

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

FSCS APPLICATION PACKAGE
CFDA # 84.215J
PR/Award # U215J100055

OMB No. 1894-0006, Expiration Date: 09/30/2011
Closing Date: JUL 23, 2010

****Table of Contents****

Forms

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e5
3. SF-424B - Assurances Non-Construction Programs	e7
4. Disclosure of Lobbying Activities	e9
5. ED 80-0013 Certification	e10
6. 427 GEPA	e11
<i>Boston_FSCSG_GEPA</i>	e13
7. Dept of Education Supplemental Information for SF-424	e15

Narratives

1. Project Narrative - (Appendix--Other, if applicaable...)	e16
<i>BPS FSCS Grant Appendix Other</i>	e17
2. Project Narrative - (Appendix--Documentation of match...)	e45
<i>Boston_Public_Schools_Appendix_C_Documentation of Match.pdf</i>	e46
3. Project Narrative - (Appendix--MOU...)	e47
<i>Boston Public Schools FSCS MOU</i>	e48
4. Project Narrative - (Appendix--Resumes of Key Personnel...)	e57
<i>Boston Public Schools FSCS Resumes of Key Personnel</i>	e58
5. Project Narrative - (Budget Narrative...)	e74
<i>BostonPublicSchools_FSCS_Budget_Narrative.pdf</i>	e75
6. Project Narrative - (Project Narrative...)	e84
<i>Boston Public Schools FSCS Project Narrative</i>	e85
7. Project Narrative - (Abstract Narrative...)	e120
<i>Boston Public Schools_FSCS_Abstract.pdf</i>	e121

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission	* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
7/22/2010	CFDA# 84.215J

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
CFDA# 84.215J	CFDA# 84.215J

State Use Only:

6. Date Received by State:	7. State Application Identifier:
----------------------------	----------------------------------

8. APPLICANT INFORMATION:

* a. Legal Name: Boston Public Schools

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
046001380	958165953

d. Address:

* Street1:	26 Court Street
Street2:	
* City:	Boston
County:	Suffolk
State:	MA
Province:	
* Country:	USA
* Zip / Postal Code:	02108

e. Organizational Unit:

Department Name:	Division Name:
Accountability	

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Mr.	* First Name:	Steve
Middle Name:			

* Last Name: Desrosiers

Suffix:

Title: Manager

Organizational Affiliation:

* Telephone Number: (617)635-6810 Fax Number: (617)635-9704

* Email: SDESROSIERS@BOSTON.K12.MA.US

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

C: City or Township Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215J

CFDA Title:

FSCS Application Package

*** 12. Funding Opportunity Number:**

CFDA# 84.215J

Title:

FSCS Application Package

13. Competition Identification Number:

CFDA# 84.215J

Title:

FSCS Application Package

14. Areas Affected by Project (Cities, Counties, States, etc.):

Boston, MA

*** 15. Descriptive Title of Applicant's Project:**

Boston Public School's Full Service Community School Grant

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: MA-8

* b. Program/Project: MA-8

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2015

18. Estimated Funding (\$):

a. Federal	\$ 500000
b. Applicant	\$
c. State	\$
d. Local	\$
e. Other	\$
f. Program Income	\$ 0
g. TOTAL	\$ 500000

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

**** I AGREE**

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	Dr.	* First Name:	Carol
Middle Name:	R		
* Last Name:	Johnson		
Suffix:	Ph.D		

Title: Superintendent of Boston Public Schools

* Telephone Number: (617)635-9050 Fax Number: (617)635-9059

* Email: SDESROSIERS@BOSTON.K12.MA.US

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Boston Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 175,875	\$ 175,875	\$ 175,875	\$ 175,875	\$ 175,875	\$ 879,375
2. Fringe Benefits	\$ 45,000	\$ 45,000	\$ 45,000	\$ 45,000	\$ 45,000	\$ 225,000
3. Travel	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 10,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 266,026	\$ 266,026	\$ 266,026	\$ 266,026	\$ 266,026	\$ 1,330,130
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 488,901	\$ 488,901	\$ 488,901	\$ 488,901	\$ 488,901	\$ 2,444,505
10. Indirect Costs*	\$ 11,099	\$ 11,099	\$ 11,099	\$ 11,099	\$ 11,099	\$ 55,495
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 2,500,000

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 0%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 2.27%



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Boston Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

(b)(4)

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Carol R. Johnson

Title: Superintendent

Date Submitted: 07/19/2010

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

Boston Public Schools

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. First Name: Carol Middle Name: R

Last Name: Johnson Suffix: Ph.D

Title: Superintendent of Boston Public Schools

Signature: _____

Date:

07/19/2010

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : Boston_FSCSG_GEPA

File : C:\fakepath\GEPAForm.pdf

GEPA (Section 427) COMPLIANCE

The Boston Public Schools is in compliance with Section 427 concerning equal access to federally assisted program activities for all students, teachers, and other beneficiaries. The district has the following policies concerning equal access, affirmative action, and non-discrimination and zero tolerance for any form of discrimination.

- **Distribution of Program Materials:**
 - As a standard procedure, all materials related to this program that will be distributed to families and students by the school district will be printed in English and the languages of the seven major ethnic groups in the City of Boston: Cape Verdean Creole, Chinese, Haitian Creole, Portuguese, Somali, Spanish and Vietnamese. Materials will be made available in schools, through the district's newsletter, in the district Family Resource Centers, in the district Title I Family and Student Engagement and Training Center, and through numerous partnering organizations including public libraries and community centers.
 - The district recognizes that some student groups are underserved/underrepresented in certain programs and has developed an out-reach system to ensure that underserved /underrepresented students are actively engaged and encouraged to participate in programming. This includes the usage of several community based organizations to partner in the distribution of outreach materials and to host information sessions. School principals/headmasters also work with instructional staff to actively meet with and engage parents of students in underserved/underrepresented groups.
- Non-Discrimination and Zero Tolerance Policy
- Racial Discrimination/Harassment of Students
- Continued Adherence to Federal Court Orders On Desegregation
- Sexual Harassment Policy
- Protection of Students Against Discrimination on Sexual Orientation
- Notification of Employees Rights Under Section 504 and Americans With Disabilities Acts

All district procedures dealing with students, parents, and employees including procedures for assignment to schools and programs and the conduct of schools and programs, adhere to these policies. The district notifies all employees, students, and parents about the equal access and treatment policies annually, and provides training for students, parents, and employees so that they understand what is expected from them and for them under these policies. The district has and

advertises grievance procedures for students and employees to resolve instances of alleged discrimination.

Gender: In addition to gender neutral assignment policies for students and staff, the district recruits for programs in which either males or females are traditionally underrepresented.

Race and/or Color: The district has designed all its procedures to conform to Federal Court orders concerning equitable access and racial balance. The district has an Equal Opportunity Officer and staff to monitor compliance, train staff, inform the community, and respond to concerns.

National origin: The district provides transitional bilingual programs in nine languages, and ESL instruction for students with limited English proficiency speaking languages other than the nine languages in which native language instruction is provided. The district monitors services to ensure that all students regardless of national origin or minority language status have equal access to federal funding as well as local and state funding.

Disability: The needs of students are assessed and met through a special education identification, referral, and provision of services program. Facilities are handicapped accessible.

Age: Services are provided for students starting at age 5 (Kindergarten) for regular education students, and at age 3 for children with special needs, and ending when students are graduated or voluntarily discontinue, or, for special need students, turn age 22. The district has a graded structure roughly based on age but placement within the structure is individualized according to student need. Employees are not discriminated against on the basis of age by policy and enforced practice, and procedures exist and are disseminated to address instances of alleged discrimination.

Project Narrative

Appendix--Other, if applicaable

Attachment 1:

Title: **BPS FSCS Grant Appendix Other** Pages: **28** Uploaded File: **BostonPublicSchoolsAppendix_Other.pdf**

Boston Public Schools Acceleration Agenda

Academic Targets

The Acceleration Agenda includes a set of specific annual targets to measure academic progress across key areas. The following table outlines the five-year targets to be achieved by 2014. .

Reading by the end of Grade 1

- 80% of 1st Graders reading at or above grade level on DIBELS assessment

Reading to learn in Grade 3

- 100% of 3rd Graders pass MCAS English
- 85% score proficient or advanced
- Racial achievement gap fewer than 5 percentage points

Skillful, analytic writing in Grades 4-12

- 20 point increase (compared to 2009-10 baseline) in the percentage of students scoring Level 3 or 4 across all content areas

Algebra I in Grade 8

- 80% of Math 8 students receive a “B” or better on the final exam
- 40% of non-exam school students take Algebra I in Grade 8

English Language Learners acquire academic language mastery and fluency

- 90% of ELLs improve two or more steps on the MEPA within the same grade span, or one or more steps between grade spans

Significant academic growth for students with disabilities

- 40% of special education students demonstrate “high” or “very high” growth on MCAS English and Math

“On-track” to graduate by the end of Grade 10

- 90% of 10th graders pass Math and ELA MCAS exams required for graduation
- 75% of 10th graders also will pass Science MCAS exams required for graduation
- 100% of students not proficient in ELA or Math fulfill an Educational Proficiency Plan (EPP)

High school graduation

- Annual dropout rate 3% or lower
- 80% four-year graduation rate
- 70% four-year graduation rate for ELLs and special education students
- 85% five-year graduation rate
- 75% five-year graduation rate for ELLs and special education students

College-ready and successbound

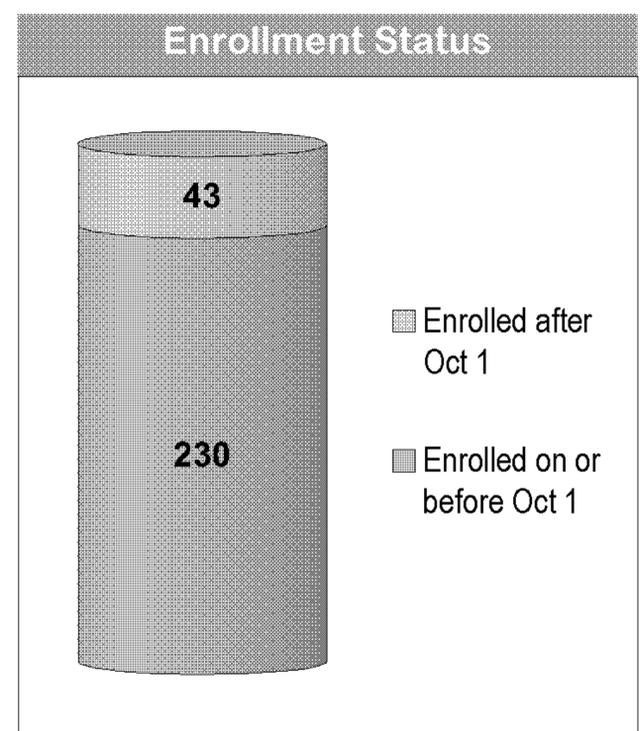
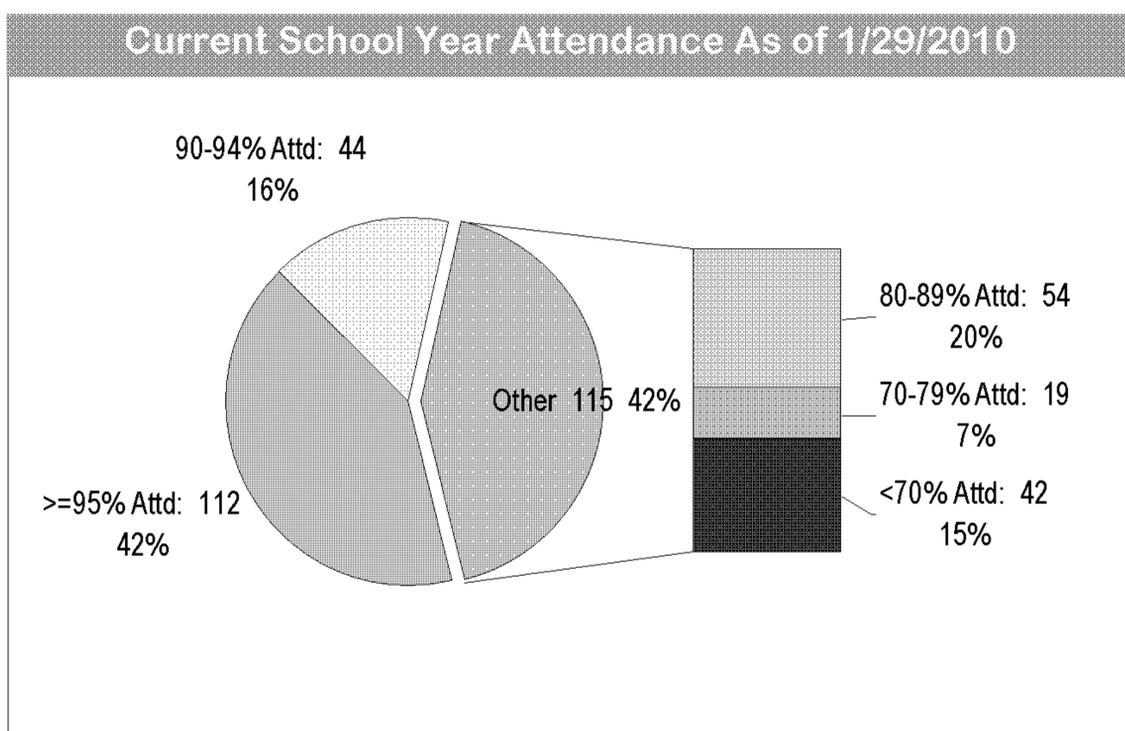
- Average combined SAT score of 1650 or better
- 100% of students take at least one college-level course (Advanced Placement, Honors, International Baccalaureate, dual enrollment) during high school

Overview

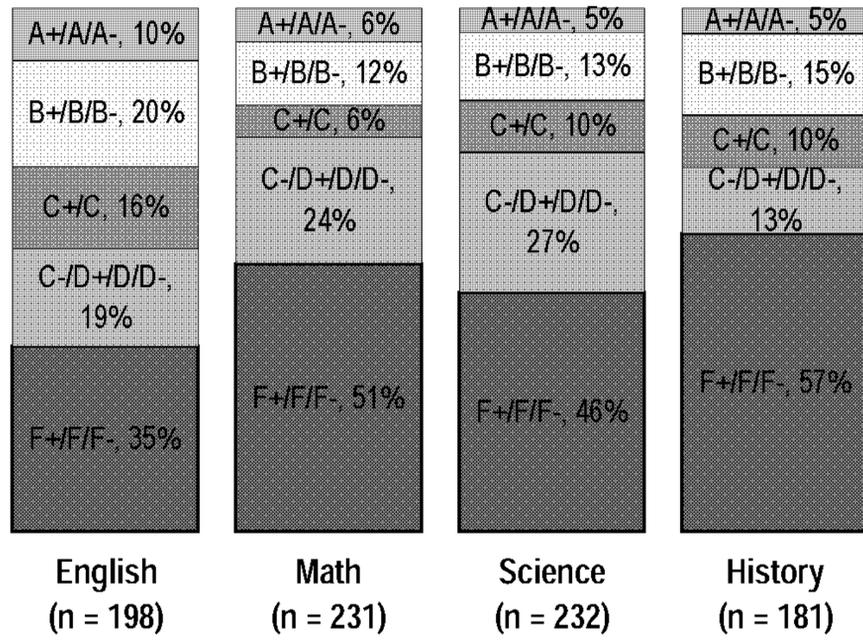
This report provides a profile and progress update of the students who were enrolled in school as of February 1, 2010. The summary information on key indicators includes demographic characteristics, engagement in school, learning outcomes in core subject areas, performance on MCAS, and history of off-track status since grade 6. Detailed information on each student is provided in the corresponding grade-level student list. This report is intended for use in ongoing monitoring, and to support data inquiry. School administrators and teachers are encouraged to use the information to monitor students' progress and to make appropriate adjustments in intervention programs to address remaining challenges.

Demographic Characteristics of 9th Graders As of February 1, 2010

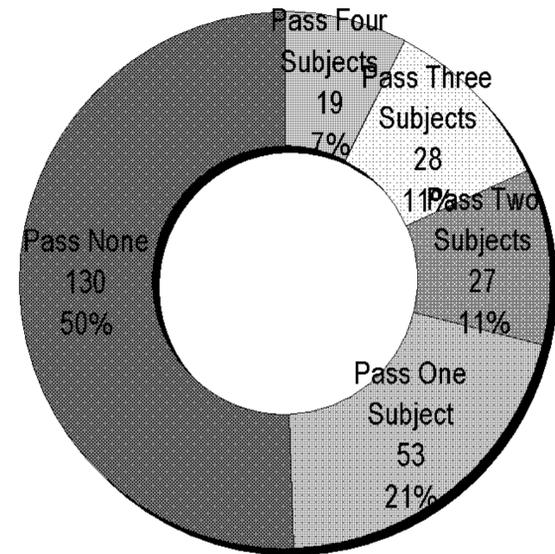
	N	%		N	%		N	%
<i>All 9th Graders</i>	273	100%	Students w/ Disabilities	73	27%	Female	134	49%
Black	193	71%	Mainstream	37	14%	Male	139	51%
White	1	0%	Substantially Separate	36	13%	<14 Years Old	0	0%
Asian	7	3%	ELL (LEP)	71	26%	14 Years Old	43	16%
Hispanic	66	24%	Former ELL (FLEP)	14	5%	15 Years Old	105	38%
Native American	2	1%	Low Income	209	77%	2-Yr Overage	74	27%
Mixed	4	1%				>2-Yr Overage	51	19%



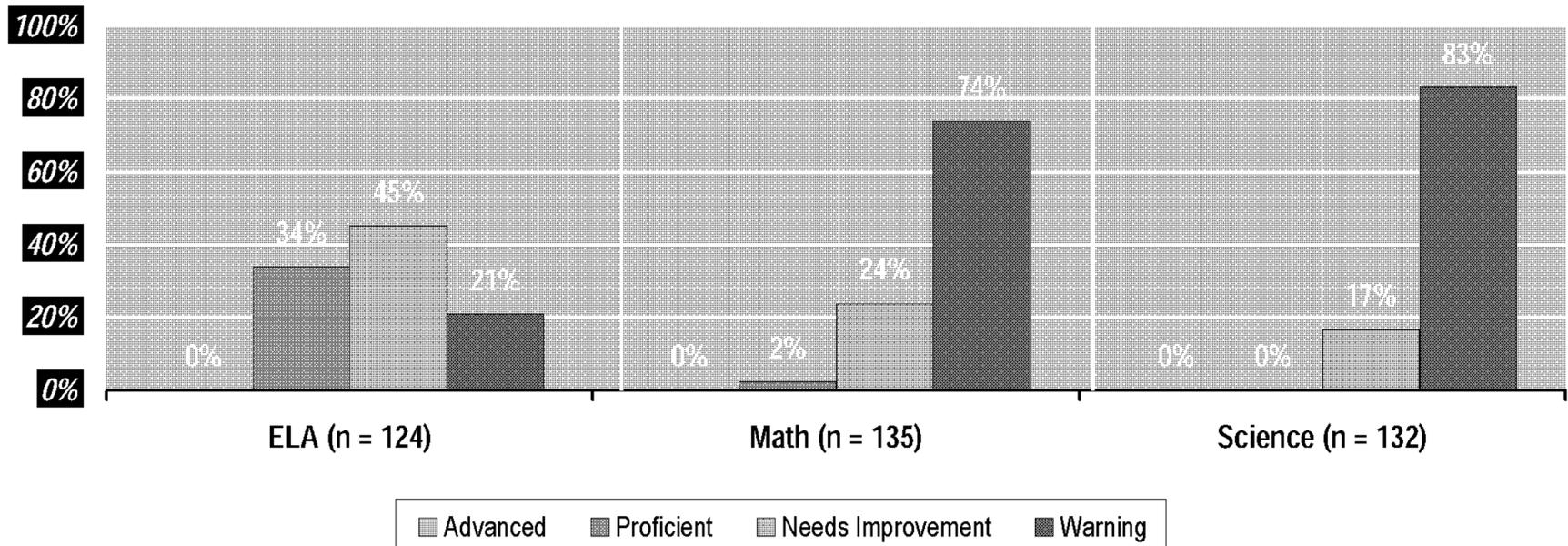
Performance on Core Subjects in Period 2



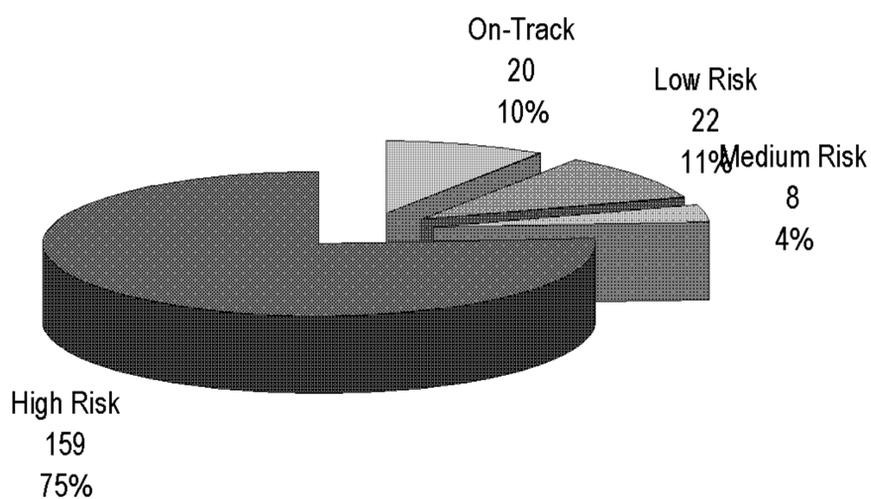
Passing Core Subjects in Period 2



Grade 8 MCAS Performance in Spring 2009



History of Off-Track Status Since Grade 6



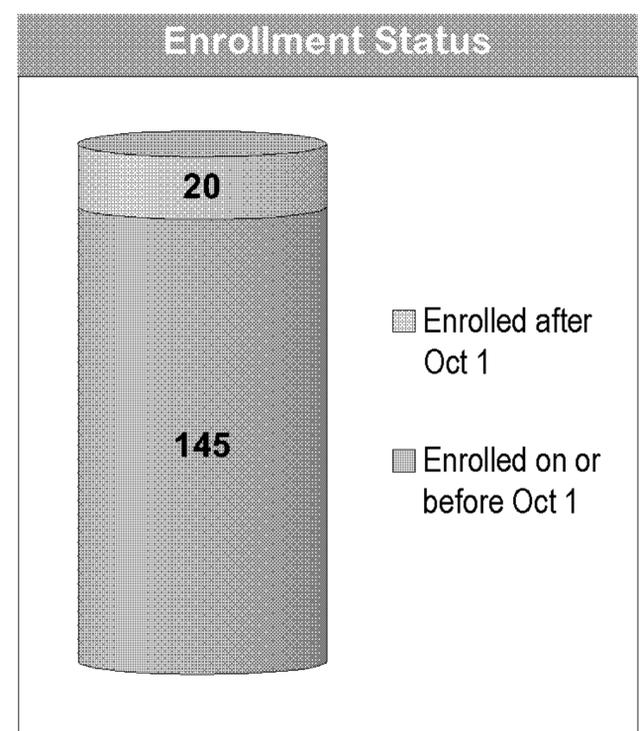
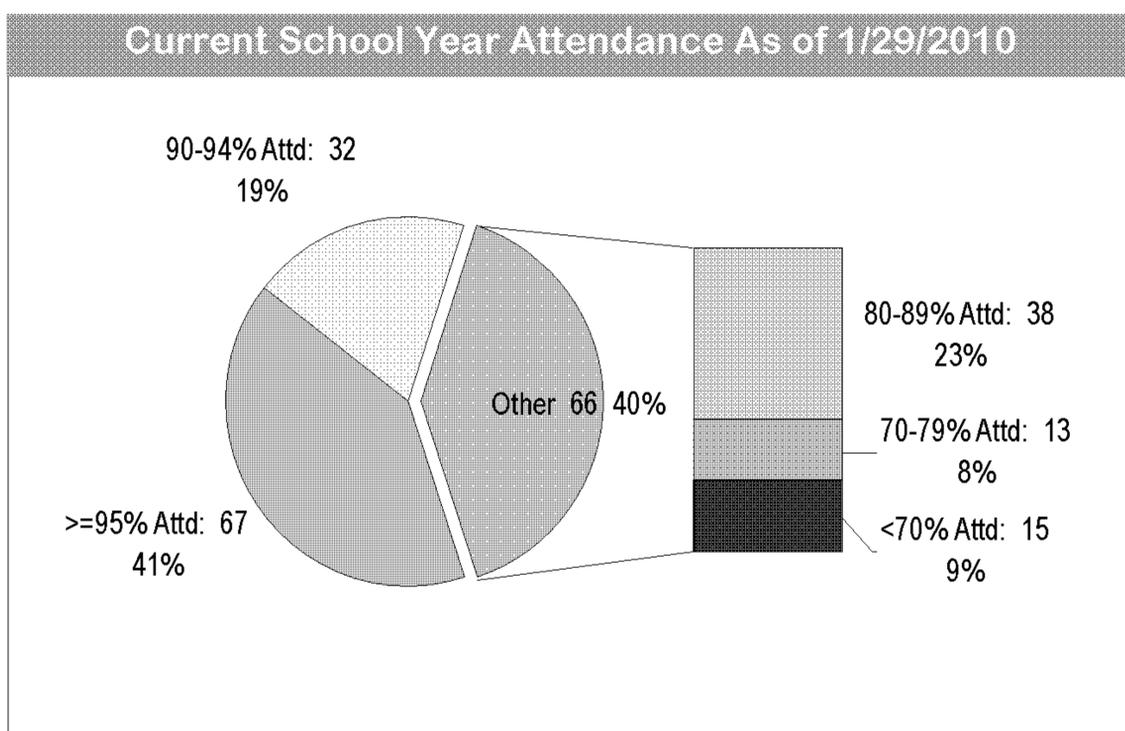
- On-Track: Students are on track to graduation.
- Low Risk: Students in this risk category are typically flagged once in a single off-track indicator, and may also be flagged for suspension.
- Medium Risk: Students are typically flagged for two to four off-track indicators. They may have risks spread out across different off-track indicators, or have repeated risks concentrated in fewer indicators.
- High Risk: Students in this risk category are flagged for repeated risks in multiple off-track indicators.
- See the student list for more details.

Overview

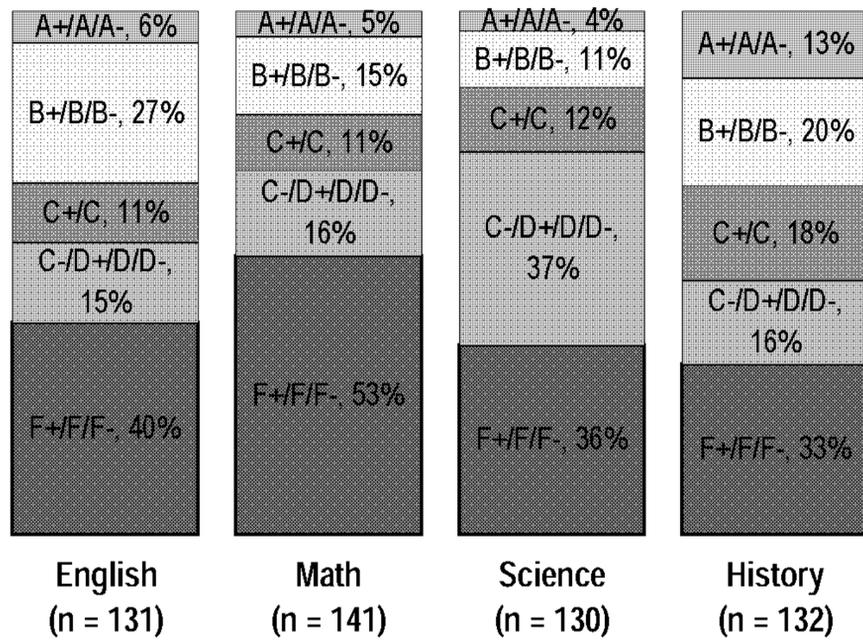
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Demographic Characteristics of 10th Graders As of February 1, 2010

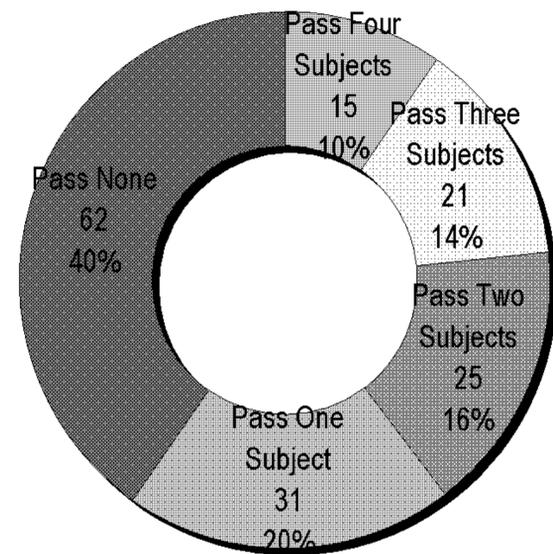
	N	%		N	%		N	%
<i>All 10th Graders</i>	165	100%	Students w/ Disabilities	40	24%	Female	84	51%
Black	118	72%	Mainstream	24	15%	Male	81	49%
White	3	2%	Substantially Separate	16	10%	<15 Years Old	0	0%
Asian	1	1%	ELL (LEP)	47	28%	15 Years Old	37	22%
Hispanic	40	24%	Former ELL (FLEP)	2	1%	16 Years Old	62	38%
Native American	1	1%	Low Income	125	76%	2-Yr Overage	31	19%
Mixed	2	1%				>2-Yr Overage	35	21%



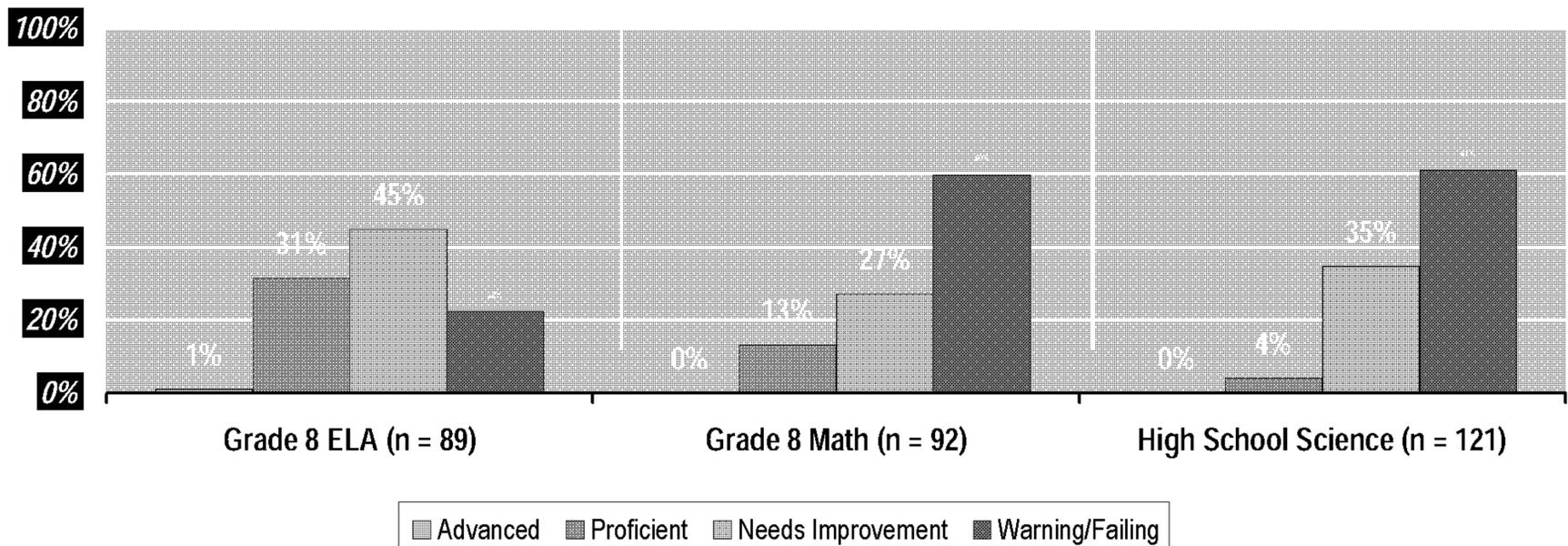
Performance on Core Subjects in Period 2



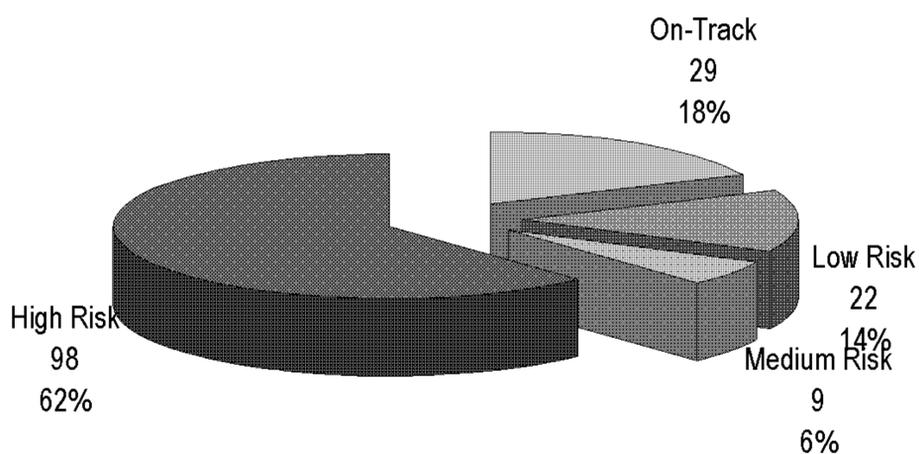
Passing Core Subjects in Period 2



MCAS Performance



History of Off-Track Status Since Grade 6



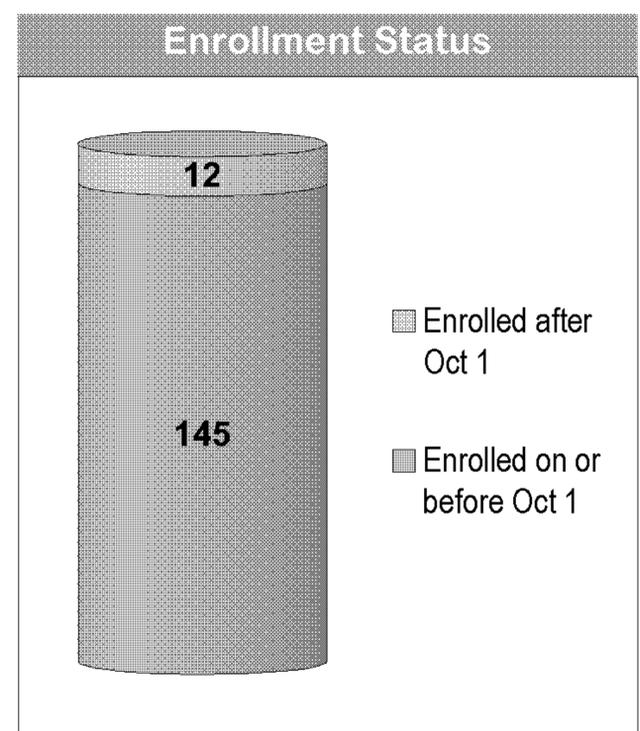
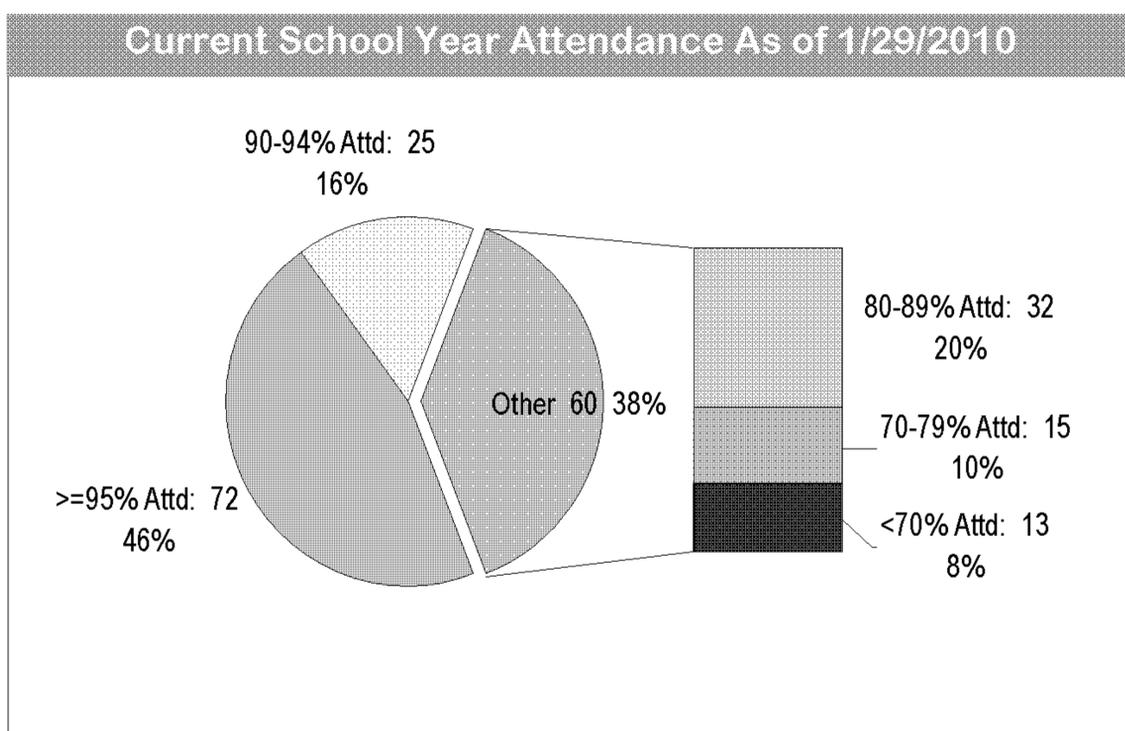
- On-Track: Students are on track to graduation.
- Low Risk: Students in this risk category are typically flagged once in a single off-track indicator, and may also be flagged for suspension.
- Medium Risk: Students are typically flagged for two to four off-track indicators. They may have risks spread out across different off-track indicators, or have repeated risks concentrated in fewer indicators.
- High Risk: Students in this risk category are flagged for repeated risks in multiple off-track indicators.
- See the student list for more details.

Overview

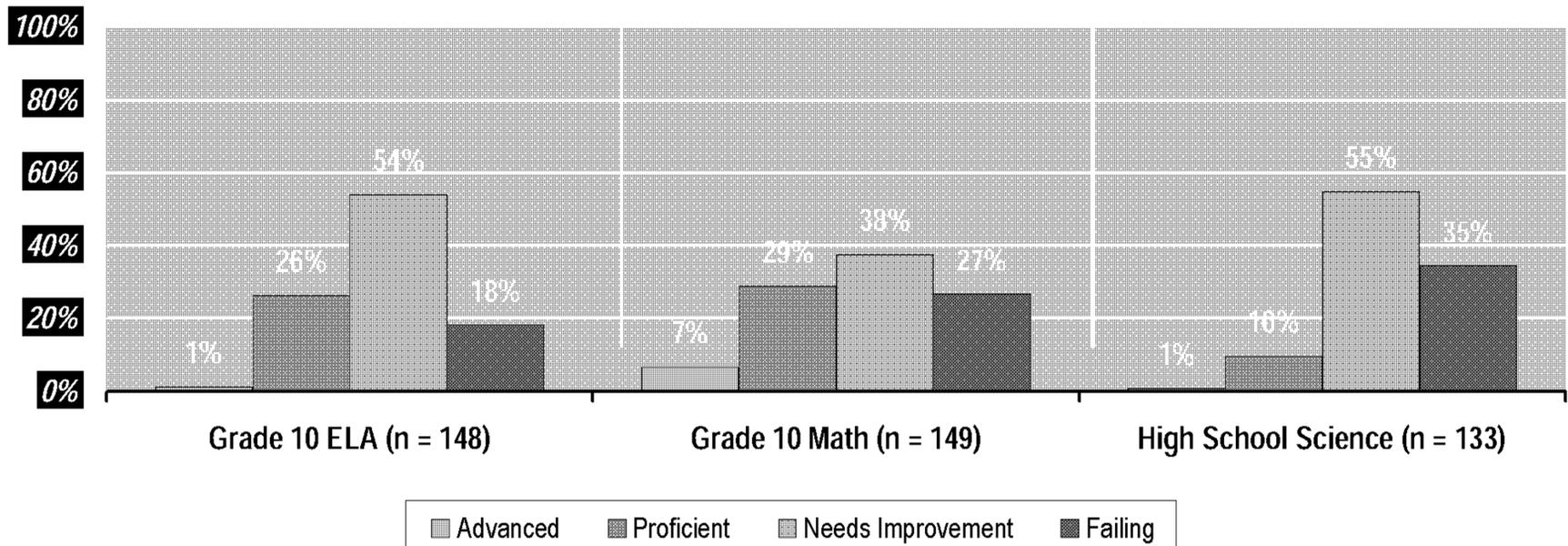
This report provides a profile and progress update of the students who were enrolled in school as of February 1, 2010. The summary information on key indicators includes demographic characteristics, engagement in school, learning outcomes in core subject areas, performance on MCAS, and history of off-track status since grade 6. Detailed information on each student is provided in the corresponding grade-level student list. This report is intended for use in ongoing monitoring, and to support data inquiry. School administrators and teachers are encouraged to use the information to monitor students' progress and to make appropriate adjustments in intervention programs to address remaining challenges.

Demographic Characteristics of 11th Graders As of February 1, 2010

	N	%		N	%		N	%
<i>All 11th Graders</i>	157	100%	Students w/ Disabilities	32	20%	Female	73	46%
Black	116	74%	Mainstream	13	8%	Male	84	54%
White	2	1%	Substantially Separate	19	12%	<16 Years Old	1	1%
Asian	9	6%	ELL (LEP)	43	27%	16 Years Old	37	24%
Hispanic	26	17%	Former ELL (FLEP)	5	3%	17 Years Old	63	40%
Native American	0	0%	Low Income	117	75%	2-Yr Overage	35	22%
Mixed	4	3%				>2-Yr Overage	21	13%



High School MCAS Performance Based on Highest Scores

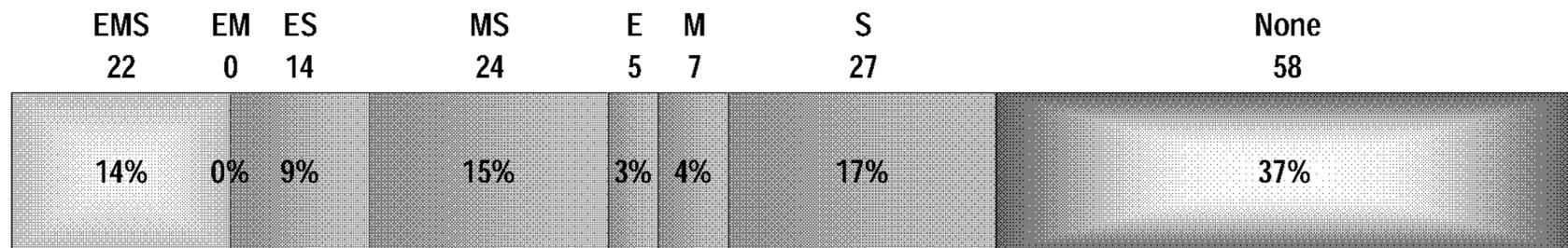


High School Competency Determination

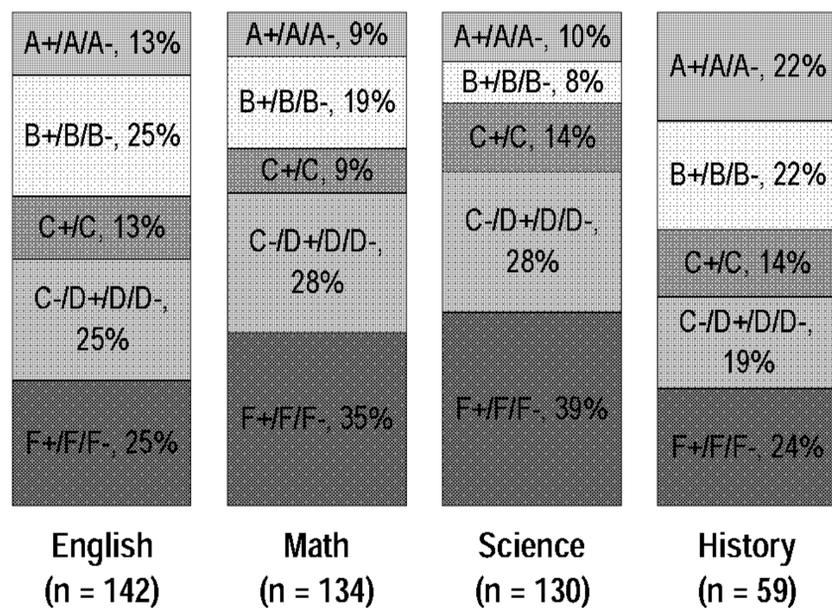
This graph displays the number of students who have met part or all of the high school Competency Determination (CD) requirements by:

- scoring at Proficient/Advanced (scaled score of 240 or higher) on the grade 10 MCAS English Language Arts and Mathematics; and
- scoring at Needs Improvement or better (scaled score of 220 or higher) on one of the four high school MCAS Science and Technology/Engineering tests (Biology, Chemistry, Introductory Physics, and Technology/Engineering).

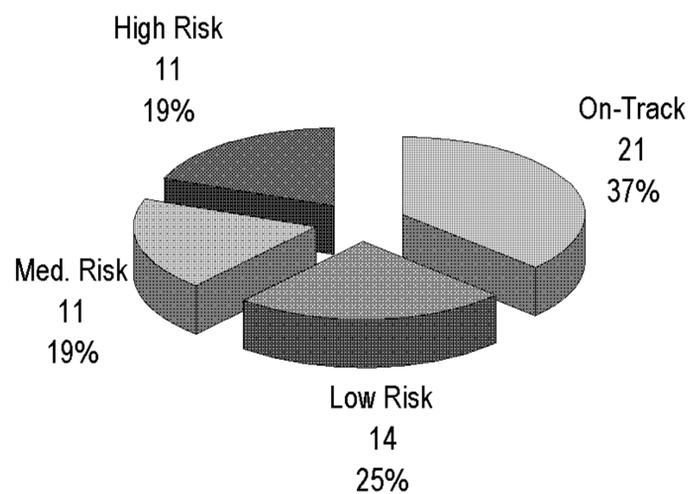
E = English Language Arts, M = Mathematics, S = High School Science (any subject)



Performance on Core Subjects in Period 2



Off-Track History Since Grade 6



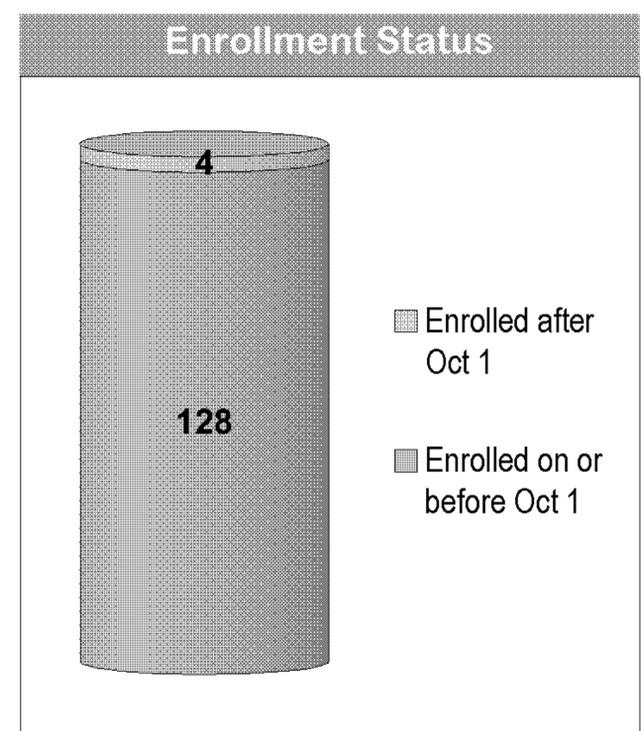
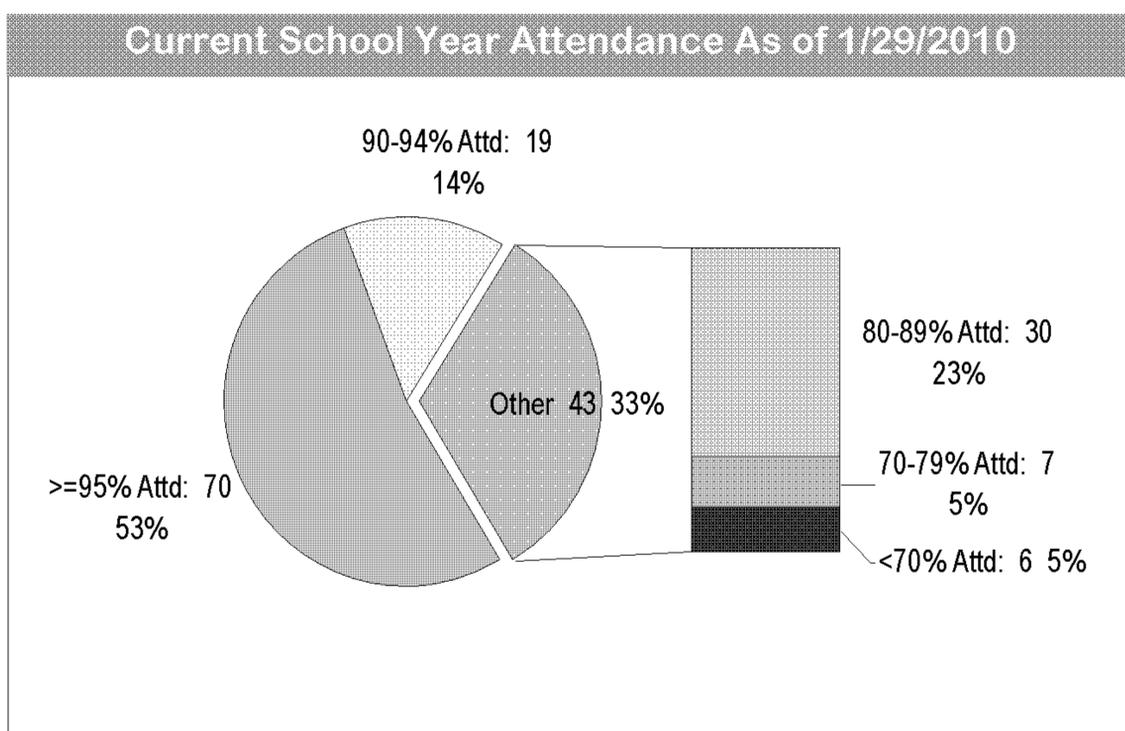
* See *Indicator Definition* for explanation.

Overview

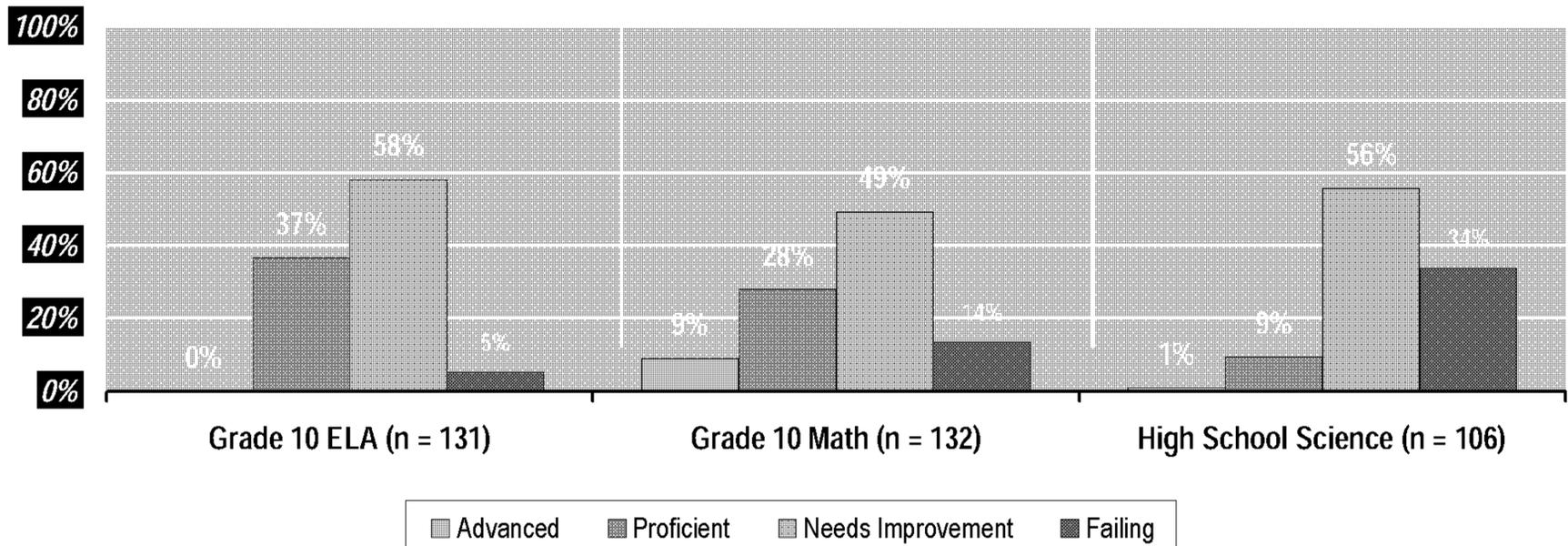
This report provides a profile and progress update of the students who were enrolled in school as of February 1, 2010. The summary information on key indicators includes demographic characteristics, engagement in school, learning outcomes in core subject areas, performance on MCAS, and history of off-track status since grade 6. Detailed information on each student is provided in the corresponding grade-level student list. This report is intended for use in ongoing monitoring, and to support data inquiry. School administrators and teachers are encouraged to use the information to monitor students' progress and to make appropriate adjustments in intervention programs to address remaining challenges.

Demographic Characteristics of 12th Graders As of February 1, 2010

	N	%		N	%		N	%
<i>All 12th Graders</i>	132	100%	Students w/ Disabilities	20	15%	Female	67	51%
Black	92	70%	Mainstream	10	8%	Male	65	49%
White	3	2%	Substantially Separate	10	8%	<17 Years Old	0	0%
Asian	5	4%	ELL (LEP)	32	24%	17 Years Old	37	28%
Hispanic	31	23%	Former ELL (FLEP)	3	2%	18 Years Old	44	33%
Native American	0	0%	Low Income	92	70%	2-Yr Overage	30	23%
Mixed	1	1%				>2-Yr Overage	21	16%



High School MCAS Performance Based on Highest Scores

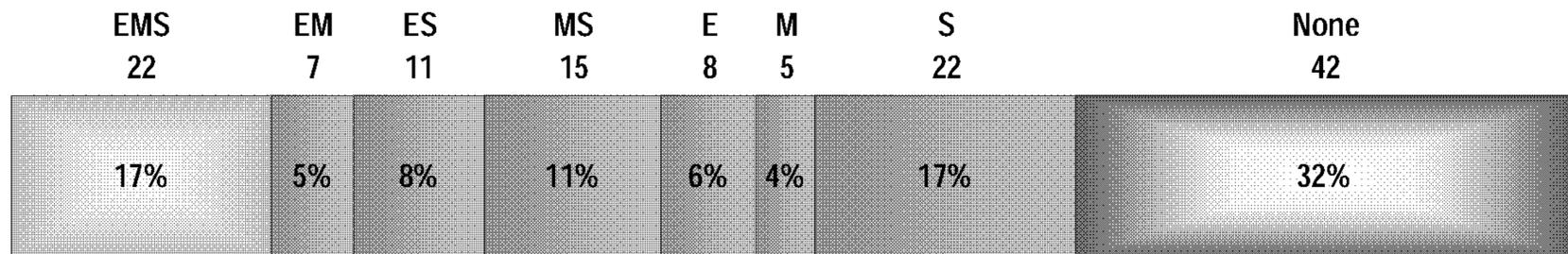


High School Competency Determination

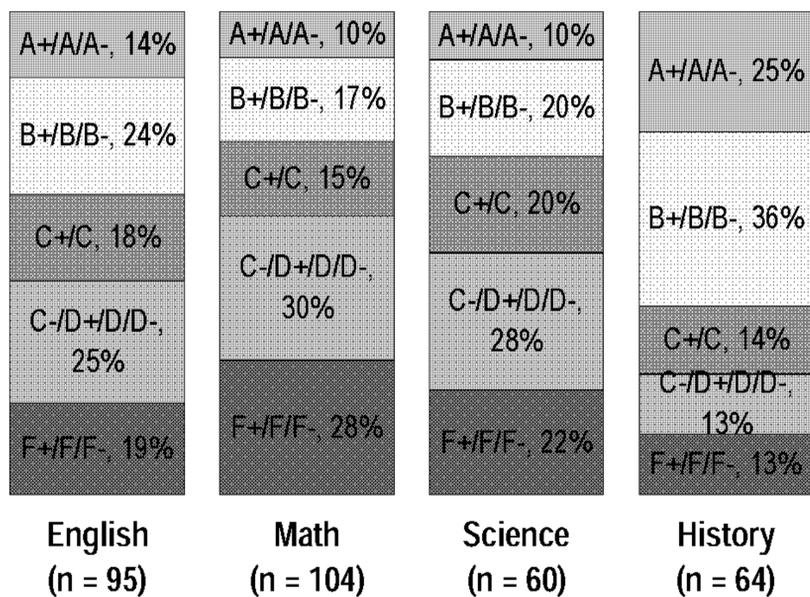
This graph displays the number of students who have met part or all of the high school Competency Determination (CD) requirements by:

- scoring at Proficient/Advanced (scaled score of 240 or higher) on the grade 10 MCAS English Language Arts and Mathematics; and
- scoring at Needs Improvement or better (scaled score of 220 or higher) on one of the four high school MCAS Science and Technology/Engineering tests (Biology, Chemistry, Introductory Physics, and Technology/Engineering).

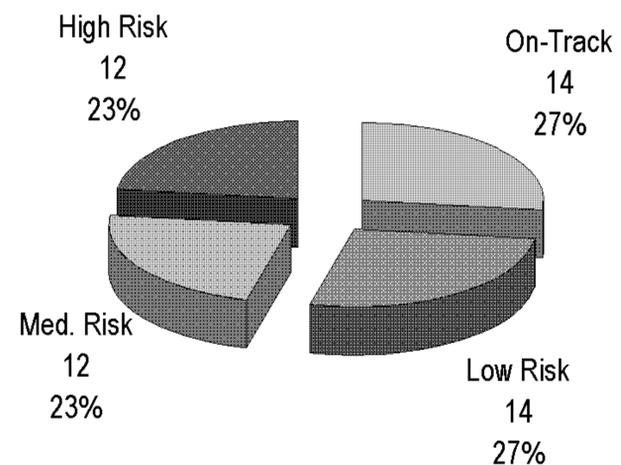
E = English Language Arts, M = Mathematics, S = High School Science (any subject)



Performance on Core Subjects in Period 2



Off-Track History Since Grade 6



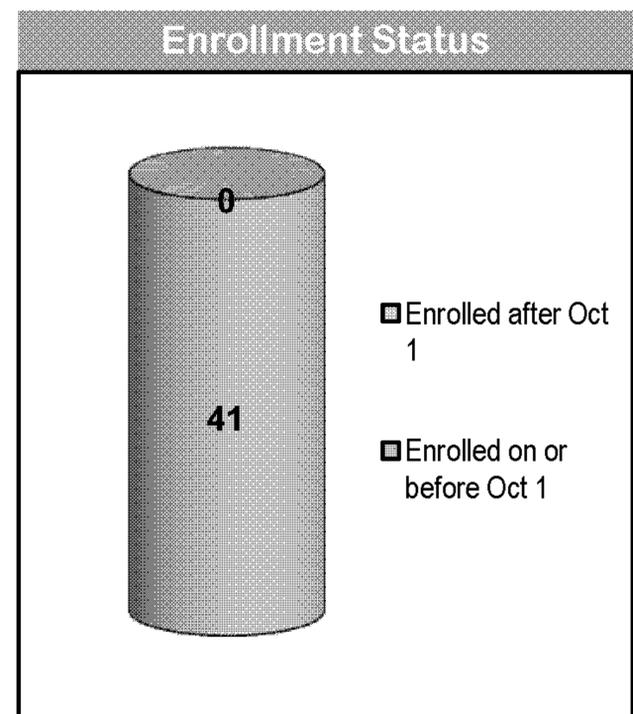
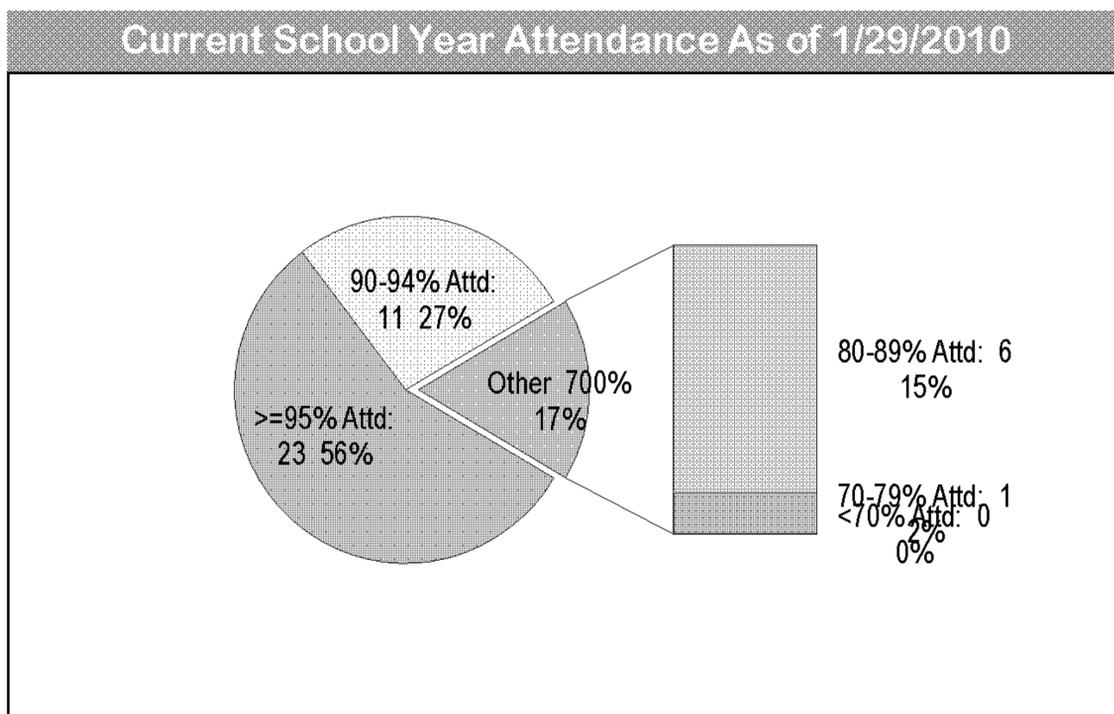
* See Indicator Definition for explanation.

Overview

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Demographic Characteristics of 3rd Graders As of February 1, 2010

	N	%		N	%		N	%
All 3rd Graders	41	100%	Students w/ Disabilities	10	24%	Female	17	41%
Black	20	49%	Mainstream	6	15%	Male	24	59%
White	1	2%	Substantially Separate	4	10%	<8 Years Old	0	0%
Asian	1	2%	ELL (LEP)	2	5%	8 Years Old	15	37%
Hispanic	18	44%	Former ELL (FLEP)	0	0%	9 Years Old	24	59%
Native American	0	0%	Low Income	30	73%	2-Yr Overage	2	5%
Mixed	1	2%				>2-Yr Overage	0	0%



Overall Effort on Core Content Areas in Fall 2009

Levels: 4 = Exceeded standard, 3 = Met standard, 2 = Some evidence of meeting standard, 1 = Little evidence of meeting standard

Level 1, 0%
Reading..

Level 1, 0%
Writing..

Level 1, 0%
Math..

Level 1, 0%
Science..

Level 1, 0%
Social Studies..

Social Development in Fall 2009

Levels: 4 = Exceptional effort, 3 = Solid evidence of effort, 2 = Some evidence of effort, 1 = Little evidence of effort

Level 1, 0%
**Work hard and strive for
excellence
(n = 0)**

Level 1, 0%
**Actively participate in
discussions
(n = 0)**

Level 1, 0%
**Complete and return
homework assignments
(n = 0)**

Level 1, 0%
**Observe classroom and
school rules
(n = 0)**

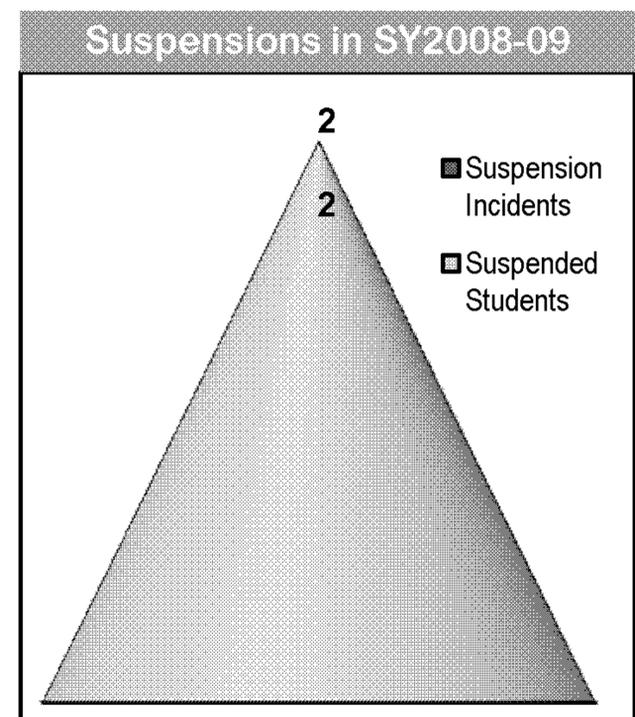
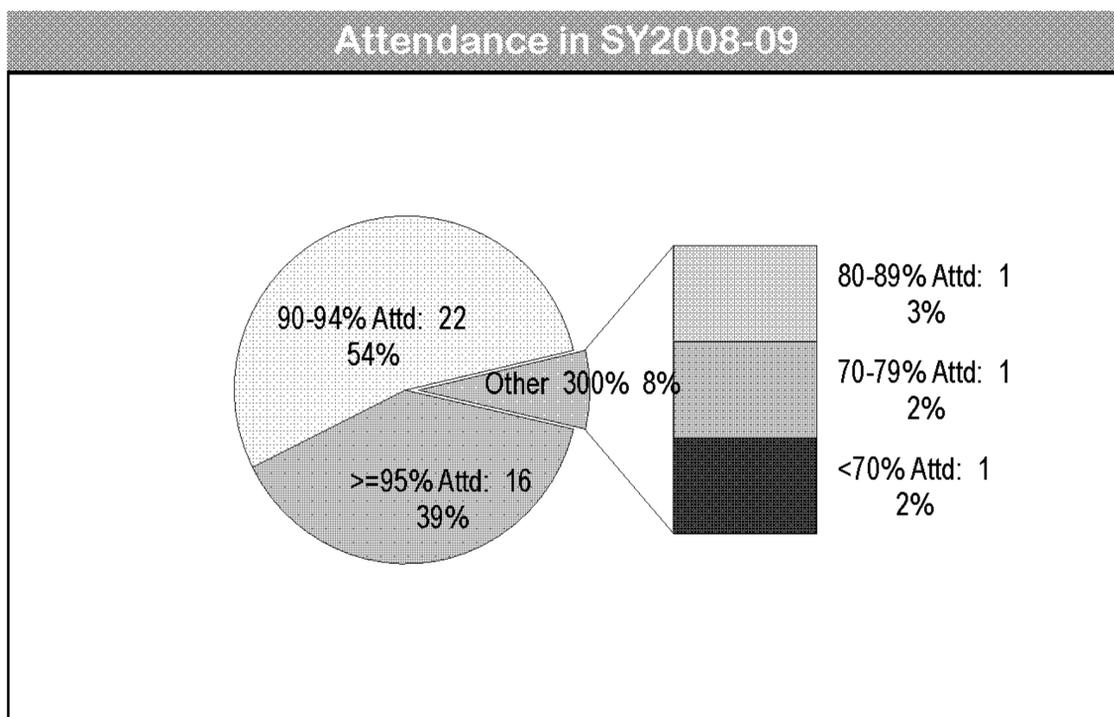
Level 1, 0%
**Accept suggestions and
learn from mistakes
(n = 0)**

Overview

This report provides a profile of the students who were enrolled in school as of October 1, 2009. The summary information on key indicators includes demographic characteristics, engagement in school, learning outcomes in core content areas, social development skills, and performance on DIBELS. Detailed information on each student is provided in the corresponding grade-level student list. This report is intended for use in school and classroom planning, and to support data inquiry. School administrators and teachers are encouraged to use the information to identify students with various levels of challenges and to design appropriate intervention programs to address the varying needs.

Demographic Characteristics of 3rd Graders As of October 1, 2009

	N	%		N	%		N	%
All 3rd Graders	41	100%	Students w/ Disabilities	9	22%	Female	17	41%
Black	20	49%	Mainstream	5	12%	Male	24	59%
White	1	2%	Substantially Separate	4	10%	<8 Years Old	0	0%
Asian	1	2%	ELL (LEP)	2	5%	8 Years Old	31	76%
Hispanic	18	44%	Former ELL (FLEP)	0	0%	1-Yr Overage	10	24%
Native American	0	0%	Low Income	14	34%	2-Yr Overage	0	0%
Mixed	1	2%				>2-Yr Overage	0	0%



Overall Effort on Core Content Areas in Spring 2009

Levels: 4 = Exceeded standard, 3 = Met standard, 2 = Some evidence of meeting standard, 1 = Little evidence of meeting standard

Level 1, 0%
Reading..

Level 1, 0%
Writing..

Level 1, 0%
Math..

Level 1, 0%
Science..

Level 1, 0%
Social Studies..

Social Development in Spring 2009

Levels: 4 = Exceptional effort, 3 = Solid evidence of effort, 2 = Some evidence of effort, 1 = Little evidence of effort

Level 1, 0%
Work hard and strive for
excellence
(n = 3)

Level 1, 0%
Actively participate in
discussions
(n = 3)

Level 1, 0%
Complete and return
homework assignments
(n = 3)

Level 1, 0%
Observe classroom and
school rules
(n = 3)

Level 1, 0%
Accept suggestions and
learn from mistakes
(n = 3)

DIBELS Oral Reading Fluency At End of Grade 2 in SY 2008-09

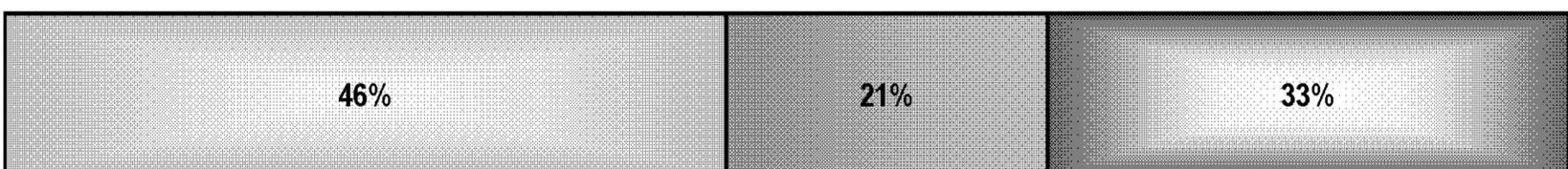
The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the development and the acquisition of early literacy and early reading skills. DIBELS Oral Reading Fluency (DORF) assesses a child's skill at reading connected text in grade-level materials. The risk levels and the corresponding instructional recommendations are:

- Low risk (DORF >= 90): Benchmark - at grade level
- Some risk (70 <= DORF < 90): Strategic - needs additional intervention
- High risk (DORF < 70): Intensive - needs substantial intervention

Low Risk..

Some Risk..

High Risk..

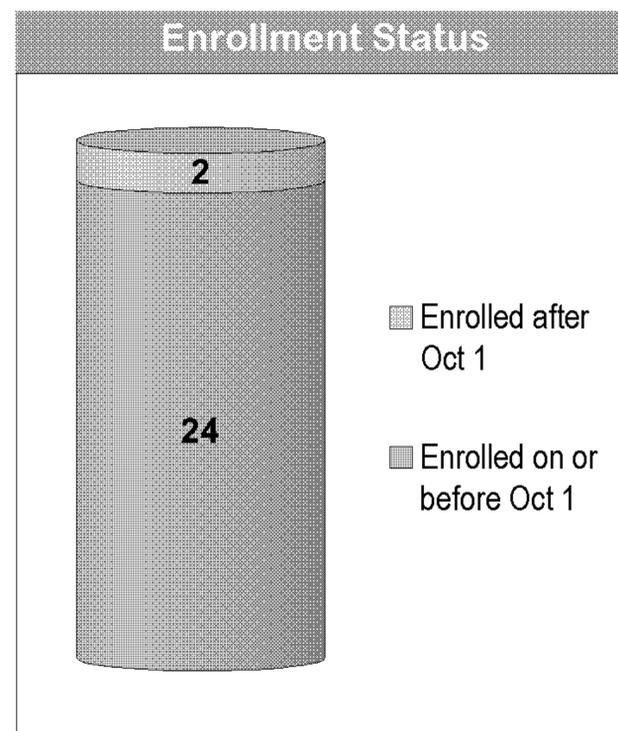
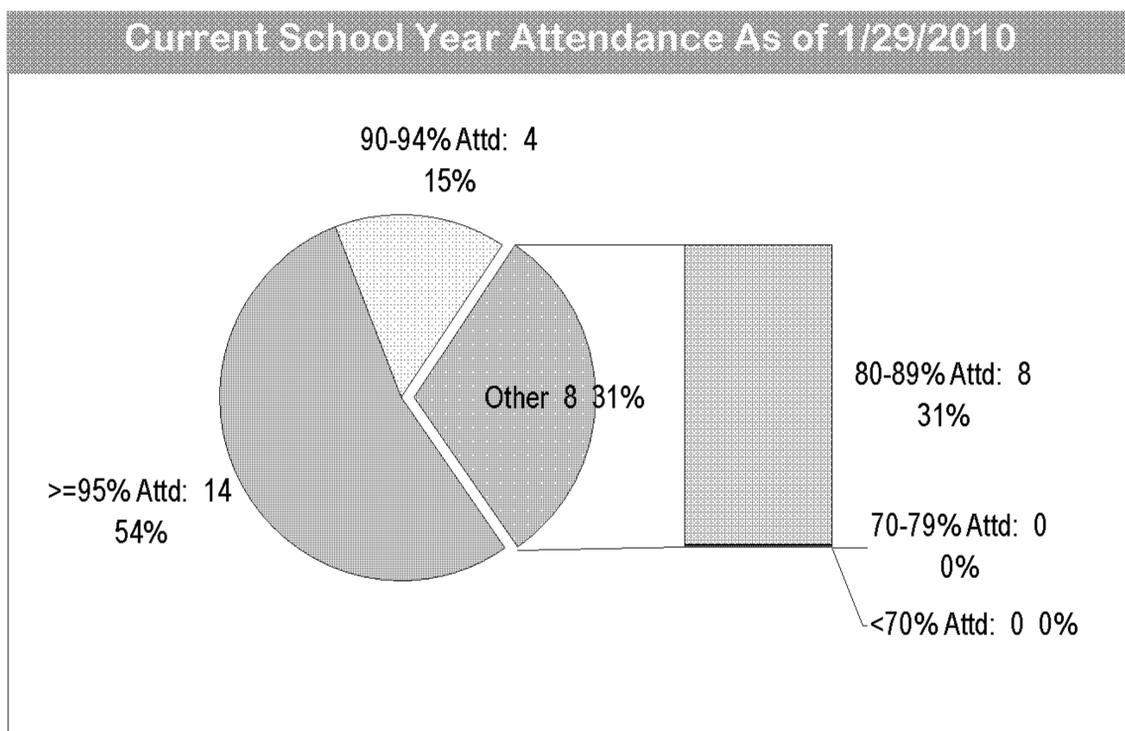


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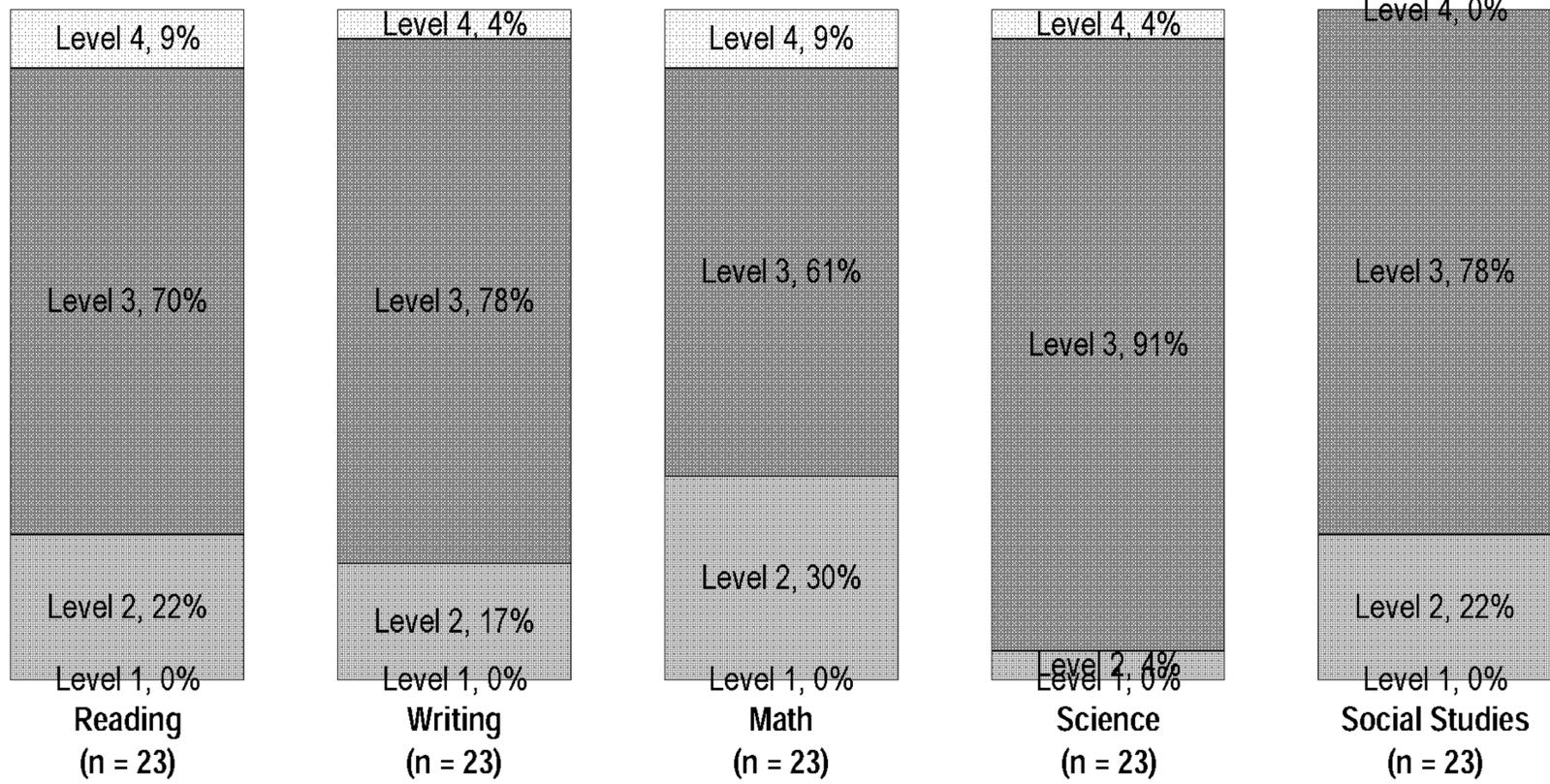
Demographic Characteristics of 3rd Graders As of February 1, 2010

	N	%		N	%		N	%
<i>All 3rd Graders</i>	26	100%	Students w/ Disabilities	5	19%	Female	16	62%
Black	13	50%	Mainstream	3	12%	Male	10	38%
White	1	4%	Substantially Separate	2	8%	<8 Years Old	0	0%
Asian	0	0%	ELL (LEP)	1	4%	8 Years Old	11	42%
Hispanic	12	46%	Former ELL (FLEP)	0	0%	9 Years Old	14	54%
Native American	0	0%	Low Income	23	88%	2-Yr Overage	1	4%
Mixed	0	0%				>2-Yr Overage	0	0%



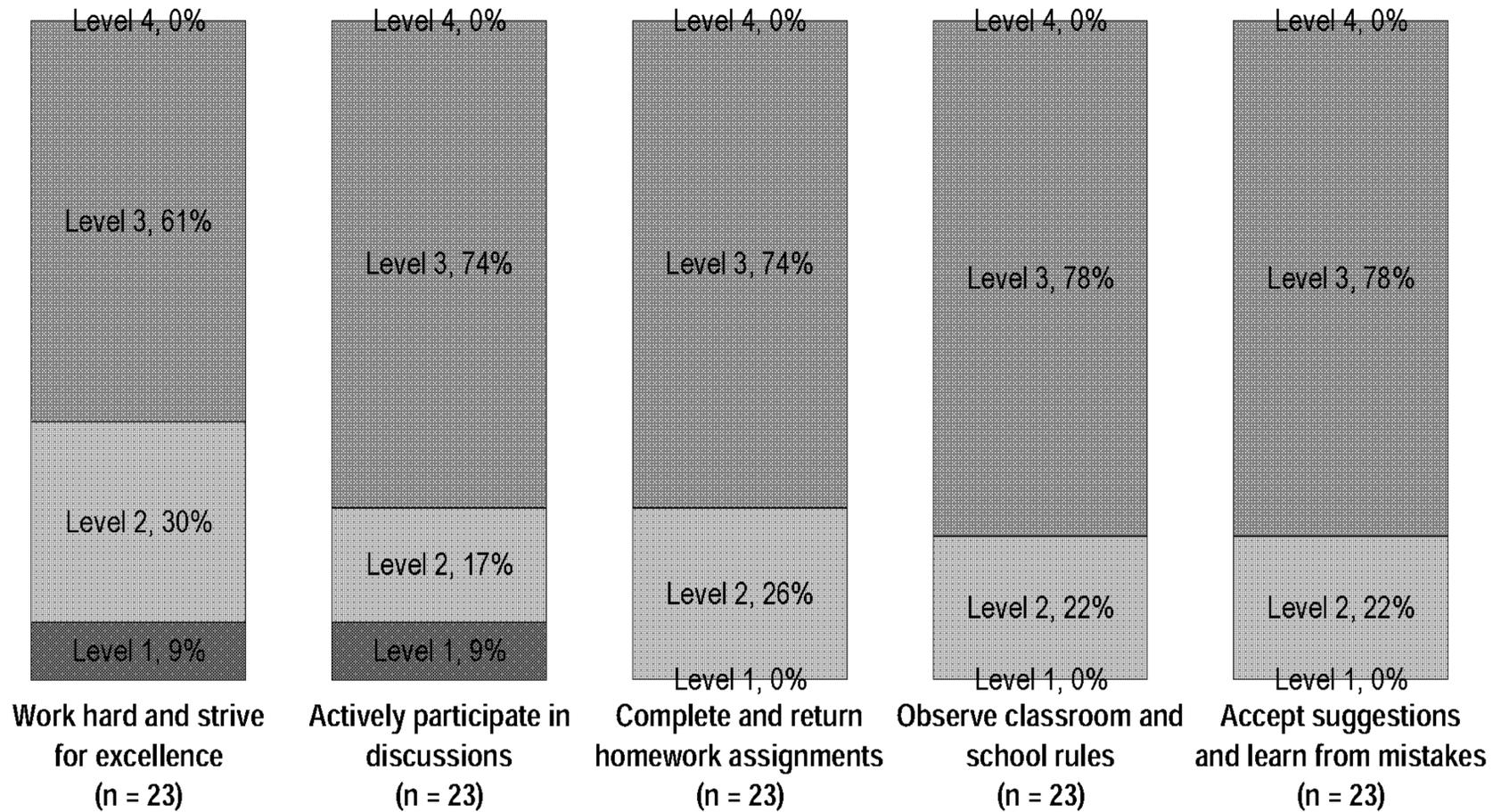
Overall Effort on Core Content Areas in Fall 2009

Levels: 4 = Exceeded standard, 3 = Met standard, 2 = Some evidence of meeting standard, 1 = Little evidence of meeting standard



Social Development in Fall 2009

Levels: 4 = Exceptional effort, 3 = Solid evidence of effort, 2 = Some evidence of effort, 1 = Little evidence of effort

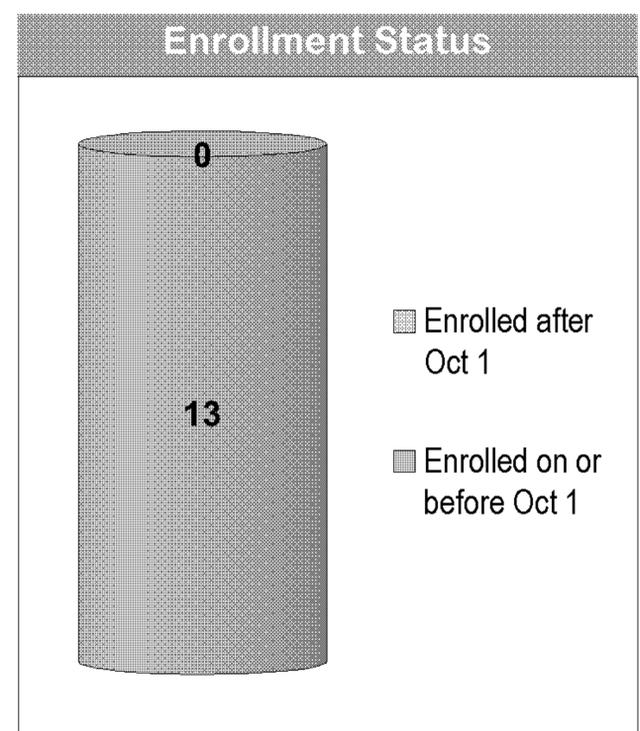
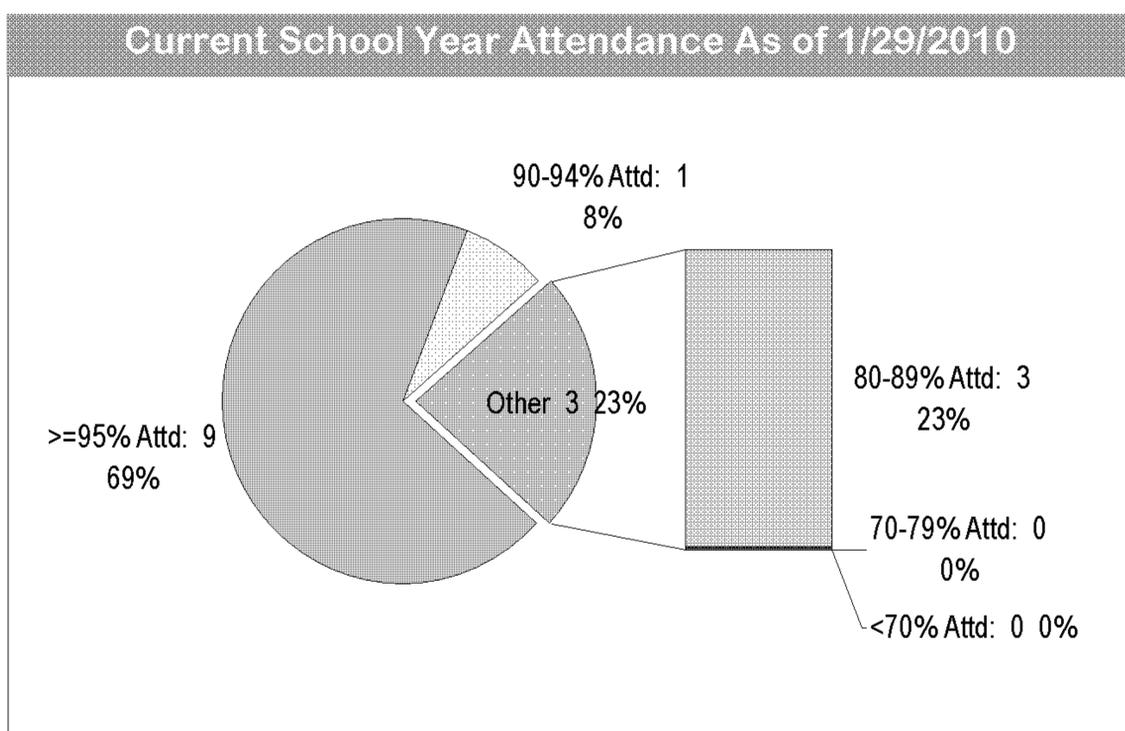


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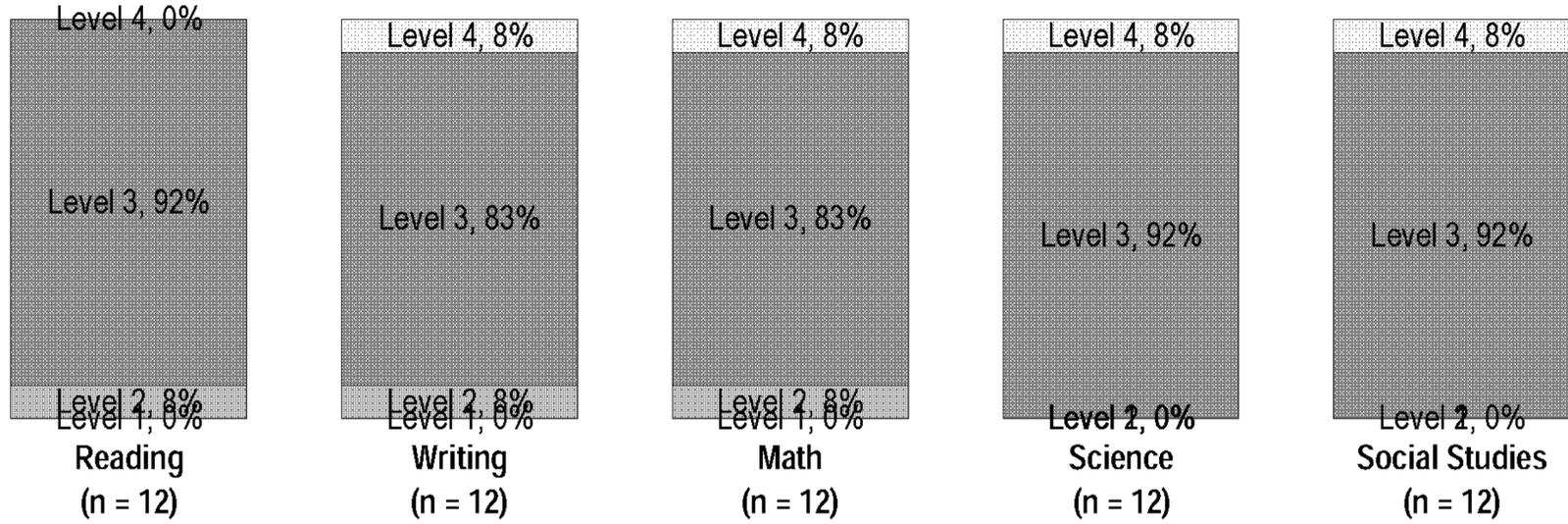
Demographic Characteristics of 4th Graders As of February 1, 2010

	N	%		N	%		N	%
<i>All 4th Graders</i>	13	100%	Students w/ Disabilities	4	31%	Female	6	46%
Black	7	54%	Mainstream	3	23%	Male	7	54%
White	0	0%	Substantially Separate	1	8%	<9 Years Old	0	0%
Asian	0	0%	ELL (LEP)	0	0%	9 Years Old	4	31%
Hispanic	5	38%	Former ELL (FLEP)	0	0%	10 Years Old	6	46%
Native American	1	8%	Low Income	12	92%	2-Yr Overage	3	23%
Mixed	0	0%				>2-Yr Overage	0	0%



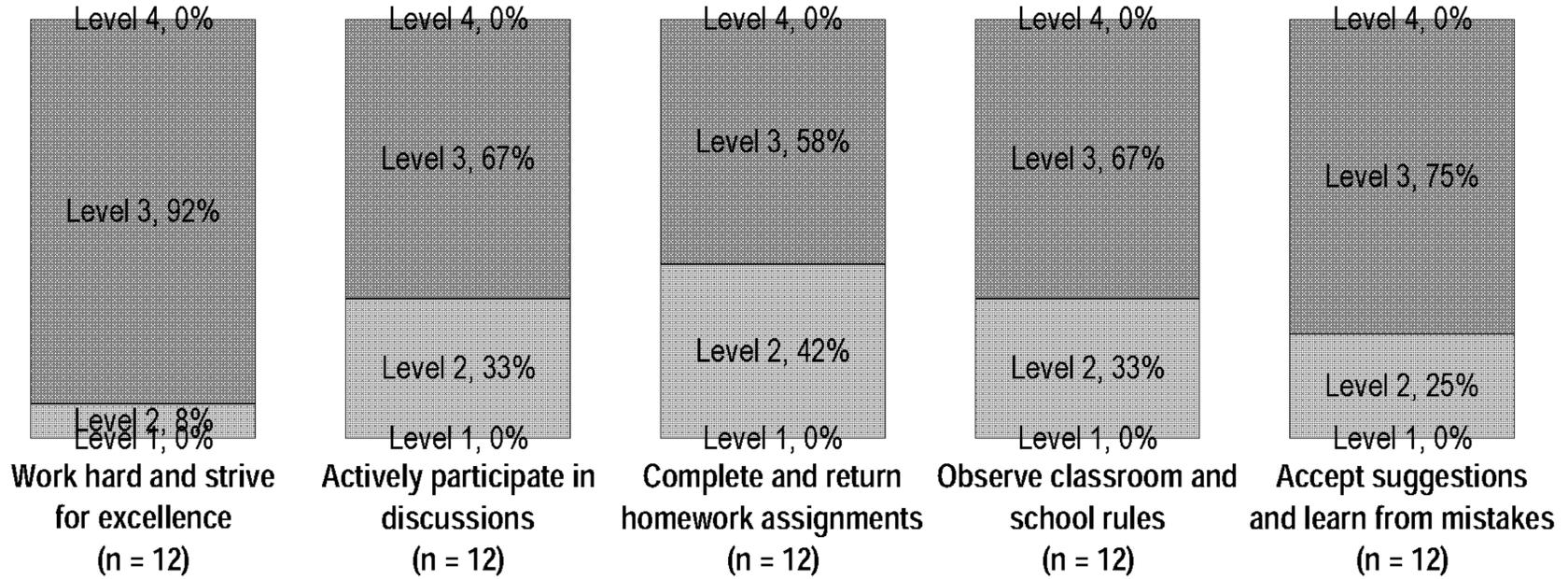
Overall Effort on Core Content Areas in Fall 2009

Levels: 4 = Exceeded standard, 3 = Met standard, 2 = Some evidence of meeting standard, 1 = Little evidence of meeting standard

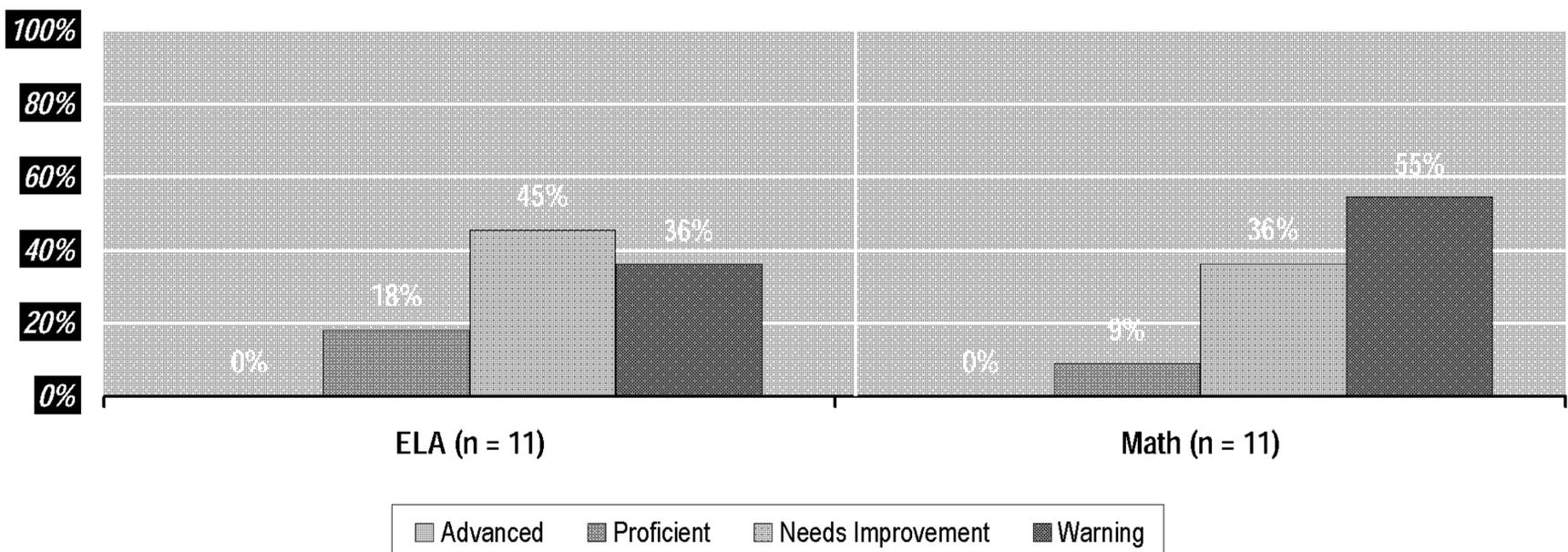


Social Development in Fall 2009

Levels: 4 = Exceptional effort, 3 = Solid evidence of effort, 2 = Some evidence of effort, 1 = Little evidence of effort



Grade 3 MCAS Performance in Spring 2009

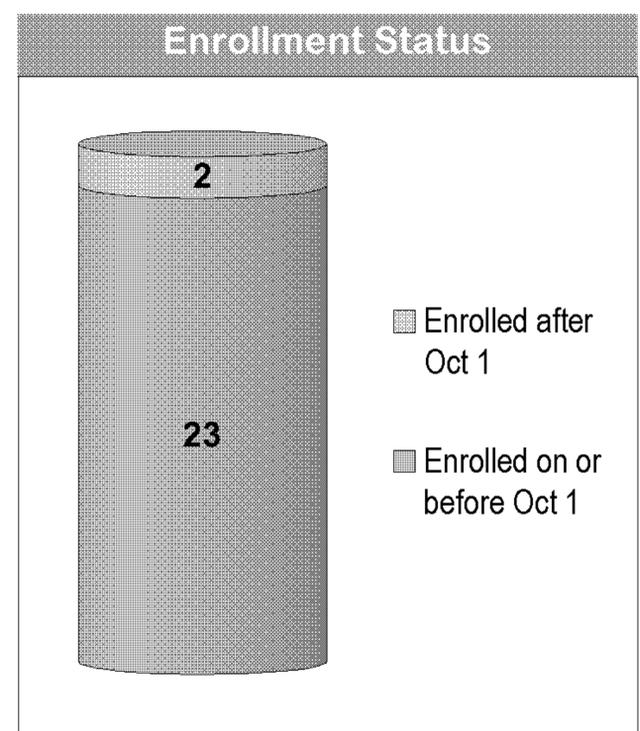
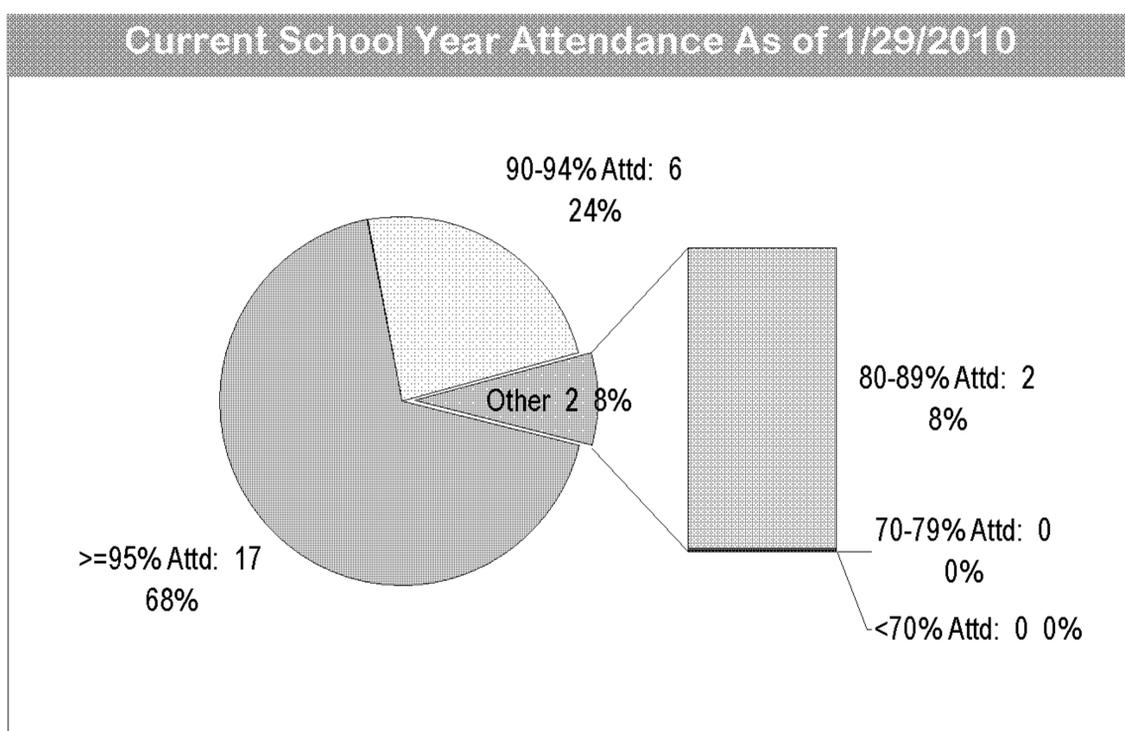


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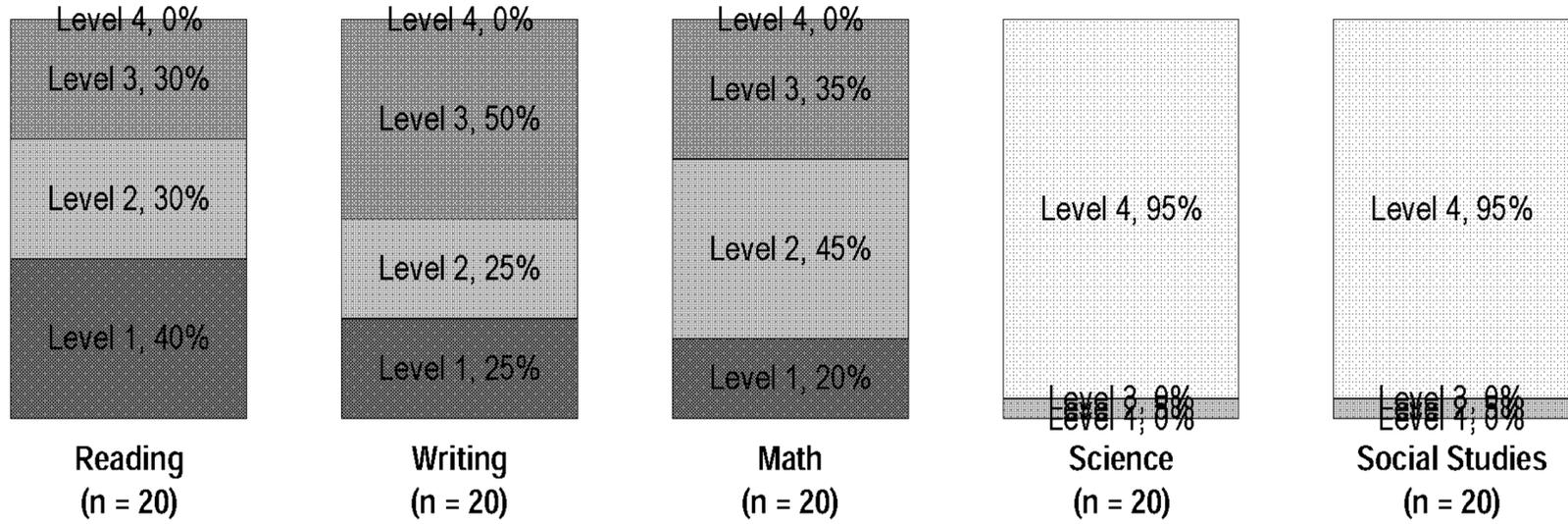
Demographic Characteristics of 5th Graders As of February 1, 2010

	N	%		N	%		N	%
<i>All 5th Graders</i>	25	100%	Students w/ Disabilities	6	24%	Female	12	48%
Black	14	56%	Mainstream	3	12%	Male	13	52%
White	2	8%	Substantially Separate	3	12%	<10 Years Old	0	0%
Asian	0	0%	ELL (LEP)	2	8%	10 Years Old	12	48%
Hispanic	8	32%	Former ELL (FLEP)	0	0%	11 Years Old	12	48%
Native American	0	0%	Low Income	24	96%	2-Yr Overage	1	4%
Mixed	1	4%				>2-Yr Overage	0	0%



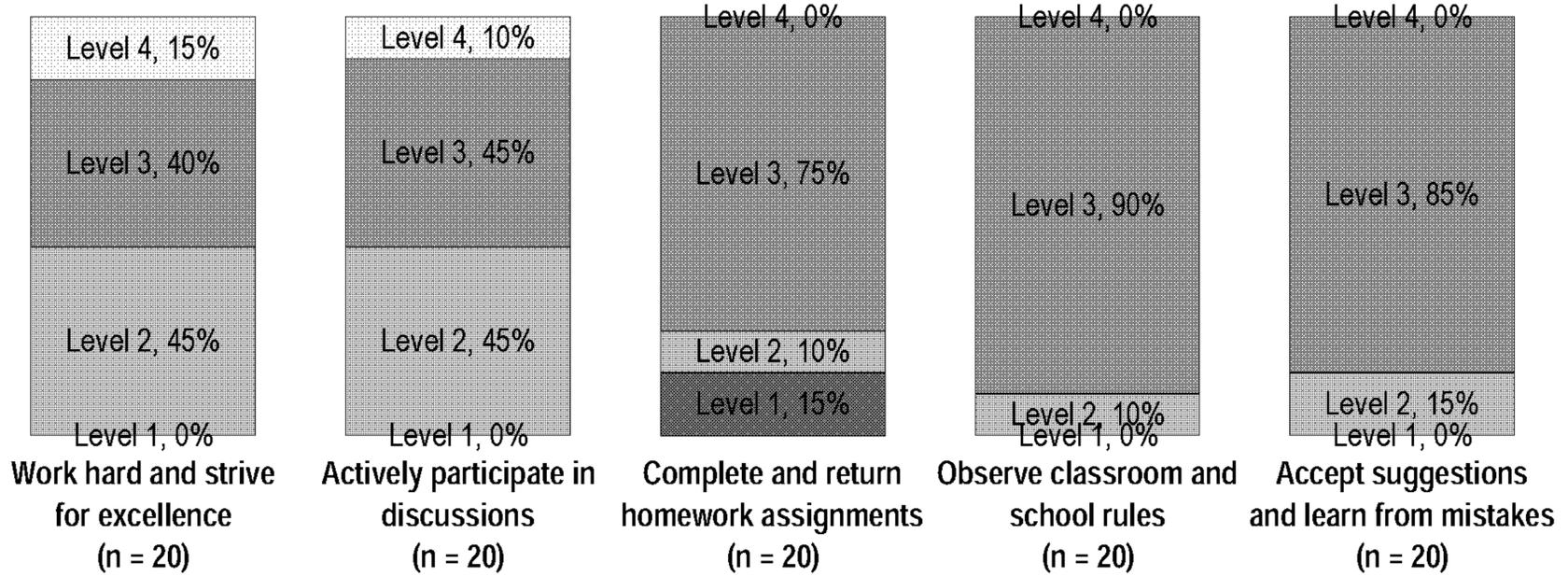
Overall Effort on Core Content Areas in Fall 2009

Levels: 4 = Exceeded standard, 3 = Met standard, 2 = Some evidence of meeting standard, 1 = Little evidence of meeting standard

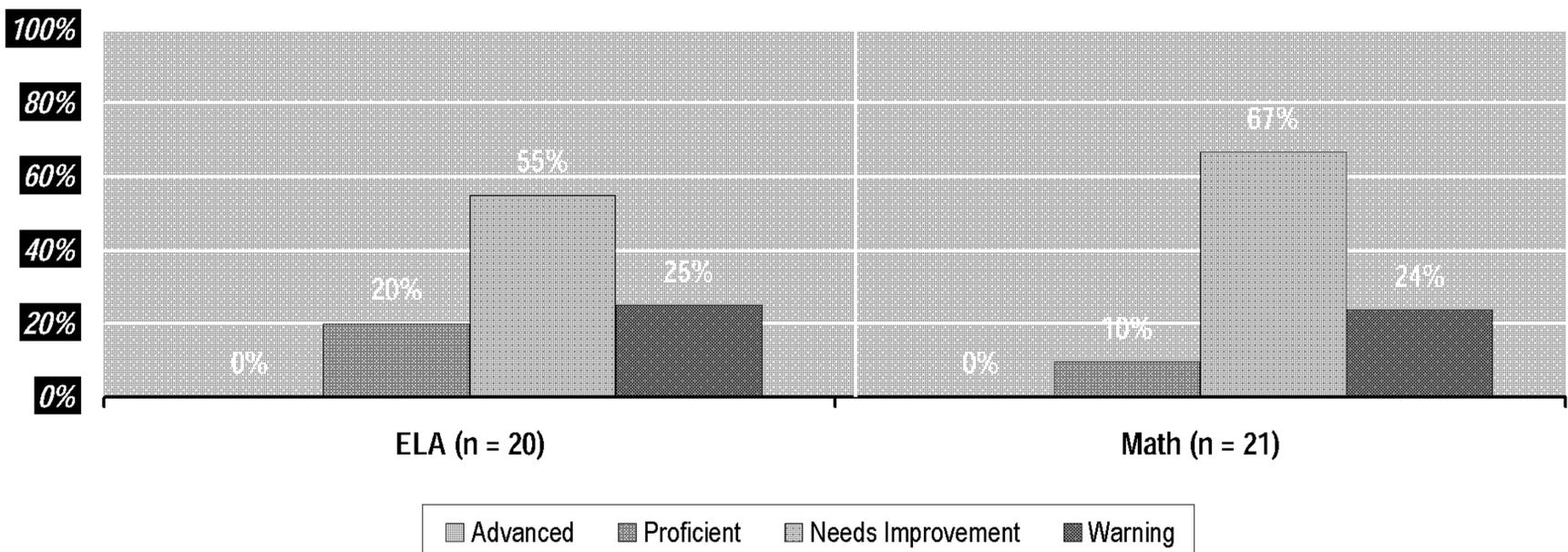


Social Development in Fall 2009

Levels: 4 = Exceptional effort, 3 = Solid evidence of effort, 2 = Some evidence of effort, 1 = Little evidence of effort



Grade 4 MCAS Performance in Spring 2009

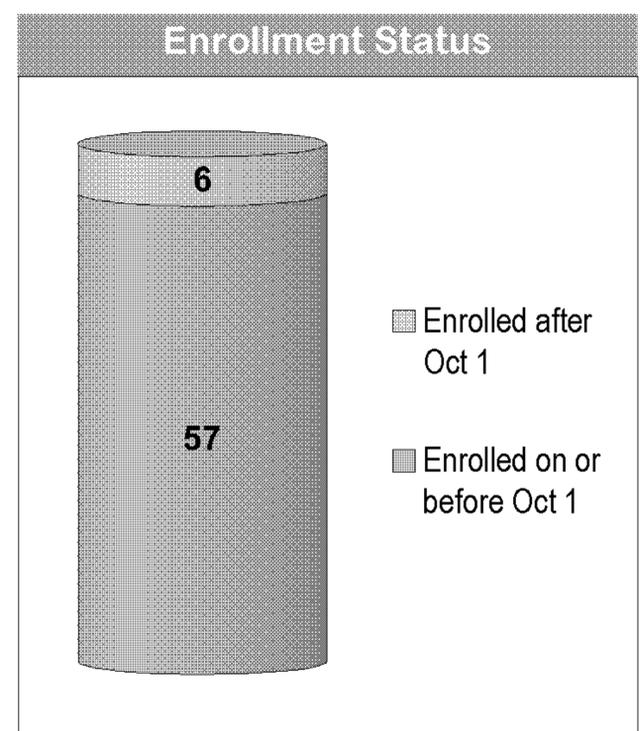
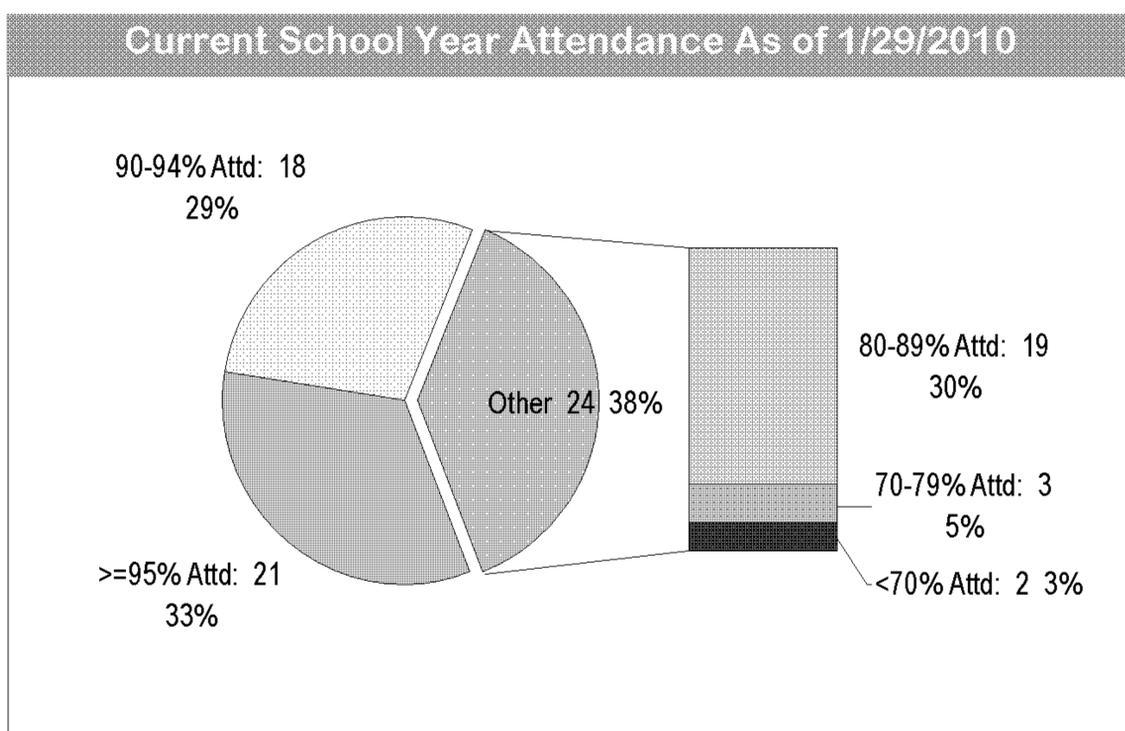


Overview

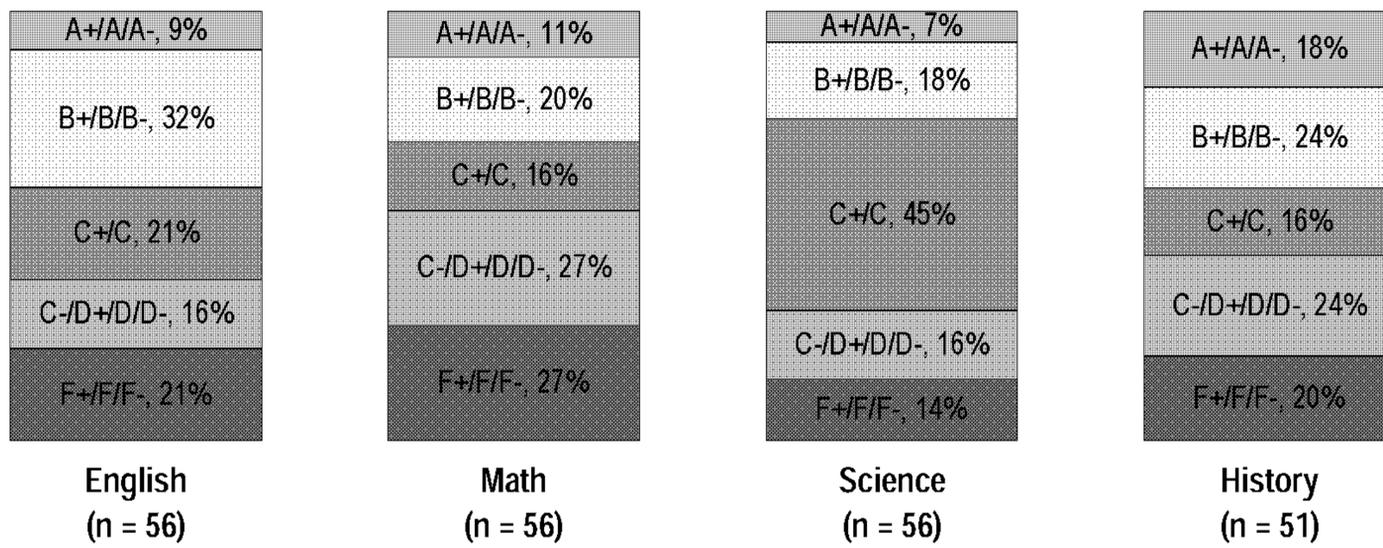
This report provides a profile and progress update of the students who were enrolled in school as of February 1, 2010. The summary information on key indicators includes demographic characteristics, engagement in school, learning outcomes in core subject areas and performance on MCAS. Detailed information on each student is provided in the corresponding grade-level student list. This report is intended for use in ongoing monitoring, and to support data inquiry. School administrators and teachers are encouraged to use the information to monitor students' progress and to make appropriate adjustments in intervention programs to address remaining challenges.

Demographic Characteristics of 6th Graders As of February 1, 2010

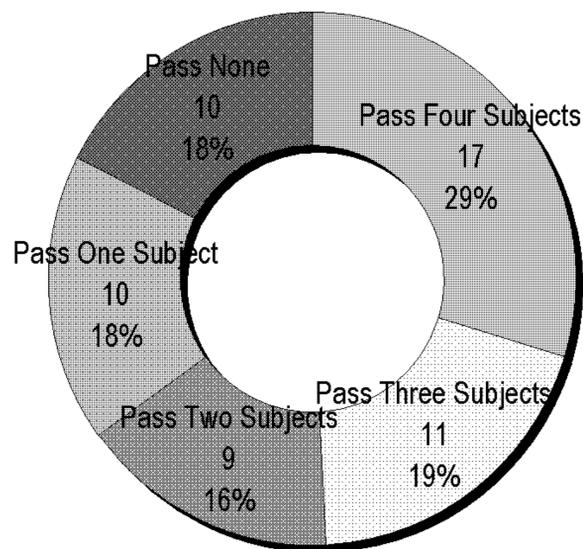
	N	%		N	%		N	%
<i>All 6th Graders</i>	63	100%	Students w/ Disabilities	18	29%	Female	30	48%
Black	28	44%	Mainstream	7	11%	Male	33	52%
White	2	3%	Substantially Separate	11	17%	<11 Years Old	0	0%
Asian	1	2%	ELL (LEP)	4	6%	11 Years Old	25	40%
Hispanic	29	46%	Former ELL (FLEP)	2	3%	12 Years Old	33	52%
Native American	0	0%	Low Income	57	90%	2-Yr Overage	4	6%
Mixed	3	5%				>2-Yr Overage	1	2%



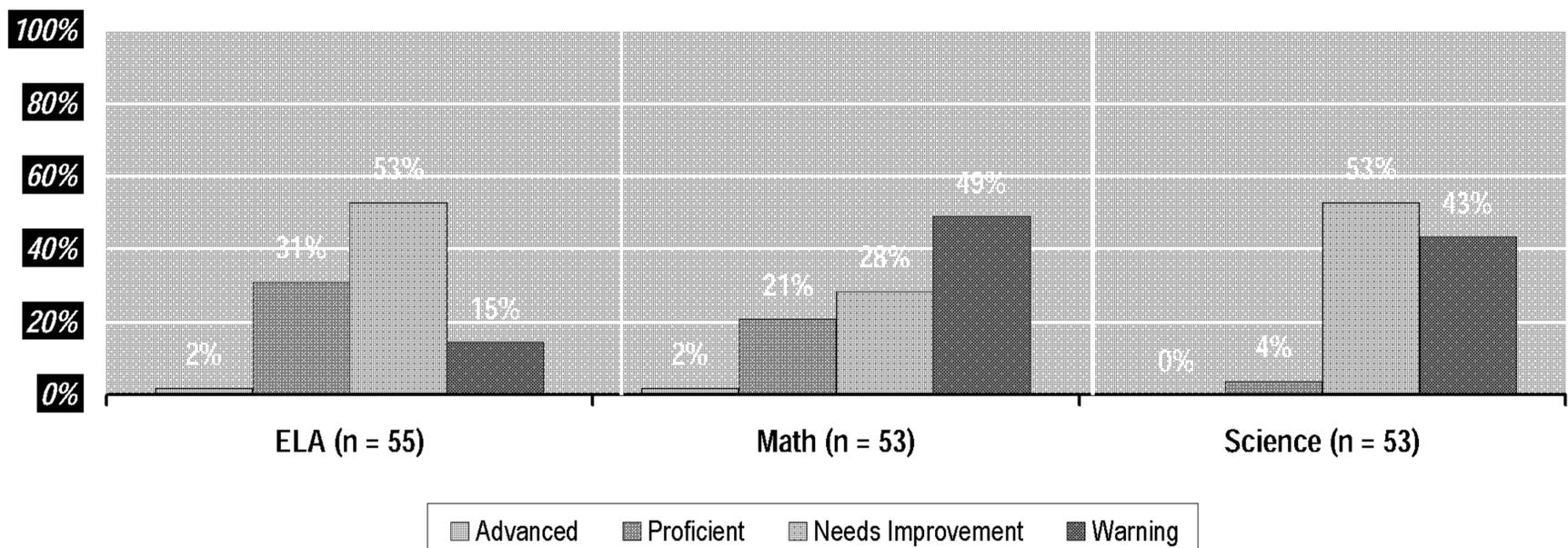
Performance on Core Subjects in Period 2



Passing Core Subjects in Period 2



Grade 5 MCAS Performance in Spring 2009

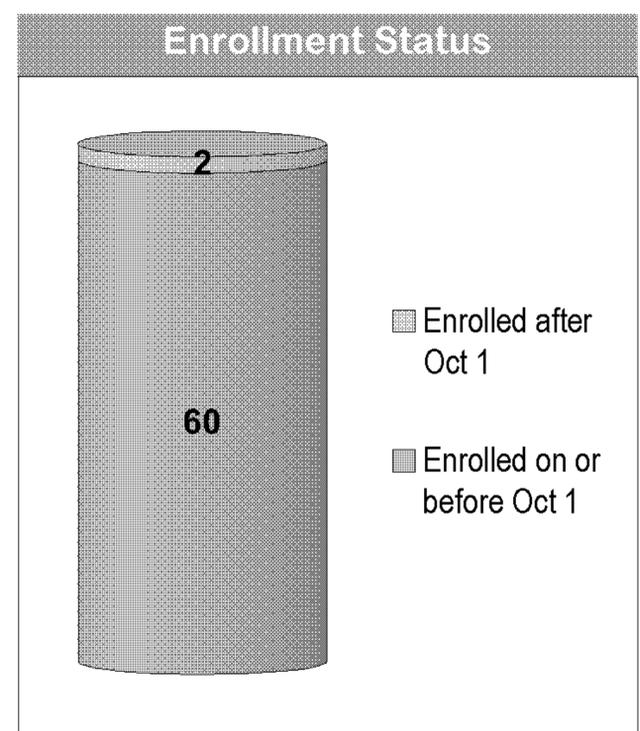
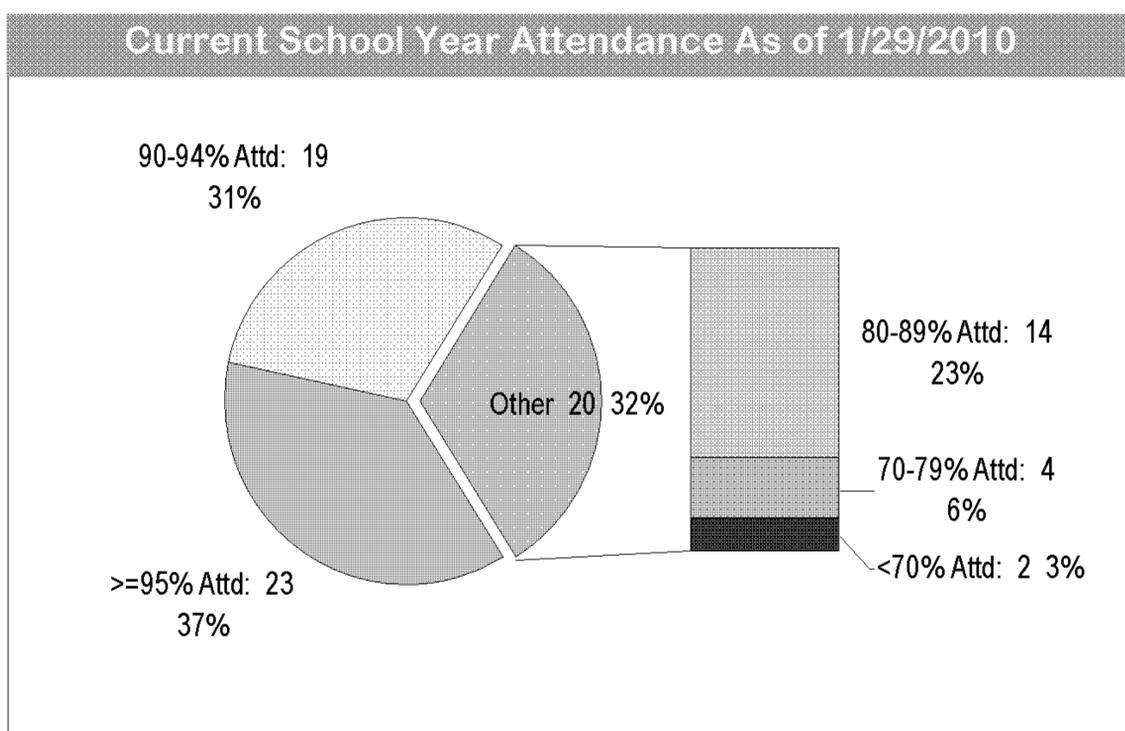


Overview

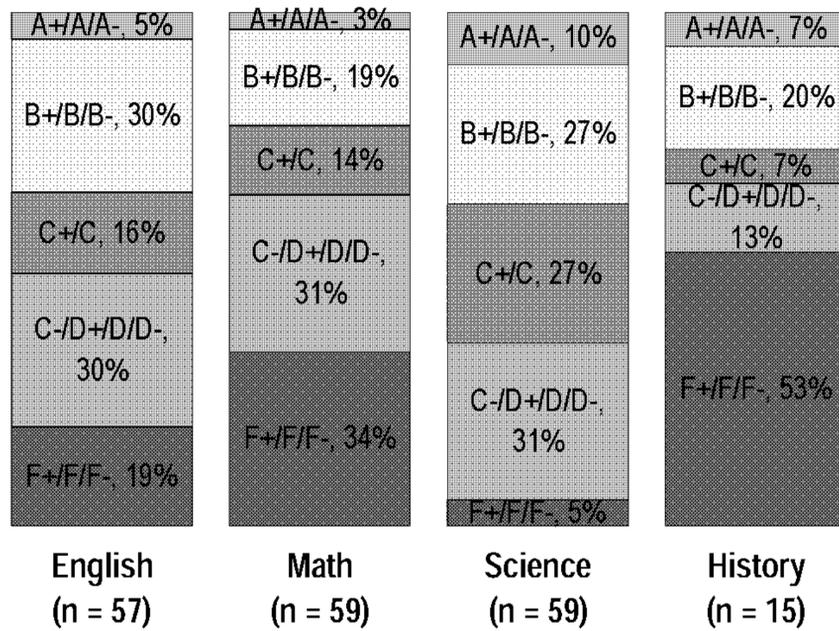
This report provides a profile and progress update of the students who were enrolled in school as of February 1, 2010. The summary information on key indicators includes demographic characteristics, engagement in school, learning outcomes in core subject areas, performance on MCAS, and history of off-track status since grade 6. Detailed information on each student is provided in the corresponding grade-level student list. This report is intended for use in ongoing monitoring, and to support data inquiry. School administrators and teachers are encouraged to use the information to monitor students' progress and to make appropriate adjustments in intervention programs to address remaining challenges.

Demographic Characteristics of 7th Graders As of February 1, 2010

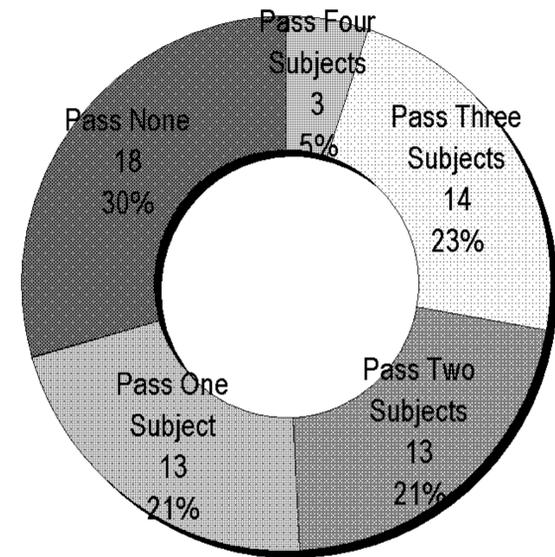
	N	%		N	%		N	%
<i>All 7th Graders</i>	62	100%	Students w/ Disabilities	20	32%	Female	22	35%
Black	39	63%	Mainstream	10	16%	Male	40	65%
White	2	3%	Substantially Separate	10	16%	<12 Years Old	0	0%
Asian	0	0%	ELL (LEP)	4	6%	12 Years Old	18	29%
Hispanic	19	31%	Former ELL (FLEP)	1	2%	13 Years Old	28	45%
Native American	1	2%	Low Income	55	89%	2-Yr Overage	14	23%
Mixed	1	2%				>2-Yr Overage	2	3%



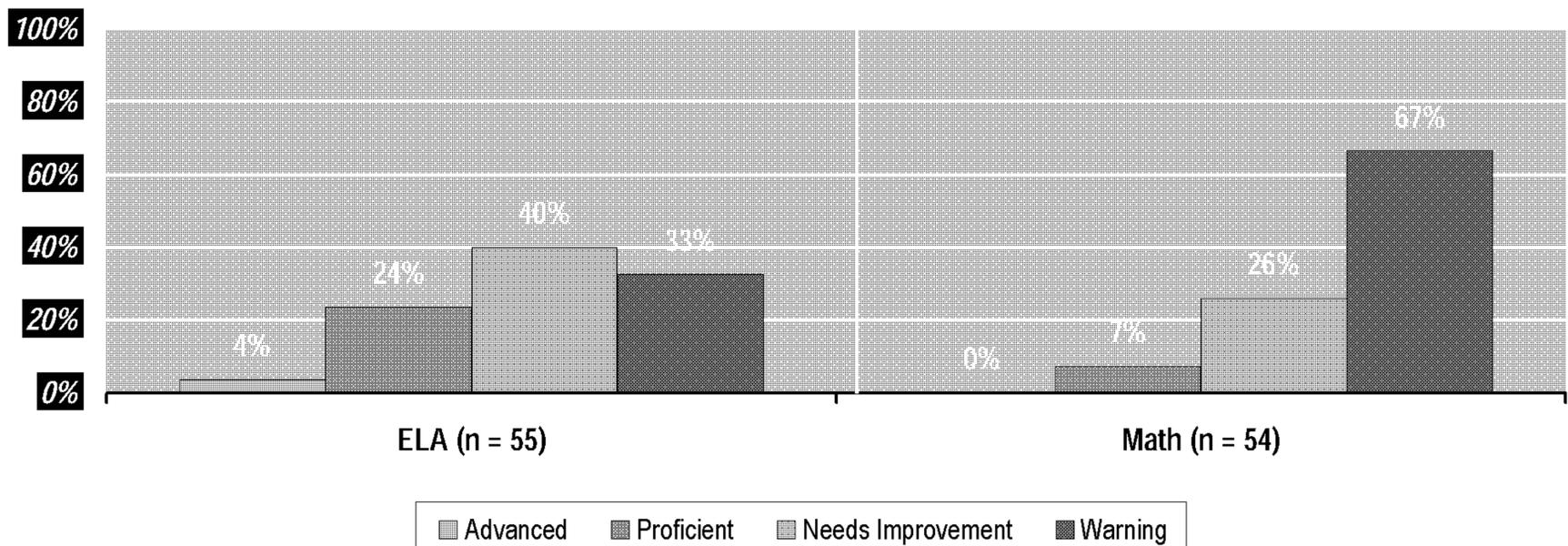
Performance on Core Subjects in Period 2



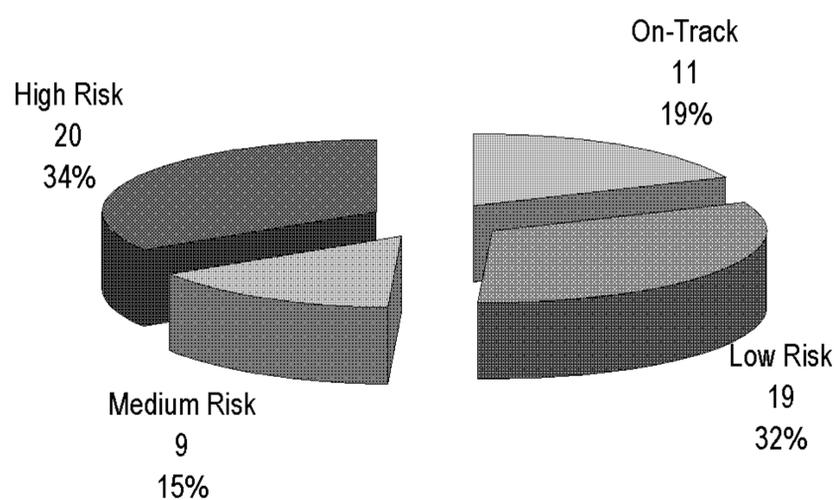
Passing Core Subjects in Period 2



Grade 6 MCAS Performance in Spring 2009



History of Off-Track Status Since Grade 6



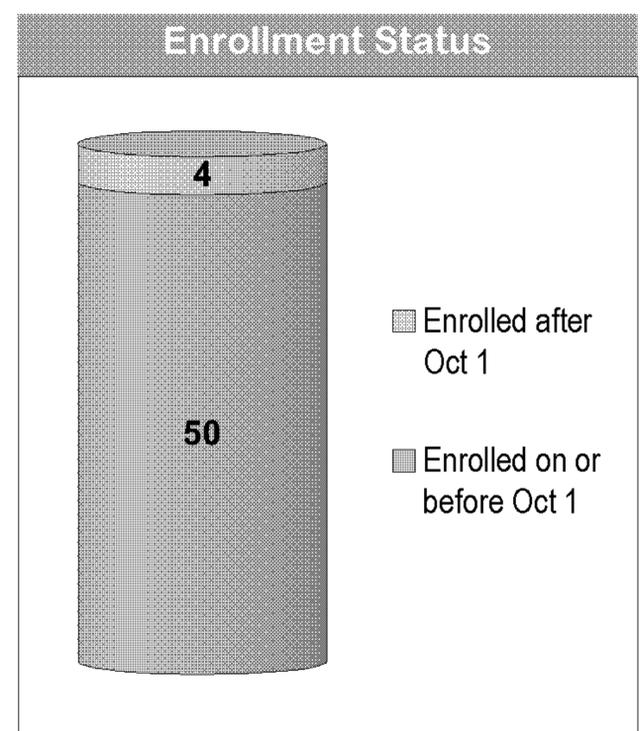
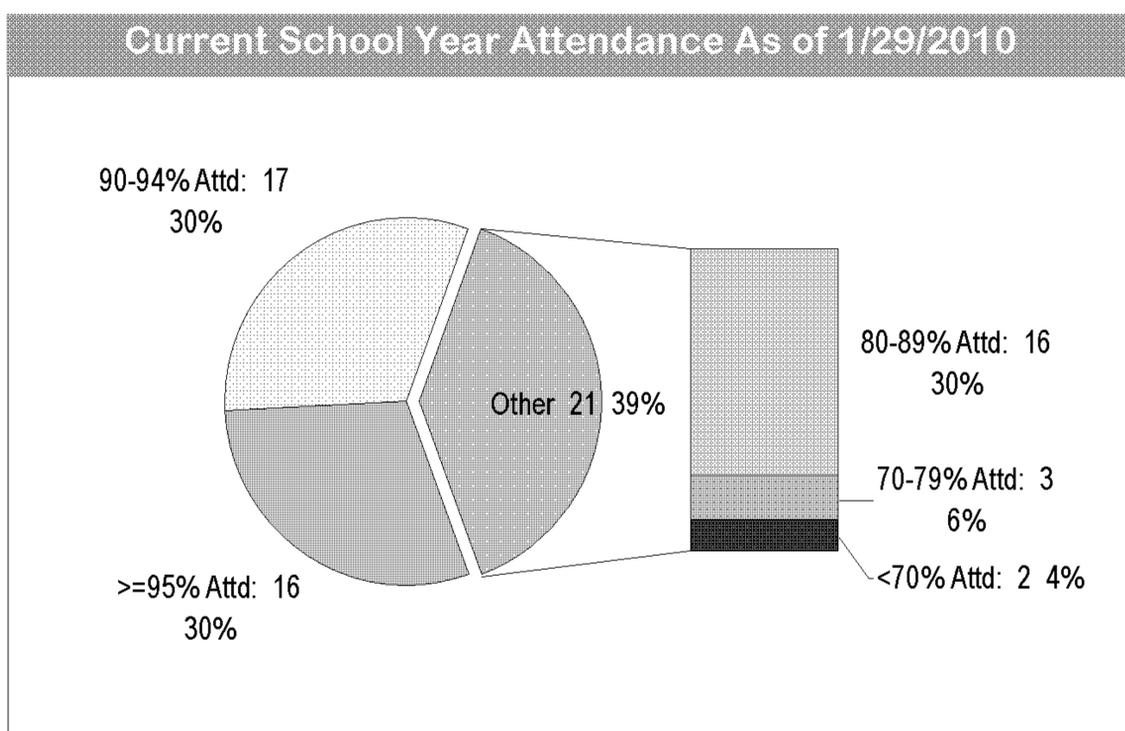
- On-Track: Students are on track to graduation.
- Low Risk: Students in this risk category are typically flagged once in a single off-track indicator, and may also be flagged for suspension.
- Medium Risk: Students are typically flagged for two to four off-track indicators. They may have risks spread out across different off-track indicators, or have repeated risks concentrated in fewer indicators.
- High Risk: Students in this risk category are flagged for repeated risks in multiple off-track indicators.
- See the student list for more details.

Overview

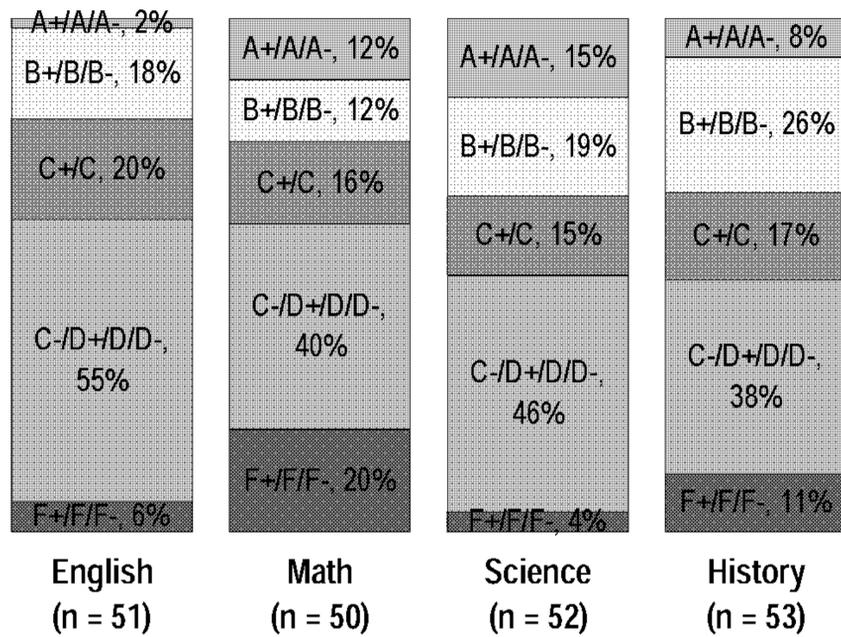
This report provides a profile and progress update of the students who were enrolled in school as of February 1, 2010. The summary information on key indicators includes demographic characteristics, engagement in school, learning outcomes in core subject areas, performance on MCAS, and history of off-track status since grade 6. Detailed information on each student is provided in the corresponding grade-level student list. This report is intended for use in ongoing monitoring, and to support data inquiry. School administrators and teachers are encouraged to use the information to monitor students' progress and to make appropriate adjustments in intervention programs to address remaining challenges.

Demographic Characteristics of 8th Graders As of February 1, 2010

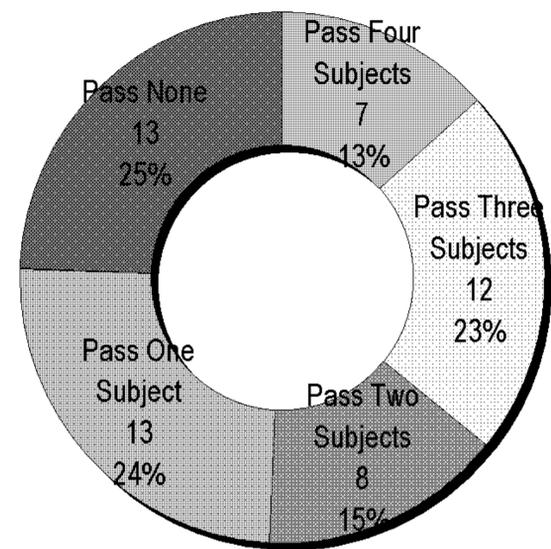
	N	%		N	%		N	%
<i>All 8th Graders</i>	54	100%	Students w/ Disabilities	16	30%	Female	28	52%
Black	35	65%	Mainstream	9	17%	Male	26	48%
White	1	2%	Substantially Separate	7	13%	<13 Years Old	0	0%
Asian	0	0%	ELL (LEP)	4	7%	13 Years Old	14	26%
Hispanic	18	33%	Former ELL (FLEP)	3	6%	14 Years Old	31	57%
Native American	0	0%	Low Income	44	81%	2-Yr Overage	8	15%
Mixed	0	0%				>2-Yr Overage	1	2%



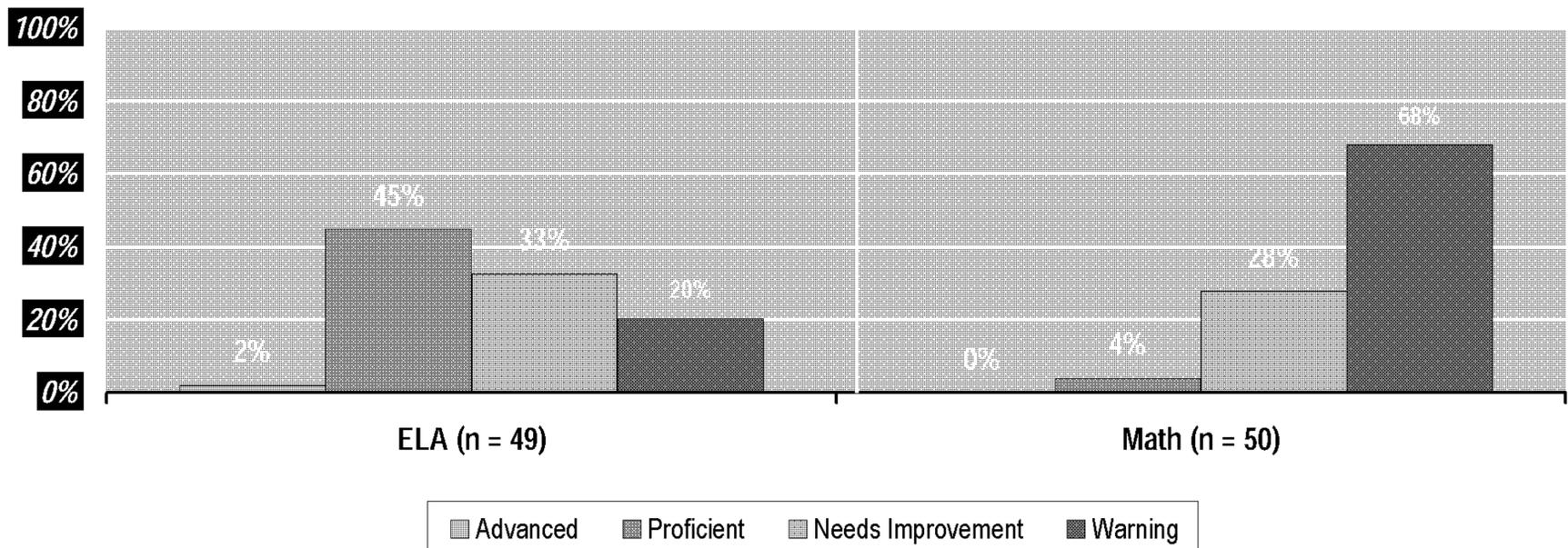
Performance on Core Subjects in Period 2



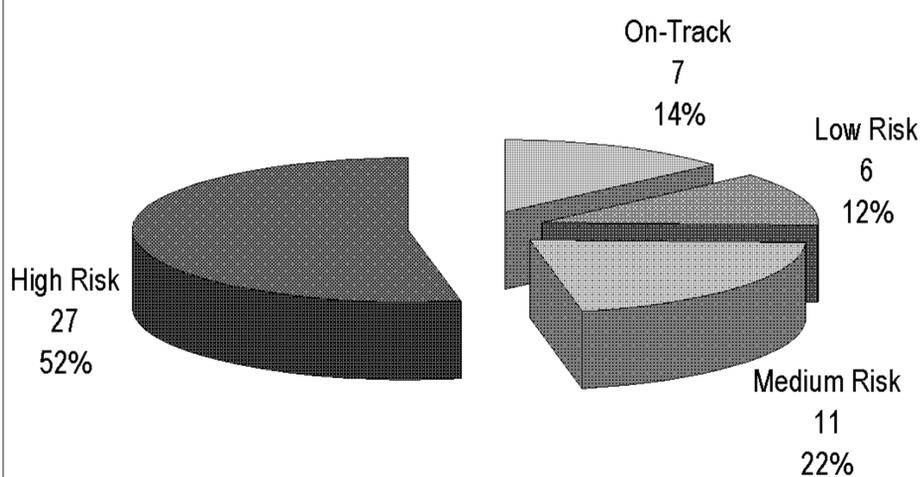
Passing Core Subjects in Period 2



Grade 7 MCAS Performance in Spring 2009



History of Off-Track Status Since Grade 6



- On-Track: Students are on track to graduation.
- Low Risk: Students in this risk category are typically flagged once in a single off-track indicator, and may also be flagged for suspension.
- Medium Risk: Students are typically flagged for two to four off-track indicators. They may have risks spread out across different off-track indicators, or have repeated risks concentrated in fewer indicators.
- High Risk: Students in this risk category are flagged for repeated risks in multiple off-track indicators.
- See the student list for more details.

Boston Public Schools
Full-Service Community Schools Advisory Board
Membership

- *Frank Barnes*, Chief Accountability Officer, Boston Public Schools
- *Marie St. Fleur*, Chief of Advocacy and Strategic Investment, City of Boston
- *Judith Kurland*, Chief of Programs and Partnerships, City of Boston
- *Robert Kilkenny*, Executive Director, Alliance for Inclusion and Prevention
- *Michael Tooke*, Dorchester FAMILY School Initiative, Boston Leaders for Education
- *Peg Sprague*, Vice President, Community Impact, United Way Massachusetts Bay/Merrimack Valley
- *Rahn Dorsey*, Evaluation Director, Barr Foundation
- *Abby Weiss*, Executive Director, Full-service Schools Roundtable, *Facilitator*

Note: This initial group will be expanded as needed.

Project Narrative

Appendix--Documentation of match

Attachment 1:

Title: **Boston_Public_Schools_Appendix_C_Documentation of Match.pdf** Pages: **1** Uploaded File:
Boston_Public_Schools_Appendix_C_Documentation of Match.pdf

**Boston Public Schools Full-service Community Schools Grant
Documentation of Match**

Each partner in signing the Memorandum of Understanding has agreed to its terms which include a commitment to provide the total amount of matching or in-kind local, state, or private funds indicated in the budgets they supplied. Below is breakdown of match by partner or district:

Expenses	District	Burke	Higginson-Lewis	Young Achievers	Yr. 1 Total*
Personnel					
Coach	.5 DELTAS To support site implementation. In-Kind \$35,000				In-Kind: \$35,000
Site-based: Career Specialist/ Social Worker		1 FTE Private Industry Council Career Specialist To support workplace and academic skill development and job placement In-kind \$33,000		.66 FTE Children's Hospital Social Worker to facilitate Student Support process and provide counseling. In-kind \$40,000	In-Kind: \$73,000
Personnel Sub-total					In-kind: \$73,000
		Private Industry Council (Rate .21 Career Specialist) In-Kind 7,000		Children's Hospital (Rate .29 Social Worker - \$60,000) In-kind 17,400	In-kind: 24,400
Fringe Benefits Sub-total					In-kind 24,400
6. Contractual					
		City Year In-kind: \$300,000 Efficacy Institute In-kind \$10,000	NEEI In-kind \$50,879 Boston Medical Center In-Kind \$15,101 Smart Smiles In-kind \$2,125 Black Ministerial Alliance In-kind \$9,110	Wediko In-kind: 12,720 Tutors for All In-kind \$70,440	
Contractual Sub-total					In-kind \$457,655
Total One-year Match					\$589,655
Total Five-year Match					\$2,956,590.

Project Narrative

Appendix--MOU

Attachment 1:

Title: **Boston Public Schools FSCS MOU** Pages: **9** Uploaded File: **MOU.pdf**



MEMORANDUM OF UNDERSTANDING

Between the Boston Public Schools District (BPS), Boston Public Health Commission, the Full-service Schools Roundtable, the Jeremiah Burke High School, Higginson-Lewis K-8 School, and Young Achievers Math & Science Pilot School and each School's Community Partners

Background

This Memorandum of Understanding ("MOU") is entered into between Boston Public Schools ("District"), Boston Public Health Commission, the Full-service Schools Roundtable, participating schools Jeremiah Burke High School, Higginson-Lewis K-8 School, and Young Achievers Math & Science Pilot School ("School"), and the community partners identified below ("Partners").

The purpose of this MOU is to describe the partnership between the District, Schools, and Partners to implement the Full-Service Community Schools ("FSCS") Grant Project. The purpose of the Full-Service Community Schools Grant Project is to assist Jeremiah Burke High School, Higginson-Lewis K-8 School, and Young Achievers Math & Science Pilot School in the coordination and delivery of educational, developmental, family, health, and other services for students and families through partnerships with community-based organizations. This collaboration is anticipated to provide the following services for students, families, and communities and the district:

Boston Public Health Commission: technical assistance in leveraging health, mental health, and wellness resources to address student and family needs.

Full-service Schools Roundtable: consultation on sharing best practices and lessons learned at the city, state, and national level.

Jeremiah Burke Partners: Ignition, a program of Focus Training – mentoring and tutoring; Private Industry Council in collaboration with Freedom House - workplace and academic skill development, coaching, summer jobs placement, mentoring, tutoring; Yoga Center - yoga and meditation techniques; Build Her Up – critical thinking, violence prevention, and HIV prevention; NAACP Boston Branch - academic support and enrichment; City Year – academic intervention, extended learning, and positive support; Efficacy Institute – training and support of families and students.

Higginson-Lewis Partners: The Black Ministerial Alliance – family workshops and coaching; The New England Eye Institute – mobile eye care clinic, education, and eyeglasses; Boston University’s Smart Smiles Dental Program – screening, treatment, and education; Boston Medical Center’s Department of Pediatrics and Child Psychiatry – help school coordinate, deliver and track physical and mental health services.

Young Achievers Partners: Tutoring for All – academic support; Children’s Hospital Neighborhood Partnership – student support services and counseling; Wediko – prevention and intervention services.

Duration

The term of this MOU will become effective when the MOU is signed by the District and the Partners, unless terminated using criteria detailed in the Termination section below or extended by written agreement. The MOU will end five (5) years after the last date the MOU is signed by a party or the end of the grant period whichever comes sooner.

Responsibilities of BPS

A. The District will be responsible for administering the FSCS Grant Project as described in the grant application, including assignment of a Full-Service Community Schools School Based Site Coordinator.

B. The Full-Service Community Schools School Based Site Coordinator will be

responsible for: providing ongoing communication, coordinating and supporting the Partners' involvement in the school.

C. Data analysis conducted as part of the evaluation design approved by the BPS Office of Research, Assessment, and Evaluation and incorporated into the grant application will be shared with the U.S. Department of Education - Full-Services Community Schools project partners.

D. The District will distribute grant funds for years 1-5 to provide services to each school as identified in the District's grant application. The amount of funds to be distributed per year is conditioned upon being awarded a grant by the U.S. Department of Education and the terms of that grant.

F. The District and School, at their sole discretion, will determine the role and scope of the Partner agency's access to and work with each designated School's students and their families.

G. The District and School, at their discretion, will provide financial support to Partners as determined by the total grant award from the Department of Education in years 1-5.

Funded partners will be reviewed by the Grant Project Manager quarterly to assure adherence to the deliverables detailed in the grant applications.

H. The School agrees to promote the Partner's program as permitted by law and/or deemed appropriate by BPS.

I. The Schools will agree to provide adequate space to carry out the proposed services.

J. The School and District will work with the Partners to inform the community at large about the Partner's Program. . The Partner further agrees to collaborate in communications with the District to ensure that the initiatives are represented accurately and with a unified and positive voice.

Responsibilities of Community Partner

Under this MOU, the Partner will participate in the Full-Services Community Schools Project as described in the grant proposal and work in partnership with school staff and other participating community partners to implement the FSCS Grant Project.

A. The Partner will provide a staff contact to serve as a liaison with the FSCS School Site Coordinator.

B. The Partner will coordinate with the FSCS School Site Coordinator for grant-related site visits.

C. The Partner will collect, describe, and provide data requested by the District for the purposes of the grant project.

D. The Partner will: collaborate with school staff; provide a workplan and description of how services will address the needs of students; attend required FSCS project events and meetings; commit to provide negotiated matching fund amounts supplied in grant budgets.

Termination.

The District may terminate this MOU at any time, for its own convenience, for any reason, with 90 days written notice to the Partner. The Partner may terminate this MOU for any reason, with six months written notice to BPS. Otherwise, the MOU will end five years after the last date the MOU is signed by a party. Notwithstanding any other provision in this MOU, this MOU terminates immediately if grant funds are not awarded by the Department of Education to fund this project.

Assignment

Neither party shall assign its rights or responsibilities under this MOU without the written authorization of all the other parties.

Severability

If any term of this MOU is held invalid or unenforceable, the remainder of the MOU will not be affected, but continue in full force.

Integration

This writing contains all terms and conditions of this MOU. It replaces all prior negotiations and agreements regarding the terms and conditions in this MOU. Modifications to this MOU must be in writing and be signed by each party.

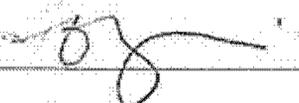
Superintendent of Schools

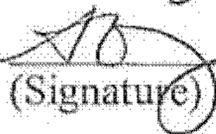
Dr. Carol R. Johnson


(Signature)

Dated: 7/21/10

Full-Service Schools Roundtable

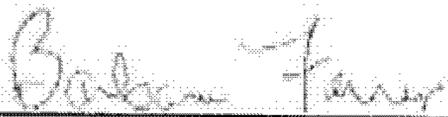
 ABBY R. WEISS


(Signature)

Dated: 7/22/10

Boston Public Health Commission

Barbara Ferrer, Ph.D., MPH, M.Ed, Executive Director


(Signature)

Dated: 07/20/2010

Higginson-Lewis Partners:

The Black Ministerial Alliance

David Wright - Executive Director

David Wright
(Signature)

Dated: 7/21/2010

The New England Eye Institute

Jody Fleit

Jody Fleit
(Signature)

Dated: 7/21/2010

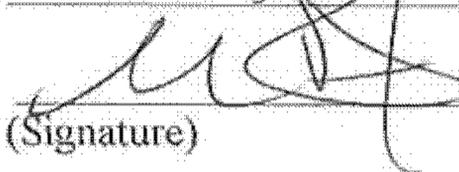
Boston Medical Center's Department
of Pediatrics

Robert D. Segel MD
(Signature)

Dated: 7/21/2010

Young Achievers Partners:

Tutoring for All

Mark Destler, Executive Director

(Signature)

Dated: 7/21/10

Children's Hospital Neighborhood Partnership

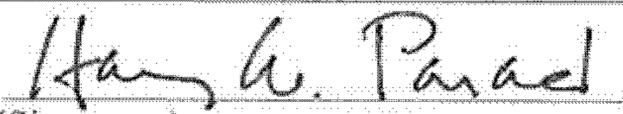
Shella Dennery, CHNP Director


(Signature)

Dated: July 21, 2010

Wediko:

Harry W. Parad, Ph.D. Executive Director


(Signature)

Dated: July 21, 2010

Burke Partners:
Private Industry Council

Neil Sullivan, Executive Director

Neil Sullivan
(Signature)

Dated: July 21, 2010

Freedom House

Gail Snowden, Chief Executive Officer

Gail Snowden
(Signature)

Dated: 7/21/10

NAACP Boston Branch

Not Available to Sign

Verbal Commitment
(Signature)

Dated: _____

ISS-Build Her Up

Babanina James, President

Babanina S. James
(Signature)

Dated: 7/20/2010

Efficacy Institute

Jeffrey P. Howard

Jeff Howard
(Signature)

Dated: 7/21/2010

Focus Training

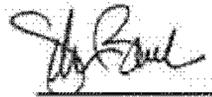
Betsy Baruch, Client Relations Manager

Betsy Baruch
(Signature)

Dated: 7/21/10

Burke Partners:
City Year

Sandra Lopez Burke



(Signature)

Dated: July, 21, 2010

Project Narrative

Appendix--Resumes of Key Personnel

Attachment 1:

Title: **Boston Public Schools FSCS Resumes of Key Personnel Pages: 16** Uploaded File:
BostonPublicSchoolsAppendixA_Resumes_of_Key_Personnel.pdf

BOSTON PUBLIC SCHOOLS

Title: Full-service Community Schools Coordinator **Reports to:** Principal or Headmaster

General Description and Goals:

The purpose of the Full-service Schools Community Schools Grant is to create the conditions for learning and remove barriers to students' academic success and healthy development. Specific objectives include improving academic success for ELL students, increasing family engagement in children's academic success, increasing engagement of students with history of low attendance, negative behavior, and/or academic failure, and promoting positive socio/emotional and health outcomes

Key Responsibilities:

- Assist school in the development of robust student support services.
- Based on identified needs and priorities, facilitate development of community partnerships to provide academic support, mental health, and other services.
- Conduct program assessments and work closely with faculty and partners to improve the quality of programming and services.
- Ensure that partners align to the Acceleration Agenda as well as the school's turnaround or school improvement plan.
- Determine needs of the faculty, staff, partners, and families as it pertains to student social, emotional, and physical development, and identify opportunities to meet these needs.
- Work closely with Family Outreach Coordinator or Parent Coordinator to increase family/school connections and better engage parents in their children's learning.
- Develop and regularly convene a Student Success Team – made up of key school staff and partners, that helps identify and coordinate resources to ensure that gaps in services are addressed and redundancy is minimized and that a positive school climate exists.
- Collaborate with Instructional Leadership Team, Student Support Team, school data team and the Student Success leadership Team to bring a “whole child” focus to the school's work in order to both address barriers to academic success and foster the healthy development of students.
- Assist the school in the collection, analysis, and application of relevant data.
- Participate in FSCS meetings and professional development.

Qualifications:

Required:

- A strong commitment to the education and development of children and youth
- At least three years experience in the education and/or youth development field
- Bachelor's degree or equivalent experience
- Strong administrative/organizational abilities
- Excellent oral presentation, writing, and computer skills
- Strong “people” skills with the ability to work with a team
- Flexible schedule (occasional meetings outside of normal work hours)
- Ability to comfortably use technology
- Experience providing professional coaching and or professional development

Preferred:

- Master's degree or equivalent experience
- Familiarity with the Boston Public Schools

(b)(6)

mgredler@boston.k12.ma.us

**PROFESSIONAL
EXPERIENCE**

Program Director, Boston Public Schools DELTAS, 1/2007-present
For Department of Extended Learning Time, Afterschool, and Services (DELTAS) manage 47 school-community collaborations designed to foster the healthy development and academic success of students. Provide supervision to assistant Program Directors responsible for middle and high school initiatives and site coaches.

Executive Director, Full-service Schools Roundtable, 2004-1/2007
Directed coalition established in 2000 to advance the healthy development and academic success of students in Boston through integrated school/community partnerships; increased coalition membership from 35 to over 150 individuals and public and private education stakeholders. Developed and supported school- and district-level capacity building technical assistance and training; Developed resources for and managed annual budget of \$250,000; published monthly electronic newsletter for readership of 1000+; and developed website including toolkit of best practices and resources.

Director of Programs, Parents United for Child Care, 2000-2004
Joined staff of this intermediary focused on strengthening and expanding the quality, accessibility and affordability of out-of-school time services in 2000. Supervised inclusion, capacity-building, technical assistance and professional development initiatives; founding partner in Achieve Boston; developed Leadership Development Institute and Strong Directors, Skilled Staff Initiative.

Project Coordinator, Center for Children, Families & Public Policy, Lesley College, 1994 - 2000

Developed and co-directed two-year scholarship assistance grant from MassDOE that supported 30 early childhood educators to earn an Associates or Bachelors degree. Managed all aspects of annual three-day regional early childhood conference that drew 2200 attendees Facilitated development of School-age Career Lattice for MOST/BSACCP project, annual Reggio Emilia Institute, Family Child Care Conference, and several distance learning courses.

Adjunct Faculty, Lesley College, 1996-2003

Taught four courses: Group Independent Study, *Problems and Issues in Day Care*, Fall '96; *Families, Schools and Society*, Spring '97, '98, *Leadership in Early Care and Education*, Spring '98, *Collaboration and Consultation: Leadership in Bilingual Education*, Fall '01 and Spring '03.

Adjunct Faculty, Wheelock College, 1997 - 2004

Taught three courses: *Leadership in Early Care and Education*, Spring and Fall, '97, Spring '04, *Leadership in School-age Care and Education*, Spring '99, *Building on Our Successes: Leadership in Early Care and Education II*, Spring '01, '02.

Adjunct Faculty, North Shore Community College, 2003

Taught Course: Families, Schools and Community Fall '03

Consultant, 1991 - 1994

Clients: Decade of Volunteers in Education, Massachusetts (DOVEMASS); Massachusetts Association of Partners in Education; Massachusetts Alliance for Education; Medford Public Schools; Jamaica Plain Arts Council.

Director, New England Quilt Museum, 1988-1990

Managed volunteers, budget, fundraising and education programs.

Director of Programs & Services, Massachusetts Cultural Alliance, 1986-1988

Coordinated memberships services, technical assistance, and professional development.

Project Director, Cultural Education Collaborative, 1981-1985

Coordinated 100 school desegregation/cultural programs in Boston Public Schools.

Children's Program Director, Jackson-Mann Community Center, 1978- 1980

Administered preschool and school-age child care program, day camp and recreation programs; and monitored DSS and CDBG contracts.

Teacher, Children's Center Afterschool Program, 1974-1977

Lead group of 5 - 7 year olds; participated on parent-teacher hiring committee; helped locate and develop new program site.

Teacher, Webster Sq. Day Care Center, 1971-1973

Taught Kindergarten class; established parent support program.

EDUCATION

M.Ed. Antioch University, 1977

B.A. Clark University, 1971

**ADDITIONAL
EDUCATION**

National Institute on Out-of-School Time
Taking on Turnover, '98; Quality Advisor, 2000

National Association for the Education of Young Children
Professional Development Institute, '97, 98, 2000

Lesley College
Graduate Courses: *Creativity and Leadership, '95; Conflict and Negotiation, '95; People and Places, '96.*

CERTIFICATIONS

Columbia University/Museums Collaborative, Non-profit Management, 1983

National Association of Partners in Education, Train the Trainers 1992; Building Collaboratives for Education Reform, 1993

**RECENT
PRESENTATIONS**

National Institute on Out-of-School Time, Summer Seminars Effective Management, 2004; Quality Advisor and Building a Professional Development System for NYC Department of Youth and Community Development, 2006 - present

BOCES 21st Century Community Learning Centers Technical Assistance Conference

Keynote and workshop on *Family Engagement, 2006*

National Association for Community Education
Full-service Community Schools, 2006

NASW Symposium

Workshop on *Addressing Barriers to Student Success, 2006*

Coalition for Community Schools Annual Conference

Workshops on: *Building a Citywide Community School Strategy and 21st Century Community Learning Centers, 2005*

**PROFESSIONAL
AFFILIATIONS**

National Afterschool Association, current

Coalition for Community Schools, Urban Network Affiliate, current

BIOGRAPHIES OF BOSTON PUBLIC SCHOOLS FULL-SERVICE COMMUNITY SCHOOL LEADERS

Lindsa McIntyre, Headmaster, Jeremiah Burke High School

Lindsa McIntyre was appointed headmaster of the Burke High School in 2009. She comes to the Burke after having served four years as headmaster of Community Academy, an alternative high school in Boston, where she supervised all staff and collaborated with external partners to build a positive school environment. Previously, Ms. McIntyre was assistant headmaster of Boston Day & Evening Academy, and also worked at the King Middle School and City on a Hill Charter School. Ms. McIntyre began her teaching career in Boston at the Burke High School in 1996 and won a Golden Apple award for excellence in teaching. She holds a bachelor's degree from Lesley College and a master's degree from Boston College.

Virginia Chalmers, Principal; Young Achievers Science and Mathematics Pilot School

Virginia Chalmers has been principal of Young Achievers since 1997. Ms. Chalmers holds a B.A. in Child Study and a M.Ed. in Early Childhood Education from Tufts University. She has extensive experience as a school leader, educational consultant, and teacher. Her expertise is in training and research on inclusive schools; educational equity for all children; race, class and gender issues in schools; language and literacy learning; early childhood education; and organizational management. Ms. Chalmers has also been a guest lecturer at Wheelock College, Lesley College and Tufts University teacher preparation programs and a cooperating practitioner at Tufts. She holds the following Massachusetts certifications: 0-1 Elementary Education; Teacher of School Age Children with Moderate Special Needs; and Principal/Assistant Principal (PreK-6).

Joy Salesman-Oliver, Principal, Higginson-Lewis K-8 School

Prior to her appointment as principal of the new Higginson-Lewis K-8 School, Joy Salesman-Oliver served as principal of the Higginson Elementary School. Ms. Oliver has held a variety of positions during her 30-year career in the Boston Public Schools, including middle school special education teacher, student support specialist, L/AB cluster coordinator, and program director. Ms. Oliver, a member of the 2001 Boston Principal Fellows class, is also a proud graduate of the Boston Public Schools. She earned a bachelor's degree from Boston University and a master's degree from the University of Massachusetts Boston.

ABBY R. WEISS

(b)(6)

aweiss@boston.k12.ma.us

PROFESSIONAL EXPERIENCE

Full-service Schools Roundtable, November 2007 – present.

Executive Director.

- Through convenings, information dissemination, advocacy and policy, and coalition development, work to bring the full-service school model to scale in Boston and Massachusetts.
- With 11-member Steering Committee, set and implement strategic direction.
- Develop and convene 14-member Advisory Board of high-level institutional partners to help promote our work and engage in dialogue about critical issues.
- Develop strategic partnerships through individual meetings with hundreds of community partners in the City of Boston.
- Communicate with key constituencies through monthly newsletters, a newly developed website, and regular city-wide convenings.
- Expand and mobilize the Roundtable's membership.
- Participate on local and state-level advisory boards to promote the development of policies to support the provision of integrated services to children.
- Manage organization's finances, and plan and execute fundraising strategy.
- Manage a team of consultants to carry out work plan.

Harvard Family Research Project (HFRP), June 2005 – November 2007.

Family Involvement Core Area Director and Project Manager.

- Developed family involvement strategy for HFRP and managed its implementation, including: the development of materials that promote the effective policies and practices that support children's learning; fundraising; strategic communications; supervision of staff; and the expansion of HFRP's Family Involvement Network of Educators (FINE).
- Co-directed federally-funded National Coordination Center for Parental Information and Resource Centers. Provided technical assistance and training to 62 PIRCs nationwide as they worked to promote parent involvement policies and practices in their states.
- Was lead author of book chapter on former Boston superintendent's work in family and community engagement.
- Assisted the National Parent Teacher Association (PTA) in the revision of their national standards for family-school partnerships for student success.
- Participated in senior management and aligned HFRP's family involvement activities within the Project's other core areas – out-of-school time (OST), complementary learning, and evaluation.
- Developed research briefs that translated evidence into useable information for practitioners and policymakers.
- Participated in study design, data collection and analysis of evaluation of large foundation initiative on early childhood education.
- Conceptualized issues of the *Evaluation Exchange*, HFRP's periodical on evaluation practices. Contributing editor of the spring 2008 issue on family involvement.
- Designed family involvement institutes for school leaders at the Harvard Graduate School of Education.

Brigham Nahas Research Associates, Senior Research Associate, 2000-2005.

Conducted qualitative research - interviews, focus groups, and observations - in family involvement, out-of-school time, and college preparatory programs, including:

- **The Family Participation in After-School Study (2003 - 2005):** Conducted research study of family involvement initiatives in 21st Century Community Learning Centers.
- **GEAR UP Boston Evaluation (September 2001, Fall 2004 – May 2005):** Conducted qualitative research at several middle schools in the Boston Public Schools.
- **Squashbusters (February 2003):** Conducted phone interviews of former program participants to evaluate program impact.
- **Lloyd G. Balfour Foundation's After-School Teen Initiative (September 2002):** Conducted qualitative research at several after-school programs in Boston.
- **Dynamy, Inc., John S. Laws Institute, Worcester (February 2002):** Conducted qualitative research for evaluation of college preparatory program.
- **Higher Education Information Center, Boston (January 2002):** Conducted focus groups of high school students for evaluation of college preparatory program.

Independent Consultant, 2000-2005.

- **Colorado League of Charter Schools, February 2004 – September 2004.**
Conducted evaluation of League's federally funded Accountability Program and the impact of this program on charter school leagues in four participating states. Designed study, conducted research, analyzed data, and authored report.
- **Prospect Hill Academy Charter School, May – August 2004.**
Conducted satisfaction survey of K-12 charter school. Developed instruments, conducted interviews and focus groups with school's stakeholders, analyzed data, and co-authored report.
- **SchoolWorks, March 2002 –January 2003.**
Revised and piloted an evaluation tool for a national school change model (ATLAS). Provided training and ongoing telephone support to site developers as they implemented the tool and engaged in the evaluation process. Created instrument for evaluating ATLAS core team's effectiveness in working with their sites.
- **Rhode Island Foundation, Evaluation of Sizer Fellowship Program, Spring 2001.**
In partnership with two researchers at Northeastern University, evaluated program in which the Foundation gave grants to teachers to implement parent involvement initiatives at their schools. Designed research plan, conducted site visits, interviews, focus groups, and observations. Analyzed data and co-authored evaluation report.
- **Presenter, Grantmakers for Education Conference, Boston, November 2000.** Panelist for discussion on charter schools.

Institute for Responsive Education (IRE), Boston, MA, 1992-2000.**Associate Director, 1998-2000**

- In addition to multiple program responsibilities, wrote grants and reports, participated in strategic planning with Board of Trustees, hired and supervised staff, provided oversight of general operations, performed other administrative functions, at organization dedicated to increasing family involvement for student achievement.

Project Director, Charter Schools Research, 1995-2000

- Directed multi-year effort comprising three independent research projects for private foundation in Connecticut. Developed research designs, worked directly with funder

throughout the research process, presented reports with funder at press conferences at the Connecticut State House, responded to press inquiries.

- Conducted analysis of existing and proposed charter school legislation across the country from 1992-1996. Analyzed charter school legislation efforts in Connecticut and made recommendations to legislators crafting charter schools law. Authored report.
- Conducted qualitative research on the implementation issues faced by new charter schools in Massachusetts. Authored report.
- Directed charter school study (“Competition and Collaboration: How Connecticut Charter Schools Relate to Their Neighboring Districts,” Brigham and Nahas, 1999) examining the impact of Connecticut charter schools on their local districts.
- Directed IRE’s participation in federally funded National Study of Charter Schools. For four years, conducted extensive qualitative research in charter schools and school districts for RPP, International, as a member of national team of researchers. Also contributed to research design and data analysis.

Project Director, School Community Connection Project, 1993-95

- Managed School-Community Connection, a community education project in which six schools across the country initiated school-based efforts to strengthen their relationships with their communities.
- Provided technical assistance, developed and managed budgets, evaluated project effectiveness, facilitated cross-site networking, and reported to funder.

Conference/Training Coordinator, 1992-93

- Co-produced national videoconference, “The Whole Village.” Recruited seventy sites to participate; developed and wrote materials and activities for conference participants; and supported communities in development of local programs. Organized and planned public and professional education efforts focused on family-school-community partnerships.

Research Associate, Center on Families, Schools, Communities, and Children’s Learning, 1992-96

- Conducted research and policy analysis of charter school legislation in the US and Russian Federation.
- Contributed to writing of handbook for school choice.
- Analyzed impact of state regulations of school choice programs on school autonomy and diversity. Participated in school choice research, including site visits to a Boston area school, in order to assess the impact of Boston’s choice plan on school distinctiveness.

SELECTED BOARDS

Collaborative for School-based Mental Health and Social Services, convened by Massachusetts Department of Mental Health, 2007 – present

Parent and Community Engagement and Involvement Advisory Council to the Massachusetts Board of Elementary and Secondary Education, 2008 – present

Triumph Collaborative Advisory Council, Department of Extended Learning After School and Services (DELTA), Boston Public Schools, 2008 – present

Pre-K to Grade 12 Advisory Group to the Massachusetts Children’s Behavioral Health Initiative (CBHI), Executive Office of Education and Executive Office of Health and Human Services, 2009

Parent University Collaborative, Boston Public Schools, 2009 – present

Education Task Force, Higher Ground Initiative, 2009 – present

SELECTED PUBLICATIONS

Norton, Jill and Abby Weiss. (2009, June 11). ["Better state system for children requires more seats at the table."] *The Patriot Ledger*. Retrieved from: <http://www.patriotledger.com/opinions>

Contributing Editor of "Building the Future of Family Involvement," a double issue of *The Evaluation Exchange*, publication of Harvard Family Research Project (Spring 2008). Co-authored several articles including: "Implementing Family and Community Engagement: Opportunities and Challenges in Boston Public Schools" and "Family Involvement Policy: Past, Present, and Future."

Weiss, Abby, and Helen Westmoreland. (2007). Family and community engagement in the Boston Public Schools: 1996-2006. In P. Reville & C. Coggins (Eds.), *A Decade of Urban School Reform: Persistence and Progress in the Boston Public Schools* (pp.219-242). Cambridge, MA: Harvard Education Press.

Weiss, Abby R. "Colorado League of Charter Schools Accountability Project: Field-Initiated National Activities Project Evaluation Report" (September 2004).

With Roblyn Anderson Brigham. "The Family Participation in After-School Study," Institute for Responsive Education (November 2003).

Doherty, Carol, Don Davies, and Abby Weiss. "Evaluation of the Rhode Island Foundation Sizer Fellowship Awards Program," Northeastern University School of Education (October 2001).

Brigham, Roblyn Anderson, Jennifer Nahas, Abby Weiss, and Mignon Duffy. "GEAR UP IN BOSTON: An Assessment of Program Implementation," Brigham Nahas Research Associates (September 2001).

Weiss, Abby R. "Going It Alone: A Study of Massachusetts Charter Schools," Institute for Responsive Education (March 1997).

Weiss, Abby R. "A National Survey and Analysis of Charter School Legislation," Institute for Responsive Education (February 1996).

Weiss, Abby R. "The School-Community Connection," *New Schools, New Communities* (Fall 1995).

Thompson, Scott, and Abby R. Weiss. "Practitioner Recommendations for Educational Policy Change," *New Schools, New Communities* (Fall 1995).

Guest Editor of "Linking Schools and Communities," a focus section of *New Schools, New Communities* (Fall 1995).

Weiss, Abby R. "Variations on a Theme in Public Education: How Schools Are Chartered in Eleven States and in the Russian Federation," *New Schools, New Communities* (Fall 1994).

EDUCATION

Harvard University Graduate School of Education, Cambridge, MA: Master of Education in Administration, Planning, and Social Policy, 1992.

Brown University, Providence, RI: Bachelor of Arts in Political Science, 1987.

Cheryl L. Kirkpatrick

(b)(6)

[@mail.harvard.edu](mailto:cheryl.kirkpatrick@mail.harvard.edu)

EDUCATION

Harvard Graduate School of Education, Cambridge, MA

Ed.D., Educational Policy, Leadership and Instructional Practice, June 2009

Dissertation: *Engaging Second-Stage Teachers in Their Work: The Role of Professional Culture in Schools*

Salem State College, Salem, MA

Ed.M. School Administration, 1999

Certification: Principal, grades 5-9

Brown University, Providence, RI

M.A.T. History & Social Studies, 1994

Certification: history teacher, grades 5-12

Dartmouth College, Hanover, NH

BA in Sociology and Political Science, 1991

Certificate in educational policy

UNIVERSITY TEACHING EXPERIENCE

Harvard Graduate School of Education, Cambridge, MA

Instructor

- “Seminar for Experienced Teachers” (*spring 2005*)

Teaching Fellow

- “Participant Observation in Context” (*fall 2003*) – Dr. Vivian Shuh Ming Louie
- “Qualitative Interviewing in Context” (*fall 2003*) – Dr. Eleanor Drago-Severson
- “Urban Seminar” (*spring 2004*) – Dr. Kay Merseth
- “Leadership in Education” (*fall 2004*) – Dr. Susan Moore Johnson
- “Answering Questions with Quantitative Data” (*fall 2006*) – Dr. Matthew Miller
- “Microeconomics in Education” (*spring 2007*) – Dr. Richard Murnane
- “School Reform” (*fall 2007*) – Dr. Kay Merseth
- “Theory for Research and Practice in Organizations” (*fall 2008*) – Dr. Susan Moore Johnson

Teacher Education Program Advisor

- “Practicum in Secondary Education” (*2002- 2003, 2003- 2004*) – Dr. Kay Merseth

Merrimack College, North Andover, MA

Adjunct Professor (2000-2003)

- “Middle School Methods” (*fall 2000, 2002*)
- “Computers in Education” (*summers 2001, 2002, 2003*)
- “Middle School Practicum” (*spring 2002*)

C.Kirkpatrick, p. 1

Brown University, Providence, RI

Teaching Assistant (1993)

- “Going to High School in America: 1945 to present” – Dr. Ted Sizer

RESEARCH & POLICY EXPERIENCE

Boston Public Schools & the Center for Education Research at Harvard U.

Strategic Data Fellow (January 2010-present)

Harvard fellowship to assist BPS in collecting, analyzing and using data and data systems in order to better inform policy decisions and program evaluations.

The Project on the Next Generation of Teachers,

Harvard Graduate School of Education

Research Assistant (2005-present)

Involved in various research projects and publications.

- Teacher retention and development
- Second-stage teachers
- Teacher work engagement

Urban Impact Project, Harvard Graduate School of Education

Research Team Member (2003-present)

Researching new urban teachers’ understanding of their work as urban teachers.

Harvard Teacher Education Program, Harvard Graduate School of Education

Data Analyst and Consultant (2003-2007)

Collecting and analyzing focus groups and surveys for program evaluation.

K-12 TEACHING EXPERIENCE

Swampscott Middle School, Swampscott, MA

Social Studies Teacher (1994-2002)

Taught 7th grade World Geography and 8th grade American History. Named Educator of the Year in 1999.

PUBLICATIONS

Donaldson, M. L. ; Johnson, S. M.; Kirkpatrick, C.L.; Marinell, W.; Steele, J.L.; Szczesiul, S.A. (2008). Angling for access, bartering for change: How second-stage teachers experience differentiated roles in schools. *Teachers College Record*, 110(5)

Watson, D.; Charner-Laird, M.; Kirkpatrick, C.L.; Szczesiul, S.A.; Gordon, P. J. (2006). Effective teaching/effective urban teaching. Grappling with definitions, grappling with difference. *Journal of Teacher Education*, 57(4), 395-409 (2006).

Johnson, S.M; Berg, J.H.; Donaldson, M. (2005). Who stays in teaching and why: A review of the literature on teacher retention. Report sponsored by NRTA. (Contributor)

C.Kirkpatrick, p. 2

CONFERENCE PRESENTATIONS

“I love my job, but I’m not a martyr’: How schools’ professional cultures influence work engagement among second-stage teachers.” Paper to be presented at the annual meeting of the American Educational Research Association, San Diego. April 2009.

“Is This Progress? The Effect of Failing AYP on Principals’ Job Satisfaction.” (with Jennie Weiner). Paper to be presented at the annual meeting of the American Educational Research Association, San Diego. April 2009.

“Managing teaching: How second-stage teachers engage in their work.” Paper presented at the annual meeting of the American Educational Research Association, Chicago. April 2007.

“Hot Shots” and “Principal’s Pets”: How Colleagues Influence Second-Stage Teachers’ Experience of Differentiated Roles.” (with M. L. Donaldson, W. H. Marinell, J. L. Steele, S.A. Szczesiul and S.M. Johnson). Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada. April 2005.

“Cultures of support? New teachers’ collegial interactions,” “Effective teaching/effective urban teaching. Grappling with definitions, grappling with difference,” “Teacher leadership definitions and landscapes: new teachers’ thoughts on, engagement in, and observations of teacher leadership” (with S. A. Szczesiul, P. Gordon, M. Charner-Laird & D. Watson). Panel presentation of three co-authored papers presented at the annual meeting of the American Educational Research Association, Montreal, Canada. April 2004.

“Urban, but not too urban: New teachers’ interpretations of urban contexts,” “Navigating the ‘Culture Gap’: New teachers experience the urban context,” “Leadership in the technical core: New teachers envisioning leadership” (with S. A. Szczesiul, P. Gordon, M. Charner-Laird & D. Watson). Panel presentation of three co-authored papers presented at the annual meeting of the American Educational Research Association, San Diego, April 2004.

AWARDS & FELLOWSHIPS

Spencer Research Training Grant Recipient (2004-2007)

Competitive, 3-year research apprenticeship awarded for work with Project on the Next Generation of Teachers.

National Board Certification (2001)

Certification in early adolescent social studies awarded by the Nation Board for Professional Teaching Standards.

Educator of the Year, Swampscott, MA (1999)

Awarded to one teacher annually by the Swampscott Education Association.

BRIGHAM NAHAS RESEARCH ASSOCIATES

PROJECT LIST *

Boston Scholar Athletes, Red and Blue Foundation. January 2010 to present. On-going consultation.

New Jersey SEEDS: Alumni Follow-up Study (September 2009) and Dean's Survey (November 2009).

Calderwood Writing Initiative: Strategic Planning for New Grantees. August through October, 2009.

CAS/Carrera Teacher Survey. Children's Aid Society. June 2009, plus on-going consultation.

National Partnership for Educational Access: Documenting Services and Survey of Members. Mapping the Field (presentation) April 2009.

Documentation and Best Practices of The CAS/Carrera Fully Integrated School Day Model. Children's Aid Society of New York. January 2009

Calderwood Writing Initiative: Evaluation, December 2008.

Documentation of YMCA Boston's Environmental Education Program. The Barr Foundation, August 2008.

Participant Follow-up Study. The Food Project, February 2008.

Y/BPS Implementation Study: A Collaboration between Boston Public Schools, the Mayor's Office and the Greater Boston YMCA. The Boston Foundation, January 2008.

Outcome measurement for Steps to Success. Brookline High School, Fall 2007.

Brookline High School Freshman Center: A Qualitative Look at First Year Implementation and Development of a Freshman Survey. The 21st Century Fund, November 2006.

Afterschool Literacy Coaching Initiative of Boston. For Boston Afterschool for All Partnership, in partnership with Miller Midzik Research Associates, November 2006.

Outcome measurement and data analysis consultation. Squashbusters, Inc., July 2006.

* Roblyn Brigham and Jennifer Nahas were primary researchers and lead authors on all projects unless otherwise noted.

A Formative Evaluation of Bridge to Calculus: A Partnership between Northeastern University and the John D. O'Bryant High School. The Nellie Mae Education Foundation, July 2006.

African-American Scholars Program: Outcome measurement and data analysis consulting. Brookline High School, January 2006.

21st Century Scholars Program at the University of Massachusetts: Student Follow-up Study. Nellie Mae Education Foundation, August 2005.

Diploma Plus Program Evaluation. Commonwealth Corporation, August 2005.

GEAR UP in Boston Public Schools: Partner Reviews and Evaluation Consultation. The Boston Higher Education Partnership, June 2005.

African-American Scholars Program: A Formative Analysis of Program Implementation. Brookline High School, February 2005.

A National Look at Implementation and Outcomes. Parents for Public Schools, December 2004.

Member Satisfaction Survey. National Association of Charter School Authorizers, February 2004.

Evaluation Consultants. Dearborn Academy, December 2003.

Family Involvement in After-School Projects: A National Look at Best Practice. (Abby Weiss was first author for BNRA on this project) for The Institute for Responsive Education, December 2003.

Graduate and Parent/Guardian Follow-Up Study. The Steppingstone Foundation, October 2003.

Paving the Way to College: Findings from the 8th grade cohort study of Steps-to-Success. (Mignon Duffy was first author on this project for BNRA) for Brookline School Community Partnership, October 2003.

After-School Program: Process Evaluation. Boston Renaissance Academy, September 2003.

National Teacher Survey. National Foundation for Teaching Entrepreneurship (NFTE), April 2003.

Graduate Follow up Study. Squashbusters, Inc., February 2003.

School-Wide Needs Assessment: Data Management and Analysis Feasibility Consultation. Neighborhood House Charter School, December 2002.

Academy for Transformation: Evaluation Facilitation. YouthBuild, October 2002.

Project Assessment of the Lloyd G. Balfour Foundation's After-School Teen Initiative. Fleet Asset Management, September 2002.

Member Satisfaction Survey. National Association of Charter School Authorizers, June 2002.

Evaluation Design and Feasibility Assessment. The Steppingstone Foundation, May 2002.

Graduate Follow-up Study of Dynamy's John S. Laws Scholars Program. The Nellie Mae Education Foundation, February 2002.

College Knowledge Club Focus Groups. Higher Education Information Center, January 2002.

Associated Grant Maker's Summer Fund Academic Initiative Process Evaluation. The Nellie Mae Education Foundation, November 2001.

Summer Fund Academic Initiative Focus Group. The Rhode Island Foundation, October 2001.

DC Charter Schools: Annual and Gain Analysis of SAT-9 1999, 2000, and 2001 Scores. Choice Strategies Group, August 2000 and August 2001.

GEAR UP in Boston Public Schools: An Assessment of Program Implementation. The Boston Higher Education Partnership, September 2001.

Collaborative for College Access: Cross-Site Analysis of Services, Data Management and Partnering. The Higher Education Information Center, funded by the Wallace Reader's Digest Fund, July 2001.

Presentation on the Implications of Evaluation for Practice. The Charles Stuart Mott Foundation's After School Evaluation Symposium, June 2001.

Training on Accountability, Using Standardized Tests, and Accountability. For Charter School Fellows, Charter School Board of Directors and Aspiring Charter School Directors through the Massachusetts Charter School Resource Center. January 2000 through April 2001.

Results from a Participant Satisfaction Survey. The Higher Education Information Center funded by the Lloyd G. Balfour Foundation, February 2000.

College Success and Challenges: Findings from the Alternative Education Alliance's College Retention Study. The Nellie Mae Education Foundation, November 2000.

Accountability Assistance Project and the Accountability Action Guide, The Massachusetts Charter School Resource Center funded by The Walton Family Foundation, July 2000.

Findings from an Early Evaluation of the Diploma Plus Program. Consultants to Jobs for the Future funded by the Charles Stewart Mott Foundation, April 2000.

Kids-to-College: A Qualitative Analysis of Program Implementation and Effect: Year 4. The Higher Education Information Center, September 2000.

Kids-to-College: An Analysis of Pre- and Post-Program Surveys: Years 2 and 3. The Higher Education Information Center, December 1998 and December 1999.

Connecticut Charter School District Impact Study, Kellogg Partnership Project. The Institute for Responsive Education, Northeastern University. September 1999.

Analysis of Student Standardized Test Data and Facilitating Data-driven Action Planning. Lawrence Family Development Charter School, Spring 1999.

Policy Directions: Findings from a Statewide Survey of Charter School Teachers. The Massachusetts Charter School Resource Center. July 1998.

Project Narrative

Budget Narrative

Attachment 1:

Title: **BostonPublicSchools_FSCS_Budget_Narrative.pdf** Pages: **9** Uploaded File:
BostonPublicSchools_FSCS_Budget_Narrative.pdf

**Boston Public Schools Full-service Community Schools Grant
Section C. Budget Narrative**

Expenses	District	Burke	Higginson-Lewis	Young Achievers	Yr. 1 Total*
1. Personnel					
Project Director	.5 FTE DELTAS staff to manage grant, coordinate, and support site activities Grant \$37,000				Grant: \$37,000
Admin. Support	.20 FTE DELTAS To support site communication and reporting. Grant \$8,000				Grant: \$8,000
Coach	.5 DELTAS To support site implementation. In-Kind (b)(4)				In-Kind: (b)(4)
FSCS Site Coordinator		1 FTE Site-based to build capacity of school and partners to address student needs and achieve targeted results In-kind - (b)(4)	1 FTE Site-based to build capacity of school and partners to address student needs and achieve targeted results Grant \$55,000	1 FTE Site-based to build capacity of school and partners to address student needs and achieve targeted results Grant \$55,000	Grant: \$110,000 Federal match: \$55,000
Evaluator	.25 FTE ORAE Data collection, analysis, and reporting. Grant \$20,875				Grant: \$20,875

Expenses	District	Burke	Higginson-Lewis	Young Achievers	Yr. 1 Total*
Site-based: Career Specialist/ Social Worker		1 FTE Private Industry Council Career Specialist To support workplace and academic skill development and job placement In-kind (b)(4)		.66 FTE Children's Hospital Social Worker to facilitate Student Support process and provide counseling. In-kind (b)(4)	In-Kind: (b)(4)
Personnel Sub-total					Grant: \$175,875 In-kind: (b)(4)
2. Fringe Benefits					
Project Director	(Rate .29) Grant \$10,700				Grant: \$10,700
Admin Support	(Rate .29) Grant \$2,300				Grant: \$2,300
FSCS Site Coordinator			(Rate .29) Grant \$16,000	(Rate .29) Grant \$16,000	Grant: \$32,000
		(Rate .21) Career Specialist In-Kind (b)(4)		(Rate .29) Social Worker - \$60,000) In-kind (b)(4)	In-kind: (b)(4)
Fringe Benefits Sub-total					Grant: \$45,000 In-kind (b)(4)
3. Travel					

Expenses	District	Burke	Higginson-Lewis	Young Achievers	Yr. 1 Total*
	USDOE meeting and Coalition for Community Schools Urban Network mtng. Grant \$ 2,000				Grant: \$2,000
6. Contractual					
Full-service Schools Roundtable	Grant \$5,000				Grant: \$5,000
Boston Public Health Commission	Grant \$5,000				Grant: \$5,000
Evaluator:	Brigham Nahas Grant: \$21,026				Grant: \$21,026
		City Year Grant: \$5,400 In-kind: (b)(4)	NEEI Grant: \$11,350 In-kind (b)(4)	Children's Hospital Neighborhood Partnership Grant: \$20,000	
		Efficacy Institute Grant: \$40,000 In-kind (b)(4)	Boston Medical Center Grant: \$24,005 In-Kind (b)(4)	Wediko Grant: \$12,720 In-kind: (b)(4)	
		PIC/Freedom House Grant: \$3,600	Smart Smiles In-kind (b)(4)	Tutors for All Grant: \$22,280 In-kind (b)(4)	
		Yoga Center Grant: \$8,000			
		Build Her Up Grant:	Black Ministerial		

Expenses	District	Burke	Higginson-Lewis	Young Achievers	Yr. 1 Total*
		\$8,000 Ignition Tutoring/ Focus Training Grant: \$8,000 NAACP Grant: \$15,000 Community Building Retreat Grant: \$17,000 Leadership Development Grant: \$20,000	Alliance Grant: \$17,100 In-kind (b)(4)		
Contractual Sub-total					Grant: \$266,026 In-kind (b)(4)
9. Total Direct Costs					\$2,500,000

BURKE HIGH SCHOOL FULL SERVICE COMMUNITY SCHOOL BUDGET NARRATIVE

Burke FSCS Budget						
<i>Description of Services</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Funding Source</i>
FSCS Coordinator	(b)(4)					In-kind:
Focus Training						
Ignition Tutoring for 200 9th graders by upperclassroom. Program technical assistance: 40 weeks @\$200/week	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	Requested funds
Private Industry Council/Freedom House						
40 Hour/week Career Specialist	(b)(4)					Matching funds Private Foundations and State funding
20 hours coaching/wk@ \$400/wk for 6 wks; 20 hours peermentoring/wk@ \$200/wk for 6 wks	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	Requested funds
Yoga Center/Best Foundation						
Two yoga classes for twenty weeks 80 Hrs@100/hr.	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	Requested Funds
Build Her Up						
20 weeks@ \$400/week for 3 staff conducting weekly advisory session	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	Requested funds
City Year/Talent Development						
Materials, Technical Assistance, 10 Corps members, Partnership and Conference Fees	(b)(4)					Matching Funds State grant and Private Donations
.06 FTE of On-site Facilitator salary of \$85,050	\$5,400	\$5,400	\$5,400	\$5,400	\$5,400	Requested funds
NAACP Boston Branch						
30 weeks @\$500/week for 3 staff, materials	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	Requested funds
PULSE						
40 weeks of tutoring and enrichment@ 2825/week to support 5 staff and materials	\$113,000	\$113,000	\$113,000	\$113,000	\$113,000	Matching funds State grant
Efficacy Institute						
Consultation to school 100 hrs @\$100/hr.	(b)(4)					Matching Funds Private Donations
2 weekend trainings Facilitation,materials,and food @ 15,000/weekend; Consultation to school 100 hrs @\$100/hr.	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	Requested funds
Burke Community Building Retreat						
2-day retreat expenses related to facilitation, conference center rental, accommodations and meals for 40 people	\$17,000	\$17,000	\$17,000	\$17,000	\$17,000	Requested funds
Leadership Development						
4 students trips/year (one for each class) at costs ranging from 3,000 - 10,000 each to cover transportation and accomodactions.	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	Requested funds
Total Amount Requested	\$125,000	\$125,000	\$125,000	\$125,000	\$125,000	
Total In-Kind/Matching Contributions	(b)(4)					
Total Budget	659,000	659,000	659,000	659,000	659,000	

*Include in-kind contributions

Young Achievers Contractual Detail						
<i>Description of Services</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Funding Source</i>
Tutoring for All						
Program manager @14.2 hrs/wk @50/hr. for 30 weeks \$21,300; Program Supplies 40 children@24.50/child \$980.	\$22,280	\$22,280	\$22,280	\$22,280	\$22,280	Requested funds
40 students 180 minutes of tutor 2/week 10 weeks. Program runs two days a week @ Simmons College Funds pay for 41 Tutors, Lead Tutors, and Coordinator working a total of 46.2 hrs/wk. for 22-30 weeks and program supplies	(b)(4)	(b)(4)	(b)(4)	(b)(4)	(b)(4)	In-kind: Young Achievers
Wediko Side by Side:						
4 hours of consultation per week @ \$79.50 per week for 40 weeks	(b)(4)	(b)(4)	(b)(4)	(b)(4)	(b)(4)	In-kind: Young Achievers
4 hours of consultation per week @ \$79.50 per week for 40 weeks	\$12,720	\$12,720	\$12,720	\$12,720	\$12,720	Requested funds
Children's Hospital Neighborhood Partnership						
1/3 FTE for Clinician with benefits	(b)(4)	(b)(4)	(b)(4)	(b)(4)	(b)(4)	In-kind: CHNP
1/3 FTE for CHNP Clinician	(b)(4)	(b)(4)	(b)(4)	(b)(4)	(b)(4)	In-kind: Young Achievers
1/3 FTE for CHNP Clinician	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	Requested funds
Benefits for CHNP Clinician @ 29% of FTE	(b)(4)	(b)(4)	(b)(4)	(b)(4)	(b)(4)	In-Kind
Total Amount Requested	\$55,000	\$55,000	\$55,000	\$55,000	\$55,000	
Total In-Kind Contributions	(b)(4)	(b)(4)	(b)(4)	(b)(4)	(b)(4)	
Total Budget	162,840	162,840	162,840	162,840	162,840	

*Include in-kind contributions

HIGGINSON-LEWIS FULL-SERVICE COMMUNITY SCHOOLS BUDGET NARRATIVE

Higginson-Lewis FSCS Budget						
<u>New England Eye Institute</u>						
<i>Description of Services</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Funding Source</i>
Program Director: 10% FTE, \$80,000 Salary	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255	
Optometrist, 10% FTE, \$135,000 Salary	\$16,875	\$17,381	\$17,903	\$18,440	\$18,993	
Case Manager/Administrative, 10% FTE, \$50,000 Salary	\$6,250	\$6,438	\$6,631	\$6,830	\$7,034	
Patient Care Coordinator, 10% FTE, \$33,000 Salary	\$4,125	\$4,249	\$4,376	\$4,507	\$4,643	
Driver/Repair Coordinator, 10% FTE, \$40,000 Salary	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628	
Other Direct Care/Program	\$11,775	\$11,775	\$11,775	\$11,775	\$11,775	
Agency Admin. Support Allocation, 15%	\$8,104	\$8,294	\$8,490	\$8,691	\$8,899	
Program Total	\$62,129	\$63,587	\$65,089	\$66,634	\$68,227	
Amount Requested	\$11,250	\$11,588	\$11,936	\$12,294	\$12,662	
In-Kind	(b)(4)					
<u>Boston Medical Center</u>						
<i>Description of Services</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	
LISCW School/Clinic Liaison, 25% FTE, \$60,000 Salary	\$19,005	\$19,313	\$19,893	\$20,489	\$21,104	
Inservice by Clinicians, 15-20 hrs, \$100/hr	\$2,000	\$1,500	\$1,500	\$1,500	\$1,500	
EMR Alignment, 10-20 hrs, \$100/hr	\$2,000	\$1,000	\$1,000	\$1,000	\$1,000	
Clinical Consultation to Nurse, up to 40 hrs, \$100/hr	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	
Consultation for Support Team, 1-2 hrs/week x 25 wks, \$100/hr	\$5,000	\$2,500	\$2,500	\$2,500	\$2,500	
Staff Development and Travel	\$500	\$500	\$500	\$500	\$500	
Medical Supplies and Educational Materials and Supplies	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	
Clinic Promotion of Partnership	\$500	\$500	\$500	\$500	\$500	
Agency Admin. Support Allocation, 15%	\$5,101	\$4,547	\$4,633	\$4,723	\$4,815	

*Include in-kind contributions

HIGGINSON-LEWIS FULL-SERVICE COMMUNITY SCHOOLS BUDGET NARRATIVE

Program Total	\$39,106	\$34,860	\$35,526	\$36,212	\$36,919	
Amount Requested	\$24,005	\$21,813	\$22,393	\$22,989	\$23,604	
In Kind	(b)(4)					
<u>Smart Smiles</u>						
<i>Description of Services</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	
Health Educator, \$15/hr	\$255	\$285	\$315	\$345	\$375	
Dentist, \$65/hr	\$780	\$972	\$1,170	\$1,365	\$1,690	
Dental Assistant, \$15/hr	\$240	\$285	\$330	\$375	\$450	
Salary Fringe, 29%	\$370	\$447	\$526	\$604	\$631	
Preventative Dental Services and Supplies	\$480	\$576	\$696	\$840	\$1,068	
Educational Supplies	\$350	\$450	\$550	\$675	\$825	
Program Total	\$2,475	\$3,015	\$3,587	\$4,204	\$5,039	
Amount Requested	\$350	\$450	\$550	\$675	\$825	
In Kind	(b)(4)					
<u>Black Ministerial Alliance</u>						
<i>Description of Services</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	
Facilitator: Parent Council/Trainings, 2hrs/wk, 20 wks, \$90/hr	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	
Facilitator Prep Time, 2hrs/wk, 20 wks, \$90/hr	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	
Facilitator: Parent/Child Book Club, 2hrs/wk, 10 wks, \$90/hr	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	
Club Facilitator Prep Time: 2hrs/wk, 10 wks, \$90/hr	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800	
Translators: 3 positions, 2hrs/wk, 20 wks, \$80/hr	\$9,600	\$9,600	\$9,600	\$9,600	\$9,600	
Reading Coaches: 4 positions, 2hrs/wk, 20 wks, \$40/hr	\$3,200	\$3,200	\$3,200	\$3,200	\$3,200	
Food for Workshops, 20x, \$75 each	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	
Books for Workshops, 60x, \$10 each	\$600	\$600	\$600	\$600	\$600	

*Include in-kind contributions

HIGGINSON-LEWIS FULL-SERVICE COMMUNITY SCHOOLS BUDGET NARRATIVE

Awards and Incentives, 60x, \$5 each	\$300	\$300	\$300	\$300	\$300	
Admin Fee, 10%	\$210	\$210	\$210	\$210	\$210	
Program Total	\$26,210	\$26,210	\$26,210	\$26,210	\$26,210	
Amount Requested	\$17,100	\$17,100	\$17,100	\$17,100	\$17,100	
In Kind	(b)(4)					

*Include in-kind contributions

Project Narrative

Project Narrative

Attachment 1:

Title: **Boston Public Schools FSCS Project Narrative Pages: 35** Uploaded File:
Boston_Public_Schools_FSCS_Project_Narrative_final.pdf

Boston Public Schools' Full-Service Community Schools Project Narrative

TABLE OF CONTENTS

Element	Page Number
(a) Quality of the Project Design	2
i. Project Objectives	5
ii. Demographic Characteristics/Needs	6
iii. Eligible Services	12
(b) Adequacy of Resources	20
i. Facilities, equipment, supplies	20
ii. Demonstrated commitment of partners	20
iii. Extent to which costs are reasonable	21
(c) Quality of Management Plan	21
i. Comprehensive Plan	21
ii. Staff Qualifications	24
iii. Time Commitments of Key Personnel	25
iv. Organizational Capacity	25
(d) Quality of Project Services	27
i. Reflect up-to-date knowledge	27
ii. Leads to academic improvement	27
(e) Quality of Project Evaluation	29
i. Objective performance measures	29
ii. Timely information on management	30
iii. Guidance on replication	33
Competitive Preference Priority	33

(a) PROJECT DESIGN

Boston's comprehensive plan: In the past two years, the Boston Public Schools (BPS) has launched an unprecedented effort targeting chronically lowest-achieving schools with a host of aggressive interventions aimed at rapidly accelerating student achievement. The district has 12 of the state's 35 "persistently lowest-achieving" (Level 4) schools. This group is subject to expanded district and state authority under Massachusetts' new education reform law. Boston is the only district in the state that will be ready to implement turnaround plans in fall 2010 for its Level 4 schools. In 2009, prior to the identification of Level 4 schools and the passage of education reform, Boston closed eight underperforming schools by expanding the enrollment and grade spans of successful schools through the *Pathways to Excellence* initiative.

To demonstrate the potential of the full-service schools approach as a key lever of school reform, BPS is requesting \$2.5 million over the next five years to focus on three schools that are confronting multiple barriers to deep and lasting improvement. One of the targeted schools is a Level 4 school, while the other two are Pathways to Excellence schools that have just completed their first year as newly constituted schools.

1. The **Jeremiah Burke High School** has 730 students in grades 9-12 and is located in Grove Hall, Roxbury. Challenges include a student poverty rate of 75%; annual dropout rate of 13.2%; and a large percentage of English language learners entering the BPS for the first time at the high school level. The Burke is a Level 4 school and is implementing the transformation school turnaround model. The Burke had a new principal in SY 2009-10 and will have 50% new teachers for 2010-11.
2. **Young Achievers Science and Mathematics Pilot School (YA)** has 550 students in grades K1-8 and is located in Mattapan, with a student poverty rate of 77%. The YA's

pilot status (with autonomy over curricula, budget, staffing, governance and scheduling), combined with its Surround Care Model that keeps the school open from at least 7:30am to 6:30pm daily and its commitment to the full-service schools approach, has resulted in high levels of academic success for its students. In 2009-2010, the YA merged with the under-performing Lewenberg Middle School and had 47% new students this past year.

3. **Higginson-Lewis K-8 School** has 383 students in grades PK-8 and is located in Roxbury, with a student poverty rate of 83%. The Higginson-Lewis is a result of a merger between the Higginson Elementary School and the underperforming Lewis Middle School. The new merger does not yet have an AYP status, however, in 2009, just 5% percent of Lewis eighth graders were proficient in math and 4% in science.

Boston has long been a leader in the full-service schools arena and has an extensive track record of vision, innovation and accomplishment in aligning community partnerships to support students' academic and overall success. Currently, 99 of 135 schools offer on-site after-school programs, 106 offer on-site mental health services, and 16 have an on-site health clinic.

With this grant, BPS will break new ground by demonstrating that the full-service schools approach is a powerful strategy to turn around persistently under-performing schools.

Community partnerships will align with each school's instructional priorities and focus on: 1) improving achievement of English Language Learners (ELLs); 2) increasing family engagement, education, and support; 3) re-engaging students who have a history of low attendance, negative behavior and/or academic failure; and 4) meeting the health needs of students and their families.

These issues have been historically vexing and intractable for BPS and for many urban districts around the country. While we are proud of the academic gains Boston students have posted in the last decade, and were honored to receive the 2006 Broad Prize for Urban Education

recognizing Boston as the nation's best city school district, we know we have much work to do to equalize educational opportunity. The majority of African-American, Hispanic, ELL and special education students fell short of proficiency in all tested subjects in 2009. We believe community partnerships aligned with instructional priorities and focused on the four challenges above will boost success for our most at-risk students and drive overall school turnaround.

The BPS 5-Year Acceleration Agenda, approved by the School Committee in June 2010, provides the context for this work. The Acceleration Agenda is a results-focused strategic plan focused on achieving high school graduation and college readiness for all. The Acceleration Agenda identifies a multi-year set of aggressive academic targets and four major strategies to guide the district: 1) strengthening teaching and school leadership; 2) replicating success and turning around low-performing schools; 3) deepening partnerships with parents, students and the community; and 4) redesigning district services for effectiveness, efficiency, and equity. (See Appendix D-Other for Acceleration Agenda Academic Targets.) In choosing to highlight family and community partnerships as a key strategy for achieving the Acceleration Agenda's outcomes, the district underscores the importance of comprehensive supports to student success.

The district and City are also implementing place-based strategies to improve education and economic outcomes in struggling neighborhoods. Ten of Boston's Level 4 schools and two of the three schools included in this proposal fall within Boston's *Circle of Promise*: a five-square mile area identified by Superintendent Carol Johnson and Mayor Thomas Menino as containing some of the city's most challenged schools and disadvantaged communities. The Circle of Promise is the focus of intensive district, City and philanthropic attention. Schools within the Circle of Promise have been targeted for specific academic interventions, as well as strategies to improve service delivery for children and families in order to remove barriers to academic success. This

combination of educational support, family engagement, and community building is the basis for the Full-Service Schools Comprehensive Plans.

(i) Project Objectives:

1) Each of the three schools will realize significant improvement in the four target areas, leading to increased overall academic achievement. Benchmarks:

a) academic success for ELL students, as measured by increased grades and decreased retention in grade; **b) Increased family engagement** in children's academic success as measured by participation in parent-teacher conferences, school activities, and trainings; **c) Increased engagement of students with history of low attendance, negative behavior, and/or academic failure** as measured by decreased dropout and increased attendance and academic performance; and **d) Positive social-emotional and health outcomes** as measured by increased attendance and academic performance and decreased suspensions and retention for all students.

2) The district will strengthen its capacity to support school-community partnerships and full-service schools. Benchmarks: **a) strengthening the district-level infrastructure** to support partnership work in all of schools and to coordinate intersecting City- and district-wide initiatives; **b) increased number of partnerships** focused on addressing barriers to achievement; and **c) increased number of schools integrating partner resources.**

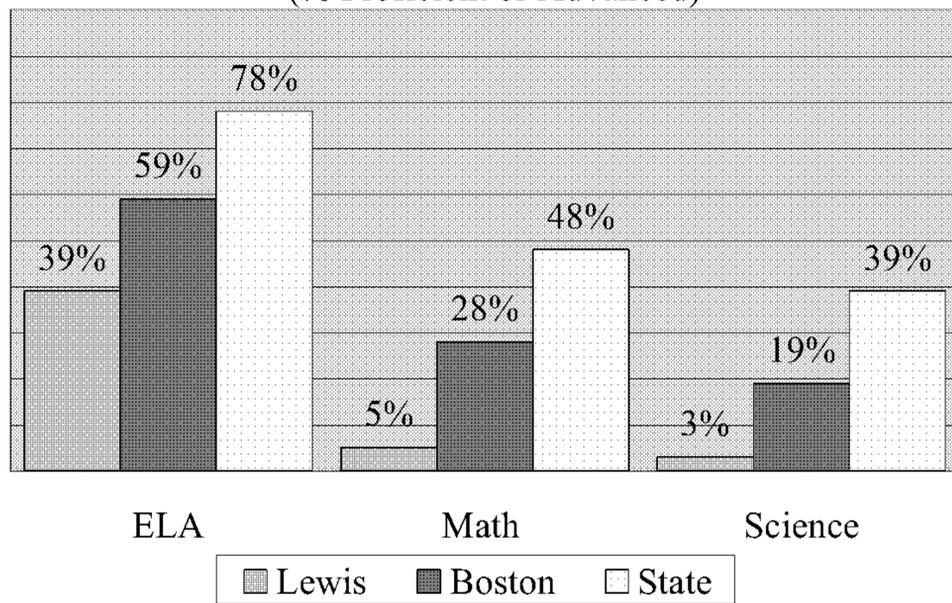
3) The district and its partners will disseminate lessons learned to local, state and national stakeholders, informing efforts by schools and their community partners to address the four target areas in the context of the full-service community schools approach and whole-school turnaround efforts. Benchmarks: **a) conference sessions, web seminars and policy papers** disseminated through local, state and national venues including the Coalition for Community Schools, Children's Aid Society; the Council of Great City Schools (Superintendent Johnson is a

member of the Executive Committee and Immediate Past Chair) and the National League of Cities (Boston Mayor Thomas Menino founded the Institute for Youth, Education & Families), and others.

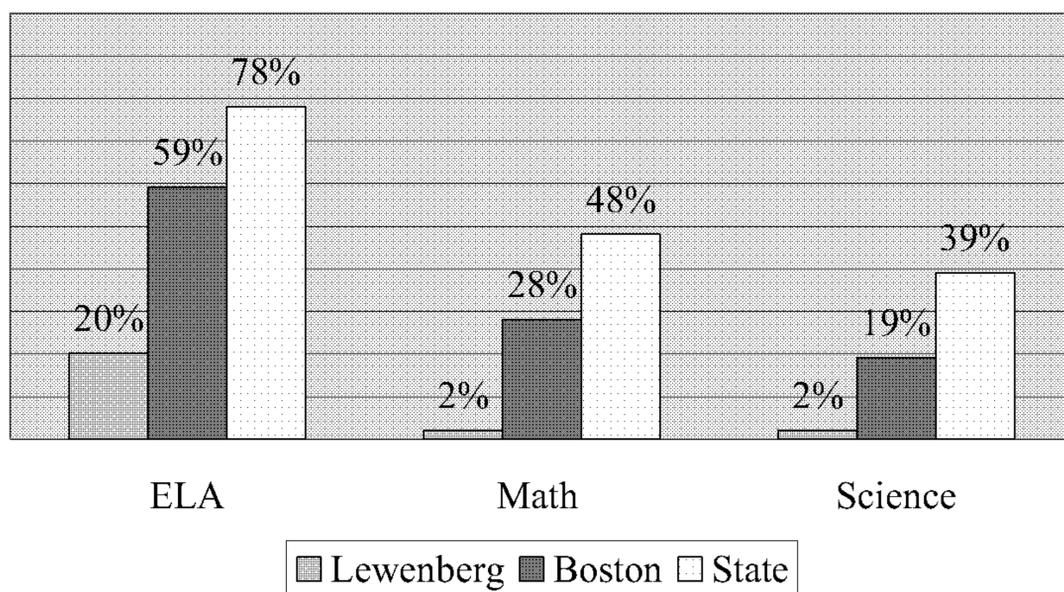
(ii) (a) Demographic Characteristics/Needs of the Students: See table below and charts on following pages highlighting academic need at the three schools:

		Burke	YA (Lewenberg)	Higginson- (Lewis)	Boston	State
2009- 2010 data	Number of Students	730	550	383	55,371	957,053
	% Black	69.6	61	55.1	36.5	8.2
	% Hispanic	23.3	32.4	38.6	39.6	14.8
	% Asian	2.5	0.6	0.8	8.6	5.3
	% White	1.7	3.6	2.6	13.1	69.1
	% Mixed/Other Race	2.9	2.1	2.9	2.3	2.6
	% Low Income	74	77.2	83	75.6	32.9
	% Special Ed	21.1	23.9	24	19.6	17
	% LEP	26.1	5.3	7	20.4	6.2
	%Not Native English	40	13.4	15.7	38.8	15.6
2008- 2009 data	% Attendance	85	94.5 (95)	91.2 (88.8)	91.2	94.6
	% Suspended	1.1	6.7 (4.1)	0.6 (27.1)	5.8	5.3
	% transferring in/out per year (mobility)	65.1	4.8 (30)	33.9 (37.7)	25.3	10.3

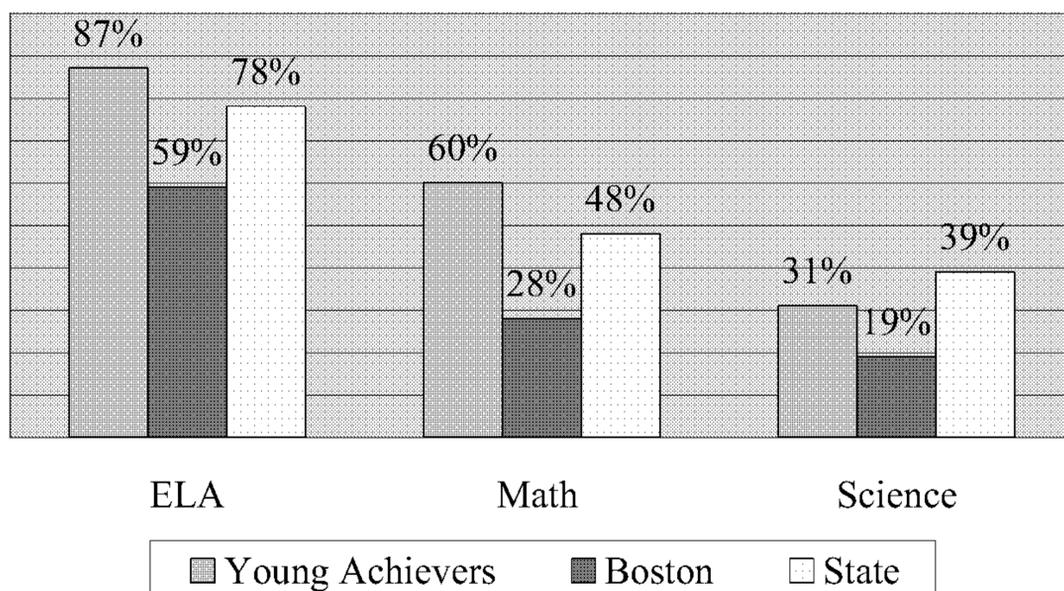
Lewis Middle School 2009 MCAS 8th Grade
(% Proficient or Advanced)



Lewenberg 2009 MCAS 8th Grade
(% Proficient or Advanced)



Young Achievers 2009 MCAS 8th Grade
(% Proficient or Advanced)



ii. (b) Community: Tufts professor James Jennings recently analyzed a corridor of Boston neighborhoods with high levels of public health problems among children, including asthma, elevated lead levels, and low birth weights. The Burke and Higginson-Lewis are within this corridor, where 28.5% of all families lived in poverty 2006. 34.5% of all adults do not have a high school diploma, while 46.3% of all persons 16+ were not involved in the labor market: neither employed, officially unemployed, or looking for work (Jennings, 2009). The YA is located in Mattapan, a neighborhood with similarly challenging characteristics.

The estimated number of individuals to be served through this project is 1790 in year one increase to 2,163 by year five.

Target Population		Year 1	Year 2	Year 3	Year 4	Year 5
Burke:	# students	730	730	730	730	730
	# families	60	65	70	75	80
Higginson-Lewis	# students	230	253	278	306	383
	# families	120	156	192	228	264
	# community	80	89	98	107	116
Young Achievers	# students	550	550	550	550	550
	# families	20	25	30	35	40
Total		1790	1868	1948	2031	2163

In-Depth Explanation of Need in Four Target Areas

1) English Language Learners. Nearly 40% of Boston students do not speak English as their first language. In 2002, Massachusetts voters mandated by ballot that ELLs must be taught in English through a sheltered English instruction (SEI) program, limited to one school year, after which ELL students are mainstreamed. Boston's approach to the new law has had very poor results for ELLs. According to a 2009 report by the Gastón Institute at UMASS Boston, in the three years following the change in law, high school drop-out rates among ELLs almost doubled and middle school drop-out rates tripled in Boston. ELLs made some gains in both ELA and math MCAS pass rates in 4th and 8th grade, but their gains did not match those of other groups so the achievement gaps widened. The report found that, although there were no major demographic changes in Boston, far fewer students were being identified as limited English proficient or provided specific English programs. The problems with Boston's ELL approach

have been identified as: inadequate assessment and identification of students who need language services; failure to provide parents with information; and insufficient professional development for teachers who have been expected to teach increased numbers of ELLs. (Tung, R. et al, 2009).

2) Family engagement, education and support. Family involvement is a strong predictor of children's school success. Boston has struggled to build the capacity of schools to welcome, involve and understand families of diverse racial, ethnic and socio-economic backgrounds. In his report, Professor Jennings interviewed key neighborhood stakeholders. The stakeholders' view of schools illustrates the improvement needed in BPS family and community engagement.

Answering the question *what do you see as major challenges facing this area of Boston*, stakeholders answered *integrating public schools into community social and economic fabric*.

Identified service gaps included lack of parental resources and lack of activities for families to become learning partners with schools. Said one stakeholder: "Parents are being ignored as key learning partners with their own children." (Jennings, 2009).

3) Students with a history of low attendance, behavioral issues and/or academic failure.

Based on research by Robert Balfanz at Johns Hopkins, BPS has developed the *Leading and Lagging Indicators Report* to identify students who stray off the graduation track as early as 7th grade. The report provides a risk classification to all students based on # of years of low attendance, cumulative suspensions, English and math course failures, and times failing MCAS. This information is provided to every school on every student. The *Leading and Lagging Indicators Reports* for the three schools – attached in Appendix D -- note that a third to more than half of some classes at each school is likely to drop out without sustained intervention.

4) Social-emotional and health needs of students and their families. Children in the targeted schools struggle with high rates of asthma which is exacerbated by neighborhood pollution and

decay. Children also have social-emotional distress caused by family dysfunction, instability and neighborhood violence. They have difficulty accessing vision and dental care. According to the New England Eye Institute, only 20% of preschoolers have their vision screened. Even if children are screened, 40-65% of children who fail their vision screening do not receive the recommended follow-up care or wait up to four years to receive a comprehensive exam.

(c) Specific gaps or weaknesses in services, infrastructure, opportunities

Service Gaps: Each school's service plan was designed to fill gaps in services focused on English language learners; family engagement, education and support; students who are "off-track" for graduating; and access to social-emotional and health needs.

Opportunities: In each of the four target areas, the district has launched comprehensive initiatives that will intersect and align with the efforts of the full-service community schools.

English Language Learners. BPS is completely overhauling its approach to educating English language learners. The district is implementing new ELL assessment and identification practices, providing professional development to teachers, hiring new teachers who specialize in ELL education, and creating targeted programs to meet the diverse needs of these learners. The district is also promoting the use of the AVID system to strengthen the study and organizational skills of ELL and at-risk students and has supported teams of teachers and administrators (including the three FSCS grant sites) to participate in summer AVID institutes.

Family education, engagement and support. BPS recently adopted a version of the National PTA's standards for family-school partnerships to support the authentic engagement of families at every school. As part of their Whole School Improvement Plan, schools are required to draft a Family Engagement Plan that is based on data from the district-wide climate survey and school-based analysis of family engagement and includes strategies for engaging families at both the

school-wide and classroom level in ways that build trust and positively impact student learning, school climate, and school improvement. In 2005, BPS created the school-based position of Family and Community Engagement Coordinator (FCOC) and now has FCOCs at 31 schools.

Engaging at-risk students. BPS commissioned a 2007 study that identified four key risks factors that taken together, can guide school staff in identifying nearly three-quarters of likely dropouts by the end of 9th grade. The risk factors include 1) Students with one or more 8th grade risk factors: (a) attendance rate below 80%, (b) two or more years overage for grade level, and/or (c) multiple 8th grade core course failures; 2) Students with multiple 9th grade core course failures; 3) substantially separate special education students; and 4) ELL students who enter BPS for the first time during high school. The district's response is the *Graduation for All Initiative* including: a Re-Engagement Center offering tutoring, credit recovery, and counseling for students returning after dropping out; a Newcomers Academy providing immigrant students with short-term transition assistance to help prepare them socially and academically for high school while they develop English skills; and the "10 Boys" Initiative providing ongoing academic, social, and emotional support to boost the attendance and achievement of boys of color.

Meeting social-emotional and health needs. BPS has begun a strategic planning process for a Coordinated School Health Approach (CSHA). This approach organizes schools, communities and families to work in collaboration to monitor and support eight components: health education, physical education/physical activity, health services, nutrition services, health promotion for staff, counseling and psychological services, healthy school environment and parent and community involvement. The final strategic plan will establish a new Health and Wellness Division within the district, define health and wellness goals aligned with the Acceleration Agenda, and identify 'best practice' strategies.

(iii) Eligible services:

THE JEREMIAH BURKE HIGH SCHOOL: A new headmaster, experienced in collaboration with external partners to build a positive school environment, was appointed to head the Burke turnaround in fall 2009. Her initial focus was to create community among students, staff, faculty, and families, and build strong connections with the local neighborhood. Accomplishments include: initiating a regular Safety Network meeting with police, social service agencies, and community stakeholders to coordinate resources and address the needs of the most at-risk students; inaugurating an annual retreat to build shared ownership of a turnaround agenda among staff and families; and collaborating with the onsite community center to offer a Digital Connects afterschool program. Boston Public Health Commission operates a School-based Health Center that provides the primary, secondary and tertiary prevention services to youth at Burke High School. As part of its turnaround strategy, the school has reorganized and hired new staff to provide more intentional student supports, is organizing each grade into academies, beginning with the 9th grade and adding one new grade each year, and engaging the entire school community in using data to drive decision-making in order to better address the needs of ELL and at-risk students. Full-service community school services will include:

1:Academic supports/enrichment, 2) mentoring/youth development

Partners: Ignition, a program of Focus Training will support the transition to high school for 9th graders by pairing them with mentors who are juniors or seniors. Through weekly advisory and tutoring sessions, the program will increase student motivation, confidence and competence in learning. This program will contribute to increased attendance and decreased conflicts among 230 9th graders, with a long term outcome of contributing to an increased graduation rate.

City Year/Talent Development will provide 200 9th grade students with 1:1 support and small

group lessons during core classes and quarterly community-building activities; and 75 students with afterschool homework support three times/week. The program will contribute to improved attendance, academic performance, MCAS scores, and decreased behavior infractions of 200 students in each incoming 9th grade academy over five years.

Private Industry Council and Freedom House will coordinate job shadow opportunities, mock interview sessions, resume guidance and coaching for approximately 80 students to prepare them to successfully compete for a career-oriented summer internship. The summer internship placement will be half-day for 6-8 weeks, with afternoon MCAS prep and academic support classes. The program will contribute to increased graduation rate and MCAS scores.

Yoga Center/BEST Foundation will build the fitness and ability to focus of 80 10-12th grade students by teaching yoga and meditation techniques. The program will contribute to increased school attendance and improved grades among participants.

Leadership Development activities will build students' motivation and life skills by engaging them in off-site trips designed to provide safe challenges and exposure to college and opportunities to engage in different cultural experiences. This program will result in decreasing students' cultural conflicts, increasing engagement and developing a positive sense of the future.

2. Programs that provide assistance to students who have been chronically absent, etc.:

Build Her Up will involve 20-40 girls who are engaged in risky behavior with weekly group sessions afterschool. Using evidence-based curricula such as Sihle and MOVE, the program will increase participants' confidence, competence, critical thinking and conflict resolution skills, with long term outcomes to improve grades, MCAS scores and college acceptances.

NAACP Boston Branch/Loews Home Improvement *Back to School, Stay in School* Initiative will provide 60 at-risk 9th grade students with an afterschool program including weekly

individualized tutoring in Math and ELA, field trips and recreational activities. The program will contribute to participants' increased academic success and reduced absenteeism.

Pursuit of Unique Leadership Skills in Education (PULSE) will engage 80 ELL and at-risk 9th and 10th graders afterschool and during the summer in tutoring, project-based learning, and leadership development. After school, teachers will work with students in small groups on academics for two 90-minute sessions/week; a third session will engage the whole group in student-designed projects. The 4-week summer program operates for 64 total hours. PULSE will contribute to increased MCAS scores and increased graduation rate among participants.

3. Family Education, Engagement and Support:

The Efficacy Institute will engage 50 at-risk and ELL 9th grade students and their families in two Parent & Family Training weekends/year to help families become more active partners in their child's education. Families and students will learn concrete strategies students can use to manage their own learning and development. The program will strengthen the commitment of 50 students and their families to students' academic proficiency and strong character.

Burke Community Building Retreat will engage 30-40 teachers, partners, and parents in a facilitated two-day retreat focused on adopting the school's turnaround plan, using data to drive decisions and holding everyone accountable for the success of all of the students. The retreat will result in increased engagement and intentional focus on results by the entire Burke community over the course of five years, contributing to increased MCAS scores, graduation rate and student involvement, decreased drop-out, retention, cultural conflicts and suspensions.

YOUNG ACHIEVERS K-8 SCIENCE AND MATHEMATICS PILOT SCHOOL (YA):

YA is dedicated to creating an exceptional teaching and learning environment to promote academic excellence for all students in a just and caring community of learners. The school has a

longer day and a full-service program to address children's mental, social, emotional and physical health. Strong family engagement is a key component of the vision at YA and includes a Family and Community Outreach Coordinator who helps teachers conduct home visits.

Students and families are treated with respect and have close relationships with staff.

In the fall of 2009 as part of the *Pathways to Excellence Initiative*, BPS merged the chronically under-performing Lewenberg Middle School with YA to create the Young Achievers K-8 school. Forty-four percent of students were new to YA in 2009-2010. In this first year of merging the two cultures, many of the former Lewenberg students have made significant academic progress. Looking forward, the goals of YA include the creation of a positive school culture; building a strong professional collaborative culture among staff; increased student engagement and improved academic achievement. Through full day educational programming that includes academic and enrichment opportunities and a multi-tiered system of intensive student supports, the school is committed to ensuring success for all learners. The YA K-8 FSCS will focus on the following priority service areas:

(1) Mental health services:

The **Children's Hospital Neighborhood Partnerships (CHNP)** at Children's Hospital Boston will provide YA with high-quality, effective, and culturally competent clinical services and mental health services. CHNP will provide a full-time clinician to YA who will assume the role of Student Support Coordinator, supervise the student support staff, lead the development and implementation of YA's newly revised Intensive Support Center, support clinical services, case conferencing, and classroom interventions, formalize and document the protocols and meeting structures for the Student Support Team and provide professional development sessions for all staff to introduce the Tier 2 and Tier 3 interventions for students who struggle with mental

health, social-emotional and behavioral challenges . The Student Support Coordinator will also work closely with the FSCS Coordinator to identify community partners who can provide services for students in need of additional supports. The Student Support Coordinator will focus on the implementation of five strategic priority areas: 1) *Intervention*: To increase access to high quality mental health services for YA' children and families by providing services in the school building; 2) *Prevention*: To develop, implement, evaluate, and disseminate mental health prevention and early intervention programs guided by the best principles of science; 3) *Capacity Building*: To build the mental health capacity of YA staff and partners through consultation, training, and professional development activities; 4) *Training*: To provide training and supervision to YA' Student Support Staff to promote the team's continual improvement of its service delivery and 5) *Advocacy*: To inform child mental health and full-service community school policy by generating knowledge about the mental health needs facing children, families, and communities and the effective implementation of mental health services in a FSCS.

(2) Academic Support/Enrichment

Tutors for All has successfully demonstrated its ability to accelerate academic levels for students at several charter schools in Boston. Tutors for All will help close achievement gaps by providing YA middle school students with a full-service comprehensive tutoring program in math and ELA to accelerate their progress and bridge the school's achievement gap. Tutors for All's tutorials will be individually planned, scheduled and mandatory, skills-based, goal and assessment driven (based on MCAS and data from the periodic formative assessments) and each student will have individual learning plans. In Year 1, Tutors for All will engage 40 tutors for two hours per day to serve 50 7th and 8th graders through the academic year. Each year, Tutors for All increase capacity by ten more students, serving 90 by Year 5.

(3) Assistance to students who have been chronically absent, truant, suspended, expelled;

Wediko's School-Based Services has a long history of providing child-focused clinical consultation as well as school-based individual, group, and family therapy. Wediko will annually engage a group of 6-8 YA students from each classroom (180 students total) that have been chronically absent, truant, suspended, or expelled in its highly successful program, *Side by Side*. Side by Side Social Skills Groups will meet for 40-50 minutes weekly using a structured curriculum and a model of teacher and clinician leading the group. Wediko will also provide students and their families with therapy, parent support groups and crisis intervention. Outcomes include: improved school climate, decreased student suspensions, increased attendance; increased competencies of teachers to better understand and serve the needs of the high risk students, improved pro-social student behavior, increased time on academic and social tasks and improved relationships between students, families, school and community.

HIGGINSON-LEWIS K-8 SCHOOL: In SY 09-10, as a product of the *Pathways to Excellence* reform agenda, Higginson Elementary merged with the Lewis Middle School to create the Higginson-Lewis K-8 School. Before the merger, the Lewis had chronically poor student academic achievement results, a rapidly decreasing attendance rate, and a rising student dropout and suspension rates. The former Higginson Elementary School's Principal, Joy Oliver, assumed the leadership role of the Higginson-Lewis K-8 School. Developing the Higginson-Lewis K-8 School into a full-service community school is at the heart of the school's improvement strategy. In SY09-10, the leadership of Principal Oliver brought a wealth of resources into the Higginson-Lewis K-8 School community, including a before and after school program with Bird Street Community Center, mental health clinicians from the Arbour Hospital, Dimock Community Health Center and Pyramid Builders providing students with school-based

mental health services; and outreach/activities coordinated by the Black Ministerial Alliance to promote and increase active family engagement in school governance and empower families to organize as community activists. The Higginson-Lewis K-8 FSCS will focus on:

1.) Family Engagement

The Black Ministerial Alliance (BMA) will conduct monthly multi-lingual literacy workshops and a Family Book Club targeted to ELL students and families. BMA will also outreach to increase the number/diversity of parents on the Parent Council and involve parents in community organizing activities, with 150 total families served. BMA will increase parent attendance at school community events as follows: family literacy workshops from a baseline of 0 to 50 parents by year five with at least 30% of ELL families; Parent Council meetings and other school events; from 5 in SY 09-10 with 0% ELL families to 80-100 in Yr.5 with 30% ELL families.

2.) Primary health and dental care

The New England Eye Institute (NEEI) will bring a mobile eye care clinic two days per month to the school in order to provide students, families and residents with vision screening, treatment plans, and eyeglasses if indicated. At least four times per year, the NEEI will conduct community-based and culturally appropriate education to increase awareness about signs and symptoms of poor vision. In the first year, NEEI will serve 200 students, 50 family members, and 50 community members. In years 2-5, NEEI will annually serve 5% more students, family and community members, so that by year 5 the program will serve a total of 243 students, 61 families and 61 community members. The program will result in: (1) increased numbers of children receiving a comprehensive eye exam as a result of problems identified through a screening; (2) reduced time between a vision screening and an eye exam.

Boston University's Smart Smiles Dental Program will teach oral health to students in K-5

(adding a grade level each year); and with parental consent, provide dental screening and referrals, dental sealants, cleanings, and fluoride varnish treatments. Smart Smiles will also conduct three family/community education events each year, increasing attendance annually by 25%. Smart Smiles will aim to increase parent consent rates annually by 15% (baseline 2009-2010 = 21%); increase number served annually by 20%; and decrease rates of untreated decay among students served from 27% to 15% by year 5. The total served in year one will be 140 students, 50 family and 30 community members.

3.) Mental Health

Boston Medical Center's Department of Pediatrics will collaborate with the Higginson-Lewis to build the school's capacity to effectively coordinate, deliver and track physical and mental health services for all students. BMC staff will help develop the clinical collaborations between school-based clinical providers, physical and mental health school partners, school administration, teachers, families and primary care providers to create a model student support referral process and a case-management system for students in need of physical services, such as Asthma or obesity treatment, and mental health services, such as individual or group counseling. In Year 1, at least 60% of Higginson-Lewis students will be evaluated for physical and mental health needs; the number of students will annually increase by 10%, so 100% of students will be annually evaluated by Year 5. All students with mental and physical health needs that impact teaching and learning will be referred to the Student Support Team (SST). The SST links students with appropriate school-based or school-linked service providers through mental and physical health case management portfolios that chart the referral and track progress. Eighty percent of BMC patients who attend the Higginson-Lewis will receive in-depth, integrated case management. BMC will also enrich family, community and staff with development opportunities

by conducting a minimum of two staff mental health/student support in-service trainings per year and a minimum of two mental and physical health in-service trainings for families and community members. The total number served in Year 1 will be 225 students, 50 teachers and school staff, 10 school partners, 50 families and 25 residents.

(b) ADEQUACY OF RESOURCES

(i) Facilities, equipment, supplies: Schools currently provide partners with access to space, and they will expand this access for the FSCS program. Schools will provide office space for Coordinators, and classrooms, cafeteria, auditorium, gym, and computer lab space for programs.

Financial resources: BPS provides funding from its operating budget for DELTAS staff to provide facilitation, coaching and technical assistance to FSCS (see page 23). BPS also funds a Family and Community Outreach Coordinator and the Student Support coordinator positions at the three schools. At the Burke, the district will allocate School Improvement Grant funds to support the Full-Service Community School Coordinator position. The Full-service Schools Roundtable (FSSR), (role described on page 23) is funded by local philanthropic resources and will donate time to this project. As indicated in the budget narrative, many of the partners at each site are raising significant funding that supports their services. Other partners, such as City Year rely on AmeriCorps members, and others such as the NAACP, dedicate volunteers' time. These partnerships support both the basic operating costs for programs and leverage a variety of other resources and opportunities. Overall, DELTAS' analysis shows that partners contribute approximately two dollars for every one dollar provided by the district.

(ii) The relevance and demonstrated commitment of each partner. As the lead applicant, the BPS considers the FSCS project a key strategy in its effort to accelerate student achievement. The district intends to demonstrate how high-quality external partnerships aligned with schools'

instructional priorities can help overcome significant challenges to overall student success. Each partner named in the service plan is also committed to the implementation and success of this project and cumulatively they are contributing \$2.9 million over five years in matching funds. The set of partners in this plan was carefully chosen for their expertise serving high-risk populations, including ELLs, academically failing, and disengaged students. Their participation is rooted solidly in the shared goals they have with school leaders, staff and families for children's success. See Appendix B for the MOU.

(iii) *The extent to which costs are reasonable.* \$2.9 million in matching funds combined with \$2.5 million in grant funds over the 5-year project cycle will support a gradually increasing number of project participants, from 1,790 in year one to 2,163 in year five. The per person grant cost decreases from \$279 in year one to \$231 in year five. The per person total cost decreases from \$603 in year one to \$506 in year five.

(C) MANAGEMENT PLAN

(i) *Comprehensive management plan:* To ensure high quality implementation and lead the development of each school's full-service approach, each of the schools will hire a full time FSCS Coordinator. The Coordinator will participate in existing school leadership teams, including the Instructional Leadership Team (guiding the school's instructional program) and the Student Support Team (monitoring the social-emotional/developmental needs of students) to ensure knowledge of student needs and performance data.

There are two levels of infrastructure that will drive the planning, coordination, and oversight at each school. **1. Student Success Leadership Team** – This team, created for the FSCS project, is facilitated by the FSCS Coordinator and comprises the Student Support Coordinator, Instructional Leader, and Family Community Outreach Coordinator, lead partners and parents.

This Team will analyze data to identify groups of at-risk students; ensure students most at-risk access appropriate services; identify new partners to address gaps in services, and facilitate engagement of stakeholders by hosting community meetings, and/or conducting surveys/focus groups. **2. Student Support Team-** This team is convened by the Student Support Coordinator and comprises the FSCS Coordinator, school counselors, teachers, and the lead mental health partner(s). This Team will identify students who are facing barriers to academic success and healthy development, make appropriate referrals, and follow up with each student and family. See Appendix A for the FSCS Coordinator job description and required qualifications.

Role of Principal: The principal will supervise the Coordinator and provide overall management of the program. The principal also establishes expectations for school norms, culture, and community. The success of the project depends on the principal's commitment to building a shared vision, practicing distributive leadership, maintaining a focus on results, and forging strong relationships among all of the school's stakeholders.

Role of Partners: Partners will participate on the Student Success Leadership Team; provide high quality services; maintain effective communication with school staff, teachers, students, and families; capture data that measures performance benchmarks; leverage additional resources; and address any gaps in service delivery that emerge from program assessment.

Role of Parents: Through increased family engagement, education and support provided by each school, parents will build their capacity to support their child's educational success. Parents will also play a key role in the leadership of the FSCS through the Student Success Team. An assessment of parent needs will provide one source of information to the Team; this will be augmented by convenings, focus groups and regular communication to reach greater numbers of parents. Parents will also be the beneficiaries of many services.

Role of Community: The Student Success Team will engage community stakeholders as providers of resources, expertise and volunteers, and beneficiaries of services.

Role of District and Coordinating Entities: The BPS **Department of Extended Learning Time, Afterschool, and Services (DELTAS)** will provide coaching, technical assistance, quality assessment and improvement to each school and facilitate learning sessions among these sites and other Boston full-service schools. The Superintendent has tapped DELTAS to coordinate expanded student support services at the turnaround middle and high schools, including the Burke. In spring 2010, DELTAS conducted a comprehensive assessment of existing student support services at the Burke which has been the basis of the Burke's service design for this proposal. DELTAS coaches also provide partnership facilitation, technical assistance, and professional development to the Higginson-Lewis and YA.

District Leadership: In the first year of the project, the Superintendent's leadership team will plan to strengthen the district-level infrastructure to support partnership work in all of the schools in the district and to coordinate the intersecting City- and district-wide initiatives. This plan will be implemented in years 2-5 of the project.

The **Full-service Schools Roundtable** will advise and disseminate lessons learned from the FSCS project. Since 2000, FSSR has coordinated efforts by schools, the district, city government, and the nonprofit, private and philanthropic sectors to advance the healthy development and academic success of Boston students through integrated school-community partnerships. FSSR will assist DELTAS in convening a FSCS Advisory Board that will meet twice a year to discuss progress, make connections to other initiatives, and help build demand for full-service community schools. See Appendix D for members of the Advisory Board. In partnership with DELTAS, FSSR will also sponsor two convenings during the project (in Years

3 and 5). The convenings will attract a local and regional audience to highlight best practices, surface challenges, and identify replication strategies and policy recommendations. Through their connections at the state and national policy levels, FSSR and DELTAS will share information about the project and its successes beyond Boston, informing regional and national policymakers, educators and practitioners, disseminating information, and learning from others.

The Boston Public Health Commission will also advise the project, supporting needs and asset mapping, linking participating schools to its resources as well as those of its partners, and serving as technical assistants to support schools' health and mental health initiatives.

Project Tasks, Timeline, and Responsibilities

Task	Responsibility	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Hire/Orient Staff	DELTAS and Schools	X				
Monitor Partners	DELTAS & FSCS Coordinators	X	X	X	X	X
Coaching	DELTAS and BPHC	X	X	X	X	X
Collect Data	Evaluators, Partners, & Schools	X	X	X	X	X
Convenings	FSSR			X		X
Advisory Board	FSSR	X		X		X
Ongoing planning	District & School stakeholders	X	X	X	X	X
Develop system recommendations	District & School stakeholders And Evaluators					X

(ii) **Qualifications of FSCS Coordinator and key Project Personnel:** Please see Appendix A for job description and qualifications of FSCS Coordinators and resumes of key project personnel.

Key Project Personnel: The FSCS Coordinators hired will meet the range of qualifications detailed in the job description attached in Appendix A. **Project Director Marta Gredler** of BPS

DELTAS has an M.Ed. in Education and 30 years experience as a program manager, college instructor and grant administrator, in non-profit and public organizations and is the former director of the Full-service Schools Roundtable. **Senior advisor Abby Weiss** of the Full-service Schools Roundtable developed deep expertise in family engagement through her work as the Family Involvement Core Area Director and Project Manager at the Harvard Family Research Project and in research/evaluation as a Senior Research Associate at Brigham Nahas. Please see page 33 for the qualifications of the evaluation team.

(iii) Time commitments: The FSCS Coordinators will be full-time positions. The Project Director will devote .5 FTE to the FSCS effort with her other primary responsibility oversight of community partnerships at two additional turnaround schools. The evaluation staff will comprise the equivalent of .5 FTE. FSSR and the Public Health Commission will each devote the equivalent of 7.5 to 9 days of one senior staff person per year to the project.

Organizational Capacity: BPS experience partnering with target schools and other partners and past experience building relationships and community support to achieve results

As noted in the beginning, 99 of 135 Boston public schools offer on-site after-school programs, 106 offer on-site mental health services, and 16 have an on-site health clinic. The three FSCS each have multiple partnerships on which to build and have worked with district leadership to develop school improvement plans that rely on the contribution of external partners.

FSSR has just completed the first partnership survey of all of the schools in BPS. With 93% of the principals participating, the data will shed light on the range and scope of partnerships in each of the buildings. The survey will help BPS benchmark progress in increasing partnerships across a range of service areas; and it will enable the district to develop a system-wide approach to ensuring that all children have access to the services they need.

Examples of how applicant responded to challenges from similar work

Building Engaged Leadership: BPS has found that principal leadership is the most important driver of success in building a school community that integrates external partners to help address students' non-academic barriers to educational success. Through direct coaching, on-site technical assistance, and establishing a learning community for principals, the district is building the interest and commitment of principals to lead full-service community schools.

Aligning Partnerships to Instructional Priorities: When instructional leaders at each site identify specific academic focus areas based on student achievement data and external partners incorporate needed skills/content into their programs, students benefit. When teachers and partner staff co-design out-of-school time (OST) curriculum and OST staff work as classroom paraprofessionals or behavior specialists during school time, both teachers and OST staff collaborate closely to ensure students' academic and overall success.

Creating Infrastructure Support for Continual Improvement: Creating the DELTAS office has enabled BPS to leverage district resources and expertise in a cost-efficient manner to provide on-site coaching, professional development, and access to research-based OST curricula to multiple schools and their partners. The results of this investment are that partnerships target resources more effectively and strategically; staff are grounded in best practice research and have the implementation skills required to produce results; and better results are achieved.

(b) collecting and using data for decision-making and continuous improvement.

To share data between the school district and FSCS partner organizations, and to maintain FSCS program information, DELTAS has developed a web-based MIS in partnership with the BPS Office of Instructional and Information Technology (OIIT). FSCS programs will have access to information about the students enrolled in their programs, including: standardized test scores;

grades; course information (current and previous course/grade assignments); previous schools; demographic information; home contact information; school-day attendance. To further assist schools in using data to drive decision-making, BPS has implemented several formative assessments, including Galileo, to make student data available in real time. Additionally as indicated in the Quality of Project Design section, the district is making non-academic risk factor information available in its *Leading and Lagging Indicators* reports.

(D) QUALITY OF PROJECT SERVICES

In each of the key priority areas, services will be high quality and aligned with current knowledge from research and practice about the key factors in improving academic achievement:

Family Engagement, Education and Support: The National Family, School and Community Engagement Working Group defines family engagement as a shared responsibility between schools and families, continuous throughout a child's life, and taking place wherever a child learns (after-school programs, homes, schools, etc.). Aligning with this vision of family engagement, Boston's FSCS project will build parent leadership and capacity to support their children's learning. BPS' emphasis on family engagement as a key lever of school improvement is supported by recent research by Tony Bryk and a team in Chicago examining 200 stagnating or declining elementary schools and 100 schools that made progress. The researchers found five characteristics of successful schools, including leadership, professional capacity, student-centered learning climate, and instructional guidance. The fifth ingredient they identified was parent-community ties - including intentional relationship-building focused on how families can support their children's core educational success (Bryk, et al 2010). Schools needed all five characteristics to make progress. Additional research shows children in grades K-3 whose parents explain educational tasks are more likely to participate in class, seek help from the

teacher, and monitor their own work (Caspé, et al 2007). At the middle and high school levels, adolescents whose parents monitor their academic and social activities have lower rates of delinquency and higher rates of academic growth (Kreider, et al 2007). Family engagement is key to closing the achievement gap: in one study, low-income African American children whose families maintained high rates of participation in elementary school are more likely to complete high school, and Latino youth with parents who provide encouragement and emphasize the value of education as a way out of poverty have higher school completion rates (Kreider, et al 2007).

Academic Support/Enrichment: The research conducted by Eccles and Wolfe demonstrates that afterschool enrichment practices build student skills and motivation and address their specific learning styles and challenges (Eccles, 2002; Wolfe, 2001). Both the Burke and Young Achievers are adapting research-based strategies to address barriers to students' academic success. Studies of the Challenging Horizons Program, which served at-risk 6th and 7th grade students, largely non-White with behavior problems, showed positive academic effects.

(Langberg et al. 2006). Critical intervention strategies included: content and skills taught during OST that were intentionally aligned with school-day instruction and a program design that featured frequent and structured coordination between schoolteachers and OST instructors, assessment of student problem areas, and an individualized approach.

At-Risk Students: Balfanz found that by combining effective whole-school reforms with attendance, behavioral, and extra-help interventions, graduation rates can be substantially increased (Balfanz & Byrnes, 2006).

Social-emotional and Overall Health: Greenberg and colleagues (2003) conducted a synthesis of the empirical literature on strategies aimed at increasing positive youth development and mental health; decreasing substance use; antisocial behavior, school nonattendance, and drug

use; and the influences on learning and academic performance. They concluded that there is a solid research base indicating that well-designed, well-implemented, school-based prevention and youth development programming can positively influence a diverse array of social, health, and academic outcomes. This synthesis found that key strategies for effective school-based prevention programming involve student-focused, relationship-oriented, and classroom and school-level organizational changes.

(e) QUALITY OF THE PROJECT EVALUATION

(i) Use of objective performance measures: The **BPS Office of Research and Evaluation** will partner with **Brigham Nahas Research Associates (BNRA)** to implement a multi-pronged, mixed methods evaluation approach that includes: 1) formative evaluation of the implementation of the project at the district level, including a) the implementation of activities, programs and services that aim to support each FSCS's own goals and objectives; b) BPS DELTAS activities to support staff and partner capacity at the schools; and c) the identification of systemic practices at the BPS district leadership level that foster or impede the development of FSCS. 2) summative evaluation of the goals and expected outcomes; and 3) documentation of the lessons learned through the project. This plan is presented with the understanding that it will be necessary to make adjustments as needed over the course of the project to strategies, focus, and timelines. The broad purposes of this proposed evaluation are to: 1) **provide in-depth, timely, formative evaluation** to BPS leadership, DELTAS, and the three schools, stakeholders and partners, informing implementation and mid-course adjustments as needed; 2) **promote reflection and sharing of progress, learning, and experiences among all project participants** including project staff, community partners, principals, teachers, students, parents, and other stakeholders; 3) **Build/enhance a culture of learning** throughout the network of full-service community

schools; **4) Provide summative evaluation data** concerning the achievement of the goals and objectives set out by the project and each of the three community schools that can be used to inform further development of full-service community schools in Boston and elsewhere; and 5) **Share evaluation findings** through collaboration with BPS staff and FSSR to present findings to stakeholders broadly and at selected research and evaluation conferences.

Proposed Evaluation Questions: The following is a sample of proposed formative and summative evaluation questions:

1. To what extent and in what ways does BPS implement activities and processes designed to build the capacity of the full-service community schools to achieve their objectives?
2. To what extent and in what ways do the three FSCS implement activities, processes, and programs designed to reach and/or support their goals and milestones?
3. To what extent and in what ways do the three FSCS accomplish the goals and milestones they set for themselves?
4. What changes, if any, are observed in student outcomes measured by the three FSCS, i.e. MCAS scores, attendance, behavior referrals, health outcomes, etc.?
5. What district-level systemic practices foster and what barriers hinder the development of FSCS and affect the attainment of intended goals and outcomes?
6. What lessons do the experiences of the three FSCS offer for policy and practice, concerning establishment and support of FSCS beyond these three sites?

(ii) Will provide information on the management, implementation, or efficiency of the project

Methods and Analysis of Management, Implementation, Efficiency Evaluation:

- Initial and periodic interviews of key staff in DELTAS office and BPS;
- Initial and periodic interviews and focus groups of FSCS stakeholders;

- Periodic observation of trainings, professional development provided to leaders, teachers, and stakeholders in the three FSCS;
- Cross-site analysis and tracking of benchmark data, e.g., student grades, student attendance, community services provided and attended; and
- Yearly evaluation reports presenting findings related to implementation and interim benchmark data based on data collected throughout the year.

Formative Evaluation of the Full-service Community Schools (Years 1-5)

- Initial (Fall 2010 and Spring 2011) one-day site visits to each FSCS that include:
 - Interviews of principal, coordinator, key community partners;
 - Interviews and/or focus groups of selected teachers, parents, and students;
 - Tour of facilities, observations of team meeting or events;
- Ongoing data gathering and site visits (years 2-5) including:
 - Periodic interviews of principals, coordinators, teachers, and community partners; and
 - Twice yearly visits to each FSCS to observe facilities, activities, events, changes, to conduct interviews and focus groups of key stakeholders.
- Interim evaluation reports summarizing benchmark/other data from each FSCS.

Summative Evaluation of FSCS Outcomes

The summative evaluation builds upon the formative evaluation over the life of the project with a focus on the achievement of the goals and objectives set out by the project as well as changes and outcomes in each FSCS. Key activities include:

- Evaluation of stakeholder questionnaires, interviews, focus groups and site visit data, including center activities, participation in activities, and use of instructional strategies;
- Changes in benchmark data for BPS, DELTAS and FSCS goals through the project;

- Analysis and summary of outcome measures identified by the district and by each FSCS.

Qualitative data from interviews, observations, and focus groups will be coded and analyzed through content analysis, using themes from a literature review, from the key performance outcomes designated by each school and from other themes that emerge through the evaluation. Quantitative data gathered as part of this evaluation will include school level data from BPS, (school characteristics, school population, student outcomes like promotion, MCAS, referrals, etc.), data from evaluation questionnaires, data from the three schools, and data such as program participation and volunteerism. Given that these are not sample data, they will be used for descriptive purposes. We will present descriptive statistics (means, percentage responses, mean levels of satisfaction, etc), based on surveys of participants, teachers, community groups, parents and other stakeholders. EXCEL and SPSS will be used for analysis, as appropriate.

Reporting: Interim formative evaluation reports will provide timely feedback to district leadership, DELTAS, and the three schools. The evaluation team will also engage in informal conversations about findings and provide periodic data reports as requested. A final evaluation report will focus on impacts, outcomes, and lessons learned.

Evaluation Activities	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Evaluation Planning	X				
Collaborative Revision of Evaluation Plan (as needed)		X	X	X	
Development of initial interview, focus group, and observation protocols	X				
Revise interview, focus group, and observation protocols		X	X	X	X
Interviews of BPS and DELTAS staff	X	X	X	X	X
Site visits to each FSCS	X	X	X	X	X

Focus groups of community stakeholders	X	X	X	X	X
Analysis of benchmark and other data	X	X	X	X	X
Formative/interim reporting of benchmark/ implementation data	X	X	X	X	
Reporting of outcomes and findings					X

(iii) Will provide guidance on or strategies for project replication: The evaluation will inform efforts by the BPS and the Full-service Schools Roundtable to disseminate lessons learned in local, regional and national forums.

Capacity of Evaluator: BPS-Office of Research and Evaluation has a staff of six full-time researchers/analysts, four of whom hold a Ph.D. or equivalent. The Office conducts or approves the design for each program evaluation that occurs in the district. Given the district’s increasing reliance on data to inform program and policy decisions, BPS-ORAE increased its role in working with partners to design rigorous and reliable evaluations of programs and policies.

Brigham Nahas Research Associates (BNRA) is a research group that specializes in providing program evaluation, research and technical assistance to organizations and programs that help young people succeed in high school, college, and beyond. These include schools, community-based organizations, foundations, and educational intermediaries. BNRA has particular expertise in college-access, after-school and educational programming for youth from low-income communities and have worked with a wide array of clients. See attached project list and resumes in Appendix A.

Competitive Preference Priority: Strategies that Support Turning Around Persistently

Lowest-Achieving Schools. One of the three proposed schools, the Jeremiah Burke High

School, has been identified by the Commonwealth as a persistently lowest-achieving school and is implementing the transformation school turnaround model. The Burke had a new principal in SY 2009-10 and will have 50% new teachers for 2010-11. The other two schools are very recent mergers of successful schools and chronically low-performing schools. It is very likely that the former Lewis and Lewenberg would have been categorized as persistently lowest-achieving schools if each was left on its own.

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Project Narrative

Abstract Narrative

Attachment 1:

Title: **Boston Public Schools_FSCS_Abstract.pdf** Pages: **1** Uploaded File: **Boston Public Schools_FSCS_Abstract.pdf**

Boston Public Schools Full Service Community Schools Application Abstract

The Boston Public Schools (BPS), a diverse, urban school system serving 56,340 preK-12 students in 135 schools, is requesting \$500,000 per year for five years to support the development and expansion of three full-service community schools (FSCS).

1. **Jeremiah Burke High School** (730 students grades 9-12). The Burke has been identified as a persistently lowest-achieving school by the Massachusetts Department of Elementary and Secondary Education. Key partners in the Burke's FSCS will be Focus Training, the Private Industry Council, Freedom House, the NAACP and City Year. Partners will provide academic supports/enrichment; mentoring/youth development; family education, engagement, and support; and assistance to students who have been chronically absent, truant, suspended, or expelled.
2. **Young Achievers Science and Mathematics Pilot School (YA)** (550 students in grades K1-8). In 2009-2010, the YA merged with the under-performing Lewenberg Middle School and had 47% new students this past school year. Key partners in the YA's FSCS will be Children's Hospital Neighborhood Partnerships, Tutors for All, and Wediko's School-Based Services. Partners will provide primary health care access/coordination; academic support/enrichment; and assistance to students who have been chronically absent, truant, suspended, or expelled.
3. **Higginson-Lewis K-8 School** (383 students in grades PK-8). In 2009-2010, the Higginson Elementary School merged with the underperforming Lewis Middle School. Key partners in the Higginson-Lewis FSCS will be the Black Ministerial Alliance, the New England Eye Institute, Boston University's Smart Smiles Dental Program, and Boston Medical Center's Department of Pediatrics. Partners will provide family education, engagement, and support; primary health and dental care; and mental health services.

With this effort, BPS will break new ground by demonstrating that the full-service schools approach is a powerful strategy to turn around persistently under-performing schools. The comprehensive plan will support community partnerships that align with each school's instructional priorities in four key priority areas across schools: 1) improving achievement of English Language Learners (ELLs); 2) increasing family engagement, education, and support; 3) re-engaging students who have a history of low attendance, negative behavior and/or academic failure; and 4) meeting the health needs of students and their families. The overall context for the plan is the BPS 5-Year Acceleration Agenda, an ambitious plan with rigorous academic targets.

The target population is the students and their families, and other members of each school community. Students and families in these schools have more ethnic/racial diversity and a much higher percentage of poverty compared to statewide data. According to the BPS risk classification system, a third to more than half of some classes at each school is likely to drop out without sustained intervention. The project will serve an estimated 1790 individuals in year one increasing to 2,163 by year five. The contact person is: Marta Gredler, Program Director, Boston Public Schools DELTAS, 443 Warren Street, Dorchester, MA 02121, 617-635-6609. mgredler@boston.k12.ma.us