visit their children’s schools. - Students needed additional time beyond the length of the program to achieve goals. - One-stop career centers are not opened on the weekends, impacting students’ ability to visit the one-stop centers.
Competitive <i>BPS15103 Learning Centers</i> <i>BPS15294 External Diplomas</i> <i>BPS15471 Adult Career Pathways</i> <i>BPS15473 English for New Bostonians</i> <i>BPS15484 Adult Learning Centers</i> <i>BPS15489 External Diplomas</i> <i>BPS15490 Career Pathways</i>	\$442,032	
Adult Ed Total	\$448,178	

At Risk

The purpose of At Risk grants is to provide additional resources and supports to students and schools most at-risk. This includes providing additional resources to homeless students to ensure they are enrolling in, attending, and succeeding in school; professional development for teachers at Level 3 and Level 4 on how analyze data according to data-proven methodologies; additional resources to over-age and under-credited students; and school turnaround, receivership, or innovation efforts for schools most at-risk.

Grant Totals		Key Findings
<p>Entitlement Total <i>BPS15151 McKinney Homeless</i> <i>BPS15474 Title I Support Dever Holland</i> <i>BPS15476 Title I School Support Bridge Grew Dor</i> <i>BPS15482 Title 1 Support Level 3&4</i> <i>BPS15486 Title I Bridge Grant-Dearborn</i></p>	<p>\$891,440</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> - Holland: Achieved median SGP of 47 in math (improvement from FY14). Achieved median SGP of 45 in ELA proficiency (improvement from FY14). 85% of ESL students made progress on the ACCESS test. - Grew: 50% of Acceleration Academy participants increased proficiency in ELA and Math by 15% - Dearborn: Science, Math, and ELA curriculums, as well as ELL assessments, aligned to Common Core standards were developed for all grade levels. - Charlestown Diploma Plus Students: average daily attendance rate of 70%, 20% increase in the number of students who qualify as “Competent” in the Competency-based education system, 50+ families participated in Spring Family Conferences. - In 2 of 3 DOJ schools, students scoring in the “Typical” or “Strength” range on the BIMAS social subscale increased by 15% and students scoring in the “High-Risk” or “Some Risk” decreased by 15%. - John F Kennedy: Student proficiency in math increased by 15% for students in grades 3-5, 90% of teachers were trained in the Eureka Math curriculum, and new math curriculum was implemented schoolwide. - Blackstone: 100% of 3rd-5th grade science teachers implemented year-long curriculum maps and unit plans <ul style="list-style-type: none"> o Goal of CPI and MCAS increase, to be measured by 2016 MCAS and DESE CPI report. <p>External Factors:</p> <ul style="list-style-type: none"> - DOJ schools implemented the Comprehensive Behavioral Health Model (CBHM). Systems changes typically take 3-5 years to fully implement and see impact.
<p>Competitive Total <i>BPS15457 Alternative Pathway</i> <i>BPS15478 DOJ Youth Forum Cities</i> <i>BPS15487 Innov. Implementation JFK</i> <i>BPS15488 Innov. Implementation Blackstone</i></p>	<p>\$180,788</p>	
<p>At Risk Total</p>	<p>\$1,072,228</p>	

Curriculum and Instruction

Curriculum and Instruction grants support ongoing costs associated with teachers previously trained in Reading Recovery and currently working in the role in the Boston Public Schools funding student data collection, teacher professional development and materials 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.

Grant Totals		Key Findings
Competitive <i>BPS15398 Early Intervention Literacy</i> <i>BPS15424 i3 Reading Recovery</i>	\$77,290	Outcomes: <ul style="list-style-type: none"> - 75% of Boston Reading Recovery students met the average of their classmates after 12-20 weeks of intervention - Teachers participated in 6+ Professional development sessions and attended the Literacy for All Conference. - 100% of Reading Recovery teachers learned to assess, teach students, input data, and run analysis according to proven methodology - 100% of Reading Recovery teachers completed 2 graduate credit courses, teaching 4+ lessons for colleagues and receiving 4+ school visits from the teacher leader.
Total C & I	\$77,290	Pending Data: <ul style="list-style-type: none"> - Boston aimed to keep pace with National Reading Recovery Data. Data is not yet available.

Career and College Readiness

Career and College Readiness grants aim to improve career and technical education programs in secondary education. The grants provide individuals with the academic and technical skills needed to succeed in a knowledge- and skills-based economy. These grants support academic, career, and technical education that prepares its students both for postsecondary education and the careers of their choice.

Grant Totals		Key Findings
Entitlement <i>BPS15157 Perkins Vocational Skills</i> <i>BPS15328 ROTC</i>	\$2,158,778	Outcomes: <ul style="list-style-type: none"> - 20% of the 7,254 students loaded in the Portal enrolled in Perkins Pathway Programs and have begun the Career and Educational process planning through My Plan For the Future (MPFF) <ul style="list-style-type: none"> o Goal was 50% - was the pilot year for this program - Increase from 14% to 40% of teachers teaching in programs that prepare students for Industry Credentials in Adobe or Microsoft Office became credentialed. <ul style="list-style-type: none"> o Goal was 60% - technology and funding were factors - The Perkins Pathway Competency Tracking system was implemented, tracking student credentials across years of each program - Various measurements demonstrated that the ROTC program strengthened self-esteem, developed leadership potential, improved physical fitness, and enhanced life skills for participants.
Total Career and College	\$2,158,778	

Early Childhood Education

The purpose of Early Childhood Education grants is to provide high-quality early education and to ensure that all families with young children, especially those with the greatest educational need, experiencing multiple risk factors, and in hard to reach populations, have access in their community to the supports that are essential to their success and promote optimal child development.

Grant Totals		Key Findings
Competitive <i>BPS15117</i> <i>Coordinated Family and Community Engagement</i> <i>BPS15269 Quality Full Day Kindergarten</i> <i>BPS15346 Inclusive Preschool Learning</i>	\$2,974,144	Outcomes <ul style="list-style-type: none"> - 10% increase in the number of families participating in parent education training and in Parent-Child playgroups - 75% of families receiving transition supports (Welcome Baby home visits, connections to early intervention, or support with school registration) reported positive experiences - 80%+ K2 classrooms participated in the Focus on K2 curriculum and received necessary materials and supports - BPS increased the number of BPS elementary schools who have NAEYC accreditation by 10% - All preschoolers were served in an inclusive setting with their typically developing peers in which inclusive learning environment standards/definitions were met. The class size did not exceed 15 with one teacher and one paraprofessional and no more than six students with disabilities
Early Childhood Total	\$2,974,144	

Educator Effectiveness

The purpose of Educator Effectiveness grants is to increase student academic achievement by improving teacher and principal quality. This includes increasing the number of highly qualified teachers in classrooms, improving the skills of principals and assistant principals in schools, and increasing the effectiveness of teachers and principals.

Grant Totals		Key Findings
Competitive <i>BPS15480 Improving Teacher Quality</i>	\$53,190	Description <ul style="list-style-type: none"> - 60 K2 teachers attended guided reading training through Lesley University - 60 teachers and 30 administrators attended the Continuum of Literacy Learning Institute with integrated Social-Emotional Development and Learning sessions - In FY15, all new teachers received school-based new teacher development programming - Teacher and Principal formative evaluation completion rate of 82.7% and summative evaluation rate of 95.5% - ~24% of hires for SY15-16 identified as black
Entitlement <i>BPS15176 Title IIA Improving Teacher Quality</i>	\$3,952,883	
Effectiveness Total	\$4,006,073	

English Language Acquisition

English Language Acquisition grants provide supplemental funds to improve the education of English language learners (ELLs), including immigrant children and youth, by assisting the children and youth to learn English and meet challenging state academic content and student academic achievement standards. This is accomplished through high-quality language instruction programs and content teaching, providing additional opportunities (before school, summer, weekend, after school) for instruction, and providing high-quality professional development to teachers.

Grant Totals	Key Findings
--------------	--------------

Entitlement <i>BPS15272 Title III LEP Support BPS16430S Title III Summer Grant</i>	\$2,722,179	Grant Outcomes: <ul style="list-style-type: none"> - 57% of ELL students and families reported improved comfort in navigating the BPS educational system - 80% of students reported at least a 15% increase in Cultural Understanding as a result of Welcome Heritage Academies - 78% of teachers attending professional development reported that OELL-lead Professional Development was effective - 80% of teachers attending professional development reported a plan to integrate learned knowledge into classroom instruction, with 71% feeling comfortable to implement immediately. Goals Unable to Measure : <ul style="list-style-type: none"> - BPS to increase students making progress each year by 2% in order to meet the DESE-given target goal of 65%. Data not available to measure this goal. - Maintain PPI gains while increasing total DESE-given PPI points to meet the DESE target goal of 75 PPI. Goal will be measured at the end of SY15-16. Data from SY14-15 not yet available. <ul style="list-style-type: none"> o SY13-14 total annual PPI was maintained for ELL/FELL students, but BPS cumulative PPI fell by 1 point.
English Language Total	\$2,722,179	

Extended Learning Time

Extended Learning Time grants extend the number of hours of instruction for students most at risk. Extended Learning time can take the form of an extended day hours to the school day, summer programming, or out-of-school programming. The longer school schedules and years 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.

Grant Totals		Key Findings
Entitlement <i>BPS15199 Academic Support</i> Competitive <i>BPS15297 21st Century Community Learning BPS15310 Implementation –</i>	\$314,285 \$3,273,912	Outcomes: <ul style="list-style-type: none"> - 90% of Academic Support participants increased scores on ELA, Math, and Science MCAS exams - 79% if Academic Support participants rated the program at least “a little helpful” and 76% reported that the skills they learned helped them in multiple ways - Students participating in the 21st Century Community Learning program increased ELA or Math by an average of 14% - Students participating in the 21st Century Community Learning program showed 7-19% growth on all intermediate outcome areas (learning skills, behavior, problem solving, and relationships). - 78% of Boston Arts Academy 10th grades performed proficient or higher in analysis and inference - The number of students with disabilities participating in programming increased by 19% for one school’s 21st CCLC, and from 11 to 26 students for Frederick’s ASPIRE program

<p><i>Expanded Learning BPS15347 21st Century Community Learning BPS15441 21st Century SPED Enhanced BPS15466 21st Century Learning Support BPS15467 Extended Learning – YA BPS15468 Extended Learning – Dever BPS15472 21st Century Community Learning BPS15481 21st Century SPED Enh. BPS16347S 21st Century Continuation BPS16441S 21st Century SPED Enhance – Summer BPS16466S 21st Century Out of School Time BPS16479S 21st Century Summer Enhancement BPS16481S 21st Century SPED Enhance. Summer</i></p>		<ul style="list-style-type: none"> - All students with disabilities participating in the 21st CCLC program demonstrated growth across all outcome areas - At least on project-based , multidisciplinary unit was created and implemented for each grade level - 50% of 8th graders presented their 6th, 7th, and 8th grade work through an electronic portfolio format. - 50% of Frederick high-risk students participated in the ASPIRE program - Maintained an increase of 50% more hours from 2013 and achieved an 85% attendance rate for summer programming to prevent summer learning loss - 50% of summer students increased ELA growth by 10% - 65% of summer students improved their cumulative GPA from 1.80 to 1.84
<p>Extended Learning Total</p>	<p>\$3,588,197</p>	

Food and Nutrition Services

Food and Nutrition Services grants provide nutritionally-balanced meals to BPS students. All BPS students may receive a free breakfast and lunch throughout the school year and during the summer. Food and Nutrition grants educate teachers and students on nutrition and the foods they are served.

Grant Totals		Key Findings
Entitlement BPS15102 School Lunch Grant	\$37,398,698	Outcomes <ul style="list-style-type: none"> - Advertising for the free meals provided through the Summer Meals grants was placed in 12 subway platforms, 20 bus tails, and 200 bus interiors. - Fresh fruits and vegetables, above and beyond the national school lunch breakfast and lunch program, were provided to students ~3 times per week in 31 schools
Competitive BPS15267 Nutrition Meals Start Up BPS15268 Summer Meals Expansion BPS15350 Fresh Fruits and Vegetables BPS16144 Summer Food Program	\$ 1,996,525	
Food and Nut. Total	\$39,395,223	

Health and Wellness

Health and Wellness Grants aim improve the physical and mental health of all Boston Public Schools students. Health and Wellness programs initiatives include increasing physical activity for students, decreasing HIV and STD rates, decreasing Teen Pregnancy rates, and increased student knowledge of their own health.

Grant Totals		Key Findings
Entitlement BPS15483 PICH Safe Routes to School	\$174,213	Outcomes <ul style="list-style-type: none"> - 15 schools completed walking assessments and have developed walking maps to schools - 11 of 20 priority high schools have a teacher delivering Exemplary Sexual Health Education - 20 of 20 priority high schools have a nurse or social worker that distributes condoms as part of the Condom Availability Team - 100% of priority high schools have a trained Bullying Prevention and Intervention Specialist. - 100% of priority high schools have a student-led Gay Straight Alliance (11 of 20) or identified GSA advisor (9 of 20). - 100% of high priority schools has a completed Customized Wellness Action Plan - 755 middle school students completed the Personal Responsibility Education Program, of which 75% reported
Competitive Empowering Teens through Health BPS15425 Teen Pregnancy Prevention	\$540,000	

		being 'less likely' to have sexual intercourse 6 months after completing the program, 39% reporting planning on abstaining for the next 6 months, and 43% reported being more likely to use birth control.
Health and Wellness Total	\$714,213	

Sustainability		
<i>Sustainability grants aim to improve environmental awareness and sustainability at the district and school level. Sustainability grants initiatives include improved recycling programs, recycling planning, and education on recycling.</i>		
Grant Totals		Key Findings
Competitive <i>BPS15446 Sustainable Material Recovery</i>	\$20,590	Outcomes: <ul style="list-style-type: none"> - Implemented a single stream recycling program for all BPS schools and BPS buildings <ul style="list-style-type: none"> o Expanded the number of schools participating in waste management programs beyond single stream recycling - Multiple trainings and competitions engaged 100% of BPS teachers and students in recycling education - Achieved a diversion rate of 20%
Sustainability Total	\$20,590	

School Turnaround		
<i>School Turnaround Grants aim to accelerate student achievement at the designated Level 4 schools during their turnaround process. These grants support the redesign and transformation of these schools aiming to rapidly improve student achievement and make changes that result in sustainable long-term success.</i>		
Grant Totals		Key Findings
Competitive <i>BPS15397R School Improv. English & Mattahunt BPS15469R School Red. Channing & Winthrop</i>	\$2,195,892	Outcomes: <ul style="list-style-type: none"> - Mattahunt: School walkthroughs showed an increase in consistent schoolwide expectations and an increased focus on adjusting instruction to meet student needs, as aligned to Curriculum Frameworks. - English: targeted recruitment plan created, Highest Performing Teachers retained, and professional development increased - Channing and Winthrop: School turnaround model implemented changing ~50% of staff to effective transformational leaders and teachers, data and review systems created, 30 minute intervention blocks added to the school day for targeted student support, additional PD provided to teachers, and City Year provided strategic intervention.
School Turn. Total	\$2,195,892	

