

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Opening Doors Expanding Opportunities

CFDA # 84.377C

PR/Award # S377C170022

Grants.gov Tracking#: GRANT12340547

OMB No. , Expiration Date:

Closing Date: Feb 13, 2017

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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.).

There were problems converting one or more of the attachments. These are: 1248-SF424 Applicant Congressional Districts.docx, 1246-EFA Appendices.docx, 1247-SF424 Program Project Congressional Districts (1).docx

Application for Federal Assistance SF-424

* 1. Type of Submission:

☐ Preapplication

☒ Application

☐ Changed/Corrected Application

* 2. Type of Application:

☒ New

☐ Continuation

☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

02/13/2017

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Boston Public School

* b. Employer/Taxpayer Identification Number (EIN/TIN):

046001380

* c. Organizational DUNS:

9581659530000

d. Address:

* Street1: 2300 Washington Street

Street2:

* City:

Boston

County/Parish:

* State:

MA: Massachusetts

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code: 02119-3213

e. Organizational Unit:

Department Name:

Opportunity and Achievement

Division Name:

Opportunity and Achievement

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

Prefix:

Dr.

* First Name:

Regine

Middle Name:

P

* Last Name:

Philippeaux

Suffix:

Title: Program Director

Organizational Affiliation:

* Telephone Number: 857-302-8688

Fax Number:

* Email: rphilippeaux@bostonpublicschools.org

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Application for Federal Assistance SF-424			
* 9. Type of Applicant 1: Select Applicant Type: <input type="text" value="X: Other (specify)"/> Type of Applicant 2: Select Applicant Type: <input type="text"/> Type of Applicant 3: Select Applicant Type: <input type="text"/> * Other (specify): <input type="text" value="Dependent school District"/>			
* 10. Name of Federal Agency: <input type="text" value="Department of Education"/>			
11. Catalog of Federal Domestic Assistance Number: <input type="text"/> CFDA Title: <input type="text"/>			
* 12. Funding Opportunity Number: <input type="text" value="ED-GRANTS-121416-001"/> * Title: <input type="text" value="Office of Elementary and Secondary Education Opening Doors, Expanding CFDA Number 84.377C"/>			
13. Competition Identification Number: <input type="text" value="84-377C2017-1"/> Title: <input type="text"/>			
14. Areas Affected by Project (Cities, Counties, States, etc.): <input type="text"/> <input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>			
* 15. Descriptive Title of Applicant's Project: <input type="text" value="Excellence for All"/>			
Attach supporting documents as specified in agency instructions. <input type="button" value="Add Attachments"/> <input type="button" value="Delete Attachments"/> <input type="button" value="View Attachments"/>			

Application for Federal Assistance SF-424	
16. Congressional Districts Of:	
* a. Applicant: <input type="text" value="MA-007"/>	* b. Program/Project: <input type="text" value="MA-007"/>
Attach an additional list of Program/Project Congressional Districts if needed.	
<input type="text" value="SF424 Applicant Congressional Districts.do"/>	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
17. Proposed Project:	
* a. Start Date: <input type="text" value="06/01/2017"/>	* b. End Date: <input type="text" value="02/13/2020"/>
18. Estimated Funding (\$):	
* a. Federal	<input type="text" value="1,604,312.66"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,604,312.66"/>
* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?	
<input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on <input type="text"/> .	
<input type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review.	
<input checked="" type="checkbox"/> c. Program is not covered by E.O. 12372.	
* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If "Yes", provide explanation and attach	
<input type="text"/>	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
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)	
<input checked="" type="checkbox"/> ** 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: <input type="text"/>	* First Name: <input type="text" value="Regine"/>
Middle Name: <input type="text" value="P"/>	
* Last Name: <input type="text" value="Philippeaux"/>	
Suffix: <input type="text"/>	
* Title: <input type="text" value="Program Director"/>	
* Telephone Number: <input type="text" value="857-302-8688"/>	Fax Number: <input type="text"/>
* Email: <input type="text" value="rphilippeaux@bostonpublicschools.org"/>	
* Signature of Authorized Representative: <input type="text" value="Teresa Atkinson"/>	* Date Signed: <input type="text" value="02/13/2017"/>

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There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

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

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization
Boston Public School

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	120,000.00	120,000.00	20,000.00			260,000.00
2. Fringe Benefits	32,400.00	32,400.00	5,400.00			70,200.00
3. Travel	5,000.00	5,000.00	1,000.00			11,000.00
4. Equipment	75,000.00	70,000.00				145,000.00
5. Supplies	5,000.00	5,000.00	600.00			10,600.00
6. Contractual	475,000.00	475,000.00	79,166.67			1,029,166.67
7. Construction						
8. Other	10,000.00	10,000.00	2,000.00			22,000.00
9. Total Direct Costs (lines 1-8)	722,400.00	717,400.00	108,166.67			1,547,966.67
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	722,400.00	717,400.00	108,166.67			1,547,966.67

***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 %.

- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) 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 %.

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Name of Institution/Organization Boston Public School		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 B - BUDGET SUMMARY NON-FEDERAL 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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						
SECTION C - BUDGET NARRATIVE (see instructions)						

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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 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 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.

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Prescribed by OMB Circular A-102

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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 subagreements.
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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 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.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Teresa Atkinson	Program Director
APPLICANT ORGANIZATION	DATE SUBMITTED
Boston Public School	02/13/2017

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="Boston Public School"/> * Street 1 <input type="text" value="2300 Washington Street"/> Street 2 <input type="text"/> * City <input type="text" value="Boston"/> State <input type="text" value="MA: Massachusetts"/> Zip <input type="text" value="02119-3213"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="DOE"/>	7. * Federal Program Name/Description: <input type="text"/> CFDA Number, if applicable: <input type="text"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Teresa Atkinson"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> Title: <input type="text"/> Telephone No.: <input type="text"/> Date: <input type="text" value="02/13/2017"/>		
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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

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.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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. Public reporting burden for this collection of information is estimated to average 1.5 hours 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. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

	Add Attachment	Delete Attachment	View Attachment
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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 an 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 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 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 <input type="text" value="Boston Public School"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Regine"/> Middle Name: <input type="text" value="P"/>
* Last Name: <input type="text" value="Philippeaux"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Program Director"/>	
* SIGNATURE: <input type="text" value="Teresa Atkinson"/>	* DATE: <input type="text" value="02/13/2017"/>

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 08/31/2017

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Regine	P.	Pierre	

Address:

Street1:	2300 Washington Street
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County:	
State:	MA: Massachusetts
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Country:	USA: UNITED STATES

Phone Number (give area code)

857-302-8688

Fax Number (give area code)

Email Address:

rphilippeaux@bostonpublicschools.org

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

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PR/Award # S377C170022

Page e15

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: Excellence For All Abstract .pdf

Add Attachment

Delete Attachment

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Excellence For All: Abstract

Boston Public Schools (BPS) is requesting \$1,6 million Development Grant from from the Office of Elementary and Secondary Education, Department of Education, Opening Doors, Expanding Opportunities for its Excellence for All project. The project goal is to expand access to more challenging academic and enrichment experiences for students in grade 4 through 6 in Boston Public Schools, thus, increase socioeconomic diversity in schools and eliminating the inequities found Boston Public Schools elementary schools. The project addresses Absolute Priorities I and III and subparts: Increasing Socioeconomic Diversity in Schools (iiiB) Establishing or expanding schools that are designed to attract substantial numbers of students from different socioeconomic backgrounds, such as magnet or theme schools, charter schools, or other schools of choice; 3 (b) execute one or more Pre-Implementation Activities.

- BPS/Excellence for All has identified three project goals:
- To increase socioeconomic and racial diversity in the BPS elementary schools by expanding access to more challenging academic and enrichment experiences for students in grade 4 through 6 in Boston Public Schools
- To support teachers by providing professional development in content areas such as literacy, guided reading and writing instruction, as well as mathematics, and science
- To support parents with the right information so they can be involved, and engaged in the academic lives of students with the support of immigrant groups in Boston.

The project addresses the challenges associated with the implementation of Advanced Work Classes (AWC), a program in Boston Public Schools that separates and tracks students as early as grade 4. This program, which began during the desegregation era in 1970s and created more disparities in the system. To address the inequities, we propose implementing a comprehensive model of change involving professional development and training for teachers, specific intervention services for students, and quality enrichments.

Funding from the U.S. Department of Education grant Opening Door, Expanding Opportunities will be used in part to support the instructional and enrichment components of the program, which will make it attractive to a diverse racial and socioeconomic set of families. Funding will also be used to work with our enrollment office to ensure the roll out of EFA over the next 3- 5 years to at least 40% of the elementary schools in Boston. EFA is creating a robust communications and family engagement plan with feedback loops to allow for two-way communication with the community. We will continue to provide technical assistance to teachers and to schools for an additional 5 years until EFA practices are self -sustaining.

Excellence for All is Boston's chance to reimagine what learning can look like in classrooms and reframe a conversation that has too often been based on student deficits, particularly for children of historically marginalized backgrounds. EFA is addressing gaps by ensuring that supports address the academic and socio-emotional needs of students and by taking into account what it takes to push students beyond the boundaries of the traditional classroom. To do this, Excellence for All uses a strength-based approach aimed at understanding students needs and identifying resources to support them. This initiative is in line with our belief that employing programs that are firmly grounded in evidence is critical to increasing diversity and closing opportunity and achievement gaps.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

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Boston Public Schools

Opening Doors, Expanding Opportunities Narrative

A. Need For the Project (25 points)

Introduction

Imagine a parent clamoring to send his child to a local charter school but the family was not chosen when the lottery was drawn and frustrated at the fact that his child is on the waiting list for METCO, an inter-district voluntary school assignment program. And in Boston, this same parent experiences the added frustration when his child does not get into the Advanced Work Class program, a third public school choice that Boston parents have when seeking quality schools for their child. AWC is a tracked school program with accelerated learning in grades 4-6 that many parents feel prepare students to enter one of the three exam schools in Boston Public Schools. What public school options do we give parents seeking quality when they have exhausted all apparent avenues?

As the birthplace of public education in this nation, Boston Public Schools is committed to transforming the lives of all children through exemplary teaching in a world-class system of innovative, welcoming schools. We partner with the community, families, and students because we *earnestly* seek to develop- in every learner -the knowledge, skill, and character to excel in college, career, and life. Nevertheless, we must challenge ourselves to do some things differently to achieve our desired goals for all students. In Boston, we value the diversity that makes our schools and our city a creative learning space. Consequently, we must be bold and fearless in tackling issues that diminish racial and socioeconomic diversity while still answering the question that parents like the one above pose to us every day.

Excellence for All (EFA), a new Boston Public School initiative, is a solution to our school choice problem at the elementary school level. EFA is an initiative that addresses the related issues of increased racial and socioeconomic segregation created by programs like AWC and the courtship of families of various income distributions back to our beloved city schools. This initiative is in line with our belief that employing programs that are firmly grounded in evidence is critical to increasing diversity and closing opportunity and achievement gaps. In many ways, EFA is a counter-narrative to programs like AWC that result in less diverse classrooms and schools. Through EFA, we will expand access to rigorous learning opportunities for our 4th through 6th grade students. Beginning within 13 schools, EFA will provide supports and resources that will ensure the following throughout the district:

- Socioeconomic and racial diversity is increased
- Rigorous and enriching instructional programs are in place to attract families of diverse socioeconomic status

EFA will serve as a pilot and learning mechanism with a particular focus on building school and district-wide capacity for ensuring diversity as well as academic rigor for all elementary students in all schools. As such, the following proposal is Boston Public Schools' application for the Opening Doors, Expanding Opportunities grant under priorities 1 and 3. For the blueprint of the project, please see the EFA logic model in Appendix B.

Goals of Excellence for All

EFA has four main goals that are further dissected and detailed in the EFA Logic Model (see Appendix B).

Goal 1: 100% of students in grades 4-6 will receive rigorous instruction and quality enrichments that result in positive or increased academic and non-academic outcomes

Goal 2: There will be at least a 10% increase in request to transfer to EFA schools over a 3 year period

Goal 3: Over 70% of Parents will express satisfaction with the EFA program by the end of year 5

Goal 4: EFA schools will see a rise in racial and socioeconomic diversity. Specifically, for at least 70% of EFA schools, the socioeconomic demographics of grades 4 -6 will match the district's average by year 5. At least 60% of EFA school's racial demographics will match the district's average by year 5.

Background

Opportunity and Achievement Gaps in Boston Public Schools

Boston Public Schools (BPS), though one of the highest achieving urban school districts in the country, continues to face large achievement gaps between socioeconomically advantaged and disadvantaged students and between high need¹ students and their counterparts. When looking at the achievement gap by race, it is equally alarming. Lower numbers of Black and Latino students reach proficiency on the national Assessment of Educational Progress (NAEP) than White and Asian students. The 2015 BPS NAEP report² showed that “In Boston, the gaps in performance between Asian/White students and Black/Hispanic students persist in both 4th and 8th grade.” According to this report, less than 25% of Black and Hispanic fourth graders received a proficient score in Reading, as compared to the more than 40% and 55% of Asian and White students, respectively. There is a similar achievement gap in Mathematics in grade 4 with 18% of Black students and 24% of Hispanic students reaching proficiency, as compared to 69% and 70% of White and Asian students.

The achievement gap between racial groups and between students of differing socioeconomic status can also be seen in Boston’s performance on the statewide PARCC exam. In 2015 and 2016, over 48% and 49% of non-economically disadvantaged students scored proficient or above in ELA as opposed to approximately 30% of economically disadvantaged students. The gap between economically advantaged and disadvantaged students remains consistently large throughout the elementary school years (See Appendix A).

¹ The term includes economically disadvantaged students, students with disabilities, and English Language Learners.

² <http://profiles.doe.mass.edu/help/data.aspx?section=students>

² <http://www.bostonpublicschools.org/cms/lib07/MA01906464/Centricity/Domain/738/Final%20Complete%20Report%20on%202015%20TUDA%20NAEP.pdf>

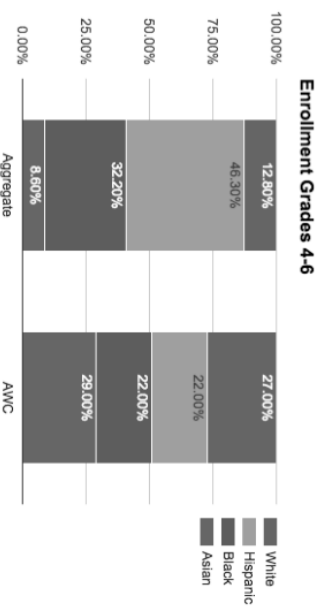
Additional analyses of data such as which students access rich instructional programs suggests that Black and Latino students face similarly large opportunity gaps. One definably stark example of the opportunity gap in elementary school is a tracking system in Boston Publics Schools called Advanced Work Classes (AWC) that separates students as early as grade 4. This program, which began during the desegregation era in 1970s Boston³, is designed to provide accelerated and advanced learning opportunities to students in grade 4-6 who score above a certain cut score on the Terra Nova, a standardized exam. The Terra Nova is given to all BPS students in October of grade 3. Those who score above the cut score are invited into the AWC program from grades 4-6.

AWC has further widened the opportunity gap between White and Asian students and their Black and Latino counterparts. Though only 12% of 4th-6th graders in Boston Public Schools are White and 8% are Asian, in most AWC programs, White and Asian students make up on average 50% or more of students in the program. Contrastingly, 37% of 4th-6th grade BPS students are African-American and 42% are Hispanic. Even though the population of African-American and Hispanic students exceeds that of White and Asian students, they are not enrolled in advanced courses at a higher rate.

Effect of AWC: Increased Segregation by Race and SES

AWC exacerbates racial and socioeconomic segregation in schooling by essentially removing large numbers of White and Asian students and placing them in a self-contained program. AWC services only 8% of BPS students. Despite the fact that Black and Latino students account for 75% of the BPS student population, a large percentage of students in AWC are White and Asian.

³ https://drive.google.com/file/d/0B_2UP4mt_mHfY0ZKY25xeUUtczA/view?usp=sharing



Annenberg Institute at Brown University conducted a study of gaps in achievement and opportunity for Black and Latino males in Boston Public Schools and discovered considerable racial/ethnic inequities in enrollment opportunities in AWC and exam schools⁴. The 2014 report found that AWC enrollment for Black and Latino males was not proportional to district demographics. While Black and Latino males in BPS constituted 79.2% of total male enrollment in grades 4-6 in SY2012, they accounted for only 48.9% of male enrollment in AWC (Figure 6). Conversely, Asian and White males made up only 20.0% of total male enrollment in grades 4–6, but accounted for half (49.8%) of male enrollment in AWC. The study also found that White and Asian male students were more likely to enroll in AWC than their Black and Latino counterparts. While 25.8% of Asian and 20.0% of White males were enrolled in AWC in SY2012, only 5.9% of Black and 5.3% of Latino males attended AWC classes. In other words, White males, for example, were

⁴ <http://www.annenberginstitute.org/sites/default/files/product/836/files/OpportunityEquityFullReport.pdf>

enrolled in AWC classes at a rate that was between three and four times higher than the rate for Black and Latino males. The Annenberg Report expressed a great deal of concern over this fueling and expansion of inequities by AWC. Likewise, preliminary analyses show that AWC programs may also contribute to diminishing socioeconomic diversity in schools. Take for example, a sample of schools from the Jamaica Plains area of Boston. Schools with AWC have more economically disadvantaged students and high needs students than schools without AWC. We also see this pattern in other regions of Boston. In a February 2017 article in the Huffington Post by Rebecca Klein⁵, Gary Orfield, a renowned educational researcher, explained that “The benefits of desegregated schools are well-documented. Schools that have mostly students of color tend to be low-income..One way to offer children effective school choice..would be to give them the opportunity to attend high-quality, integrated institutions.” In addition to perpetuating racial and socioeconomic segregation in schools, AWC contributes to other opportunity divides. AWC, as a sub-separate program, has associated costs. AWC requires a full-time teacher for 3 separate grades whether or not a class is full. AWC students receive enrichment opportunities, such as World Language, that are often unavailable to non-AWC classrooms. These opportunity divides perpetuate achievement gaps. Take for example the comparison of test scores of AWC students and non-AWC students in all BPS schools with AWC programs. The achievement gap is startling.

ELA PARCC Grade 3 - Schools with AWC Programs

	Met and Exceeded Expectation (Levels 4&5)	Did not meet Expectation	Total (N)

⁵ http://www.huffingtonpost.com/entry/washington-dc-segregation_us_589b97de4b09bd304bfe392

AWC	88%	12%	222
AWC School/The Non AWC Program	22%	78%	682

Math PARCC Grade 3 - Schools with AWC Programs

	Met or Exceeded Expectations (Levels 4&5)	Did not meet Expectation	Total (N)
AWC	95%	5%	222
AWC School/The non AWC Program	32%	68%	685

This achievement gap is not acceptable and AWC as it is currently configured, should not be the only quality school choice available to parents.

Excellence for All

Excellence for All (EFA) is an initiative meant to eliminate the inequities found in Boston Public Schools elementary schools, particularly those inequities identifiably displayed in the AWC program. The EFA initiative, by its design, will attract a variety of families from different socioeconomic and racial backgrounds and provide equity in the educational experience of all BPS children. EFA will expand access to more challenging academic and enrichment experiences for students in grade 4 through 6 in Boston Public

Schools. EFA will address the inherent inequities identified in AWC by casting its net wide and giving all students in a grade the same enrichments and access to rich instructional programming.

Excellence for All has also become much more than an alternative to AWC. Excellence for All is Boston's chance to reimagine what learning can look like in classrooms and reframe a conversation that has too often been based on student deficits, particularly for children of historically marginalized backgrounds. Excellence for All has a strength-based approach versus AWC that separates based on the perceived inabilities of one group and perceived abilities of others which so strongly connects to race and socioeconomic status.

EFA takes the view that all students, when given the space to learn and access to the proper supports, will achieve. To do this, EFA aims to understand the individual needs of each student or groups of students and help provide the necessary supports to bring those students to the highest levels of achievement. EFA is addressing gaps by ensuring that supports address the academic and socio-emotional needs of students and by taking into account what it takes for students to, at minimum, reach proficiency but ultimately, what it takes to push students beyond the boundaries of the traditional classroom.

To address the inequities, we propose expanding on our current diversity and inclusion plans by implementing a comprehensive model of change involving PD and training for teachers, specific intervention services for students, and quality enrichments to improve schools. We also propose working with our School Assignment and Enrollment Offices to expand this program in such a way that there are at least three EFA schools in a family's school zone. Funding from the U.S. Department of Education grant Opening Door, Expanding Opportunities will be used in part to support the instructional and enrichment components of Excellence for All that makes the program attractive to a diverse racial and socioeconomic group of families. Funding will also be used to work with our Assignment

and Enrollment offices to ensure the roll out of EFA over the next 3- 5 years to at least 40% of the elementary schools in Boston and ensure that families have a choice of multiple EFA schools within their school assignment zone. Additionally, as EFA rolls out to a greater number of schools, we will have a robust communications and family engagement plan with feedback loops in order to allow for two-way communication with families and the school community. We will reach out to families that have left the traditional BPS schools to enter charter, private, and other schools. After the initial roll out period, BPS will continue to provide intensive technical assistance and other supports to schools for an additional 5 years until EFA practices are self-sustaining.

B. Significance of the Project (15 points)

Early/Implementation Data on EFA

Two years prior to EFA implementation, BPS office of Achievement Gap conducted 10 listening sessions around various communities to understand the challenges associated with AWC and how to best respond to them. Excellence for All began in 4th grade classrooms in thirteen schools in September 2016-2017 school year. Three EFA schools formerly had AWC programs in grade 4 –but switched to EFA this year. In school year 2017-2018, EFA will move up to the 5th grade in these selected schools, with the goal of documenting best practices. EFA will expand to additional elementary schools in years 3- 5, with the goal of adding 10-13 schools each year,

including schools willing to eliminate their AWC programs. With 77 schools in the district, the district has decided to do a slow roll out of EFA to:

- support the understanding of best practices, structures and policies to replicate
- allow community, family, and student voice to shape the initiative and thus allow for the initiative to be responsive to community, family, and student needs.
- minimize risks and challenges that typically occur during the implementation of large transformational initiatives

To date, over 80% of EFA teachers have been trained in a combination of writing techniques, universal design for learning, and mathematics. In surveys, majority of teachers found EFA professional development to be helpful or relevant to their practice. One exciting preliminary implementation data point is the range of students benefiting from the EFA initiatives which in year 1 includes the increased expertise of teachers, the robotics program, and the STEM field trips. The table below shows that a more diverse group of students have EFA than AWC. In addition, anecdotal data from the BPS enrollment office suggests that many parents are more likely to keep their children at their current schools if they were assured of the highest quality of the school.

Race	EFA Cohort	AWC Grade 4	BPS Grade 4
Black	33%	11%	30%

Hispanic	50%	24%	47%
White	11%	24%	11%
Asian	6%	35%	8.7%
Students with Disabilities	24%	1%	21%
English Language Learners	39%	10%	34%

As implied earlier, an important objective of the EFA initiative is to document what strategies are successful in transforming learning within the Boston Public Schools context. The critical areas of documentation are the strategies most effective to improve instructional outcomes and diversity. Other areas of documentation might involve challenges with existing practices, structures, policies, and even mindsets that will need shifting in order for change to happen and be sustained. With knowledge of what components of EFA builds capacity and improves student outcomes, Boston Public Schools will be equipped to make informed decisions on other policies that might encourage socioeconomic and racial diversity.

C. Quality of the Project Design (30 points)

Rigorous Instruction <ul style="list-style-type: none"> • Universally designed coursework with high levels of rigor • Student-centered learning that is culturally and linguistically responsive
Quality Enrichments <ul style="list-style-type: none"> • Cognitively enriching experiences in STEM, World Language and the Arts that connect students to the world beyond the classroom
Social-Emotional Learning <ul style="list-style-type: none"> • Safe learning environment with enhanced student to self-regulate and navigate emotional needs
Executive Function <ul style="list-style-type: none"> • Organizational and study skills to facilitate learning
Personalized Learning <ul style="list-style-type: none"> • Supporting the academic needs and pathways to success for each student

Initial planning and work on EFA, over the past year, has been done in collaboration with a number of BPS offices including, the office of Innovation, Office of Instructional Technology, Library Services, and our Academic teams to align the EFA scope of work with BPS priorities or vice versa. The EFA goals, metrics, and activities were developed with the district's priorities in mind, paying particular attention innovative practices and capacity building models. Please see the EFA Logic Model in Appendix B for more detail. EFA taps into existing BPS funding streams to provide the services to schools, students, and parents. The initiative was funded by Boston Public Schools in year 1 and will receive funding for year 2. EFA also utilizes, whenever possible, the human resources available through these departments for professional development and other supports. Additionally, we have a number of

partners we work with to provide professional development, world language instructions, and STEM instruction. Below we describe the EFA project in detail.

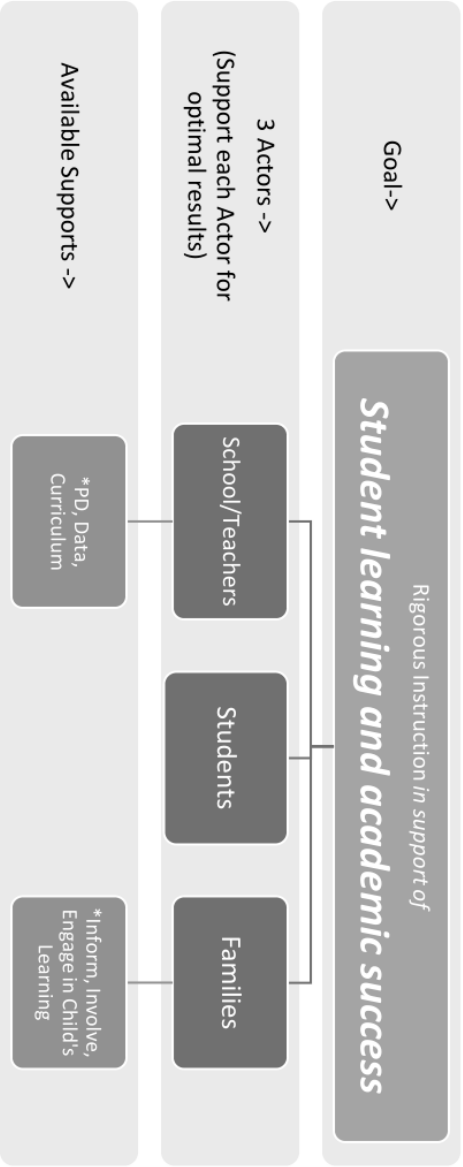
What is EFA and How Will It Address the Needs of Children?

EFA will address the needs of children by supplying a robust educational program. EFA is built on five pillars of practice: Rigorous Instruction, Quality Enrichments, Social-Emotional Learning and Wellness, Executive Function, and Personalized Learning. Each of the pillars is meant to be driver for change to improve either the instructional experiences and/or the overall schooling experiences for kids, particularly for marginalized students.

Instruction & Personalized Learning: Under instruction, there are four interconnected priorities: Rigorous coursework (or cognitively demanding work), universally designed lessons to ensure students of various learning abilities have entry points to rigorous materials, student-centered instruction to support the learner as the co-creator of knowledge, and culturally and linguistically responsive instruction where the learner's experiences and background are valued and those experiences are the jumping off points for instruction.

In our framework, cultural and linguistic responsiveness mandates that we more personalize instruction. It mandates that we give students agency, voice, and choice, and that we prioritize their interest, as well as ensuring that their unique backgrounds are represented centrally in the curriculum, not as an afterthought. Our personalized learning work also includes ensuring that students receive the proper academic interventions within the school day and afterschool. In EFA, the focus is also on accelerating progress and learning in collaboration with other BPS departments, schools leaders, teachers, and families. Our comprehensive approach to improving academic outcomes for students is explained below. EFA aims to influence as many touch points that students have. For

this reason, the first components explained below, instruction and personalized learning (see graphic), identifies supports for more than just the student, the teacher, or the family. All these various actors must receive support since each plays an important role in a student's trajectory.



EFFA targets three actors in its efforts to improve student academic outcomes: school/teachers, students, and families. Described below are the planned supports for year 2 and beyond of EFFA. In year 1, EFFA focused mostly on PD for teachers in Universal Design for Learning, writing, and mathematics, which were supports put in place prior to the arrival of a project director. Once a project director was on board and a logic model was completed, it became clear that additional supports were necessary to meet the

initiative's outcomes. The year 2 (and beyond) set of supports were developed after conducting feedback interviews with several teacher teams and looking at student assessment data from the last two years.

Support for Teachers

Support for teachers is based on having high quality professional development as defined by the state of Massachusetts including a strong coaching model. Teachers will receive professional development in content areas such as literacy, guided reading and writing instruction, as well as mathematics, and science. Professional development will also continue to focus on universally designed rigorous or cognitively demanding tasks, student-centered and culturally/linguistically relevant pedagogies. Supports will also include data coaching to enable the use data to make instructional decisions. Again, through coaching, teachers will receive facilitated time to plan curriculum and lessons specifically targeting practices that support valuing student culture and language diversities, rigor, universal design of learning, and student-centered classrooms. In planning for year 2, EFA has been working closely with BPS's office of Academics and a number of their content experts. EFA also plans to create professional learning communities (PLC's). In these communities, teachers from different teams will share best practices.

In collaboration with BPS's Office of Innovation and through PLCs, EFA teachers will explore a range of personalized strategies and practices that promote student agency. These might include instructional strategies such as using student interest to develop inquiry projects, exploring the use of innovative technologies such as virtual reality or gaming to enhance learning, and using station rotations

with a blended learning model. The exploration of personalized learning might also include looking deeper into more systemic structures such as the creation of student learning profiles or the use of competency-based grading.

Support for Students

Before a discussion on interventions, it is important to note that the expectation in EFA schools is that all students actively participate in grade level work. Subsequently, targeted supports for students are in the form of in-school interventions and accelerations. We say acceleration since many of our students may need to make more than a year's worth of progress to catch up if behind. This intervention/acceleration time is also a period when students who may not need tier 2 and 3 supports might receive extension projects.

To ensure that interventions are targeting the exact needs of students, EFA works closely with the BPS Special Education office. The EFA liaison in Special Education will meet with school teams, review available data on students, identify specific areas of growth, and match a school's primary needs with specific intervention programs. Teachers and paraprofessionals will then receive training in that intervention and provide ongoing support to students during a dedicated intervention block at least twice a week.

EFA has also been working closely with the BPS partnership office to explore how outside partners, those with existing relationships with schools and new partners, are providing additional services to students to meet their academic goals. In particular, we would like to do a deep dive into the partnership data to understand if there is appropriate service to student match. In other words, we would like to ensure that decisions around who gets extra after school support is based on need first, versus other factors such as active participation of adults in the lives of a student.

EFA is currently interested in pursuing or expanding its partnerships with a few organizations. The Calculus Project is typically a middle school through high school mathematics acceleration program. They provide extra math classes to historically marginalized and low-income students. They also have a summer program that students participate in to help accelerate their learning. Steppingstone has a partnership with two EFA schools and we wish to expand this partnership with all EFA schools. Steppingstone provides after school enrichment with a focus on ensuring early student trajectories towards college. Lastly, EFA has a partnership with Northeastern Center for STEM Education, which currently provides STEM field trips to EFA grade 4 students. However, next year, we would like to extend this partnership such that Northeastern undergraduate and graduate students serve as assistants in science classrooms.

Support for Parents

We think of parent support in terms of ways to inform, involve, and engage parents in the academic lives of students. Parents should feel welcomed in a school and feel empowered to ask questions, request information, and ultimately be an advocate for their child. With our Family Engagement office, EFA has identified three to four high leverage parent engagement strategies.

1. Family Data Nights. Family Data Nights occur in 2-3 sessions. During the first meeting, parents share their child's strengths and challenges with teachers and help set academic goals. Teachers also inform parents of student performance on assessments, state and local. Parents discuss strategies at home that have been helpful and teachers discuss additional strategies families could use to support students academically in the home. There is at least one additional session to discuss student progress.

2. Student Led Conferences – In these conferences, students lead the meeting between teacher and parent by presenting on their own academic learning and progress.
3. Family Learning Walks – In this model, schools and teachers open up their classrooms to parents to do a traditional walkthrough. Parents are empowered to understand the learning environment and what is expected of their child.
4. Home Visits – Teachers visit student homes to get to know families. The goal with home visits is less about academics and more about placing value and importance in the home lives and backgrounds of children. It is about understanding who a child is and the various rich experiences and cultural practices he or she might bring the classroom. And teachers are challenged to think about how to make that richness central to planning and curriculum design.
5. A Robust Communication Plan - in addition to the engagement plan in # 1-4. This is to include family forums, opens houses, and information dissemination through newsletters, the BPS website, etc. EFA will also engage a diversity of parents who have opted out of traditional public schools to visit EFA schools.

Social Emotional Learning (SEL), Executive Function & Quality Enrichments: Most EFA schools have a social emotional learning assessment and curriculum in place. However, this assessment asks solely for the teacher's perception of student behavior and the resulting use of the data is driven by the deficit of children. EFA seeks to put forth a strength-based model versus a deficit-based model. Thus, EFA has forged a partnership with PEAR, the Partnership for Education and Resilience, out of Harvard University. PEAR's clover model is based on the strengths of students. Firstly, their Holistic Student Assessment (HSA) is an assessment given to

students. Students self-assess their strengths and areas of challenge. Secondly, PEAR provides coaching on how to use the data to make instructional decisions by incorporating student strengths.

EFA schools also have access to a strength-based SEL program called the 10-Boys/10-Girls program. The goal of 10-Boys/10-Girls is to dispel the myth that young men and women of color are destined to underachievement at best, and dropout and prison at worse.

This program is a tier 1 intervention program with an African-centered curriculum. It is meant to be empowering to young people. The program takes students as young as elementary school in grades until high school.

In addition, EFA is working with Dr. Lynn Meltzer from ResearchILD to support Executive Function training for teachers. The executive function training focuses on organization skills students need to be successful in school and beyond. This area is often overlooked but critical for students to survive in high functioning academic environments. The training focuses on several areas of executive function: Goal setting, flexible thinking, organization and prioritization, accessing working memory, and ability to self-monitor.

EFA has strong enrichment programs that include a focus is on STEM and world language. Most grade 4 students receive Lego robotics and many grade 4 students receive Spanish or Mandarin instruction.

D. Quality of project personnel (10 points)

Leadership Team:

The leadership team will ultimately be responsible for determining how critical work will proceed and will coordinate the infrastructure supports, STEM coordination, and PD. The classroom support will be distributed across the integration specialists and curriculum coaches. EFA will coordinate with the leadership team of the 13 schools involved, and will oversee the curriculum implementation. The following people will be at the forefront of EFA implementation plan:

Dr. Colin Rose - Assistant Superintendent of Opportunity and Achievement Gaps for the Boston Public Schools (BPS).

Co-Principal Investigator

Dr. Colin Rose is the Assistant Superintendent of Opportunity and Achievement Gaps for the Boston Public Schools (BPS). He works to eliminate cultural and structural barriers and promote culturally affirming practices for student populations who have been marginalized, helping to create the opportunities needed for achievement. In addition to expanding the OAG office during his initial year as the assistant superintendent, some of Dr. Rose's most influential work has included, helping to create the BPS Opportunity and Achievement Gap Policy, collaborating with BPS leadership to create the current BPS problem of practice centering on marginalized student populations, authoring the districts culturally and linguistically sustaining practices (CLSP) competencies and rubric, founding of the MBK Success Mentors pilot directed at providing one-on-one mentorship to chronically absent students, reforming/expanding of the BPS Exam School Initiative, and collaborating with the BPS ASSET team to create the instructional vision for the district.

Prior to his appointment as assistant superintendent, Dr. Rose spent 10 years as an educator in Roxbury and was a member of numerous citywide initiatives including working groups tasked to bridge the district's alignment to the Common Core, coordinating Acceleration Academics, serving on the Extended Learning Time Taskforce, and was a member of the Male Educator of Color (MEOC).

Beyond the Boston Public Schools, Dr. Rose has worked as a consultant for the University of Pittsburgh's Institute for Learning and as lecturer at the University of Massachusetts Boston in the Graduate School of Education. Dr. Rose earned a B.S. in Communications and an Ed.M from Boston University. He received his doctorate in educational leadership from the University of Massachusetts Boston, where he served on the initial Doctoral Student Advisory Committee.

Dr. Regine Philippeaux-Pierre - Project Director

Principal Investigator

Dr. Regine Philippeaux-Pierre's extensive career in education began almost 18 years ago when she was responsible for the Columbia University Community Service campaign which provided small grants to non-profit education organizations. That experience along with her time as an assistant teacher at Columbia University's Double Discovery Center sent her down an altered path to education from engineering. Since then, Dr.

Pierre has devoted her time and talents to improving the lives of children and supporting the educators who work with them.

Dr. Pierre taught high school mathematics in two Boston public schools where she was a lead teacher responsible for professional development. She also has eight years of experience as an educational researcher, most notably at the National Center for Restructuring Schools, Education, and Teaching at Teachers College, Columbia University. In 2011, Dr. Pierre accepted a position at the Massachusetts Department of Elementary and Secondary Education as the state's Professional Development Coordinator where she acted as the Project Director of four priority projects. There she managed teams responsible for the development of the Massachusetts Standards for Professional Development and a number of associated resources. In January of 2016, she began consulting with the Immigrant Family Services Institute (IFSI) to support the organization's efforts to bolster and improve their youth and adult programs. Recently, Dr. Pierre was brought on to manage the Excellence for All initiative. As the manager of the Excellence for All program, she aims to bring equity to the educational experience of elementary students in the city.

Dr. Pierre is deeply committed to education. The education of historically marginalized students is a particular focus of her work. She believes that all children have immense potential and it is the responsibility of the adults around them to draw out that potential. With great pleasure she continues to work tirelessly to better the educational experience of children.

Project Manager – TBD

The Project Manager will be responsible for the day-to-day management of the EFA professional development and STEM programs, as well of managing EFA's various partnerships. The project manager will also be responsible for the creation and management of the EFA communication and engagement plan. This will include interfacing with parents, school leaders, teachers, and others in the community.

Data Analyst –

The data analyst will be connected to both the Office of Opportunity and Achievement Gaps and our Office of Data and Accountability. The analyst will coordinate the data collection cycles for EFA, support schools use of data, and support all other EFA data needs. The data analyst will play a critical role in creating, executing, and revising EFA's data plan. The person in this role will also analyze existing and collected data to inform decision-making on the project, particularly as we work with our enrollment office to determine which schools would benefit from EFA.

Project Assistant – TBD

The project assistant will assist with coordination of events, scheduling, travel arrangements, and event planning.

INTEGRATION SPECIALISTS

Three World Language specialists and three coaches will be hired to support the implementation of this program. The World Language specialists will focus on enhancing teacher ability to provide instruction that builds students' skills and develops students' sense of engagement in and ownership of their learning in their own languages. The coaches will provide Professional Development and school-based coaching.

INDEPENDENT EVALUATOR

We hire a research firm or organization to retain the services of an evaluator to help us evaluate the impact of the program on students grades 4-6. If funded, we will submit a full evaluation plan for the project.

Qualifications of Collaborators and Partners

An ambitious and transformative project like *Excellence for All* requires broad support from stakeholders and partners to sustain long-term success. BPS has a long history of successful partnerships from which to build. The project plans to collaborate with or continue to collaborate with partners that bring promising innovative solutions and approaches to the work. Among the partners, we find the following collaborators from BPS. They all have extensive experience working with the targeted student population:

BPS Collaborators

- Mary Driscoll - Instructional Superintendent
- Kelly Hung - Instructional Superintendent
- Hayden Frederick-Clark – Director of Cultural Proficiency, Office of Opportunity and Achievement Gaps

- Donkor Minors – Coordinator of Targeted Programs, Office of Opportunity and Achievement Gaps
- Haruna Hosokawa – Director of Robotics and STEM initiatives, Office of Instructional Technology
- Sujata Bhatt- Managing Partner of Innovation
- Hilary Shea- Inclusion Specialist, Office of Special Education
- Deborah Froggatt, Director of Library Services
- Elizabeth MacDonald- Literacy Coach, BPS
- Amalio Nieves, Assistant Superintendent of Social-Emotional Learning and Wellness
- Jonathan Sproul- Director of the Office of Partnerships
- Miriam Rubin - Manager of School-Community Partnerships
- Christine Cronin - Executive Director of Grades 3-8, Office of Academics
- Pam Pelletier – Director of Science, Office of Academics
- Daniel Anderson – Director of BPS Academic Response Team
- Julie Caldarone – Director of World Language, Office of Academics
- World Language Teachers
- Monica Roberts - Assistant Superintendent of Engagement (under which falls Enrollment and Assignment services)
- Karla Jenkins - Director of School Support Teams, Office of Family Engagement

- Elizabeth MacDonald- Literacy Coach, BPS
- Robotics Instructors

Other Collaborators/Partners

BPS also has a strong collaborative relationship with the Boston Opportunity Agenda (BOA), a coalition of the major funding institutions in Boston. Through this project, BPS will continue its partnerships with local, world-class universities. Among them we find the following:

Northeastern Center for STEM Education

The Center for STEM Education at Northeastern University seeks to build and support a community of educators, researchers, and students, with the collective goal of strengthening the K-20 STEM (Science, Technology, Engineering, and Mathematics) educational ecosystem. Their Vision is to:

- Increase student interest and improve student performance in STEM subjects by designing, supporting, and implementing academic and extracurricular programs in STEM fields.
- Expand the opportunities for traditionally underrepresented groups to engage in STEM studies and pursue STEM-related careers.
- Strengthen mentoring and support of students interested and/or engaged in STEM fields.

- Serve as a recognized leader in the design and implementation of STEM education-related programs while helping Northeastern to achieve distinction in this field.

Northeastern Center for STEM education's scope of work for the project includes the following responsibilities:

- EFA Field Trips to Northeastern Center for STEM Education
- Provide additional support as needed to the project

ResearchILD

The Research Institute for Learning and Development (Research ILD) is a not-for-profit educational and research organization in Lexington, Ma. Established in 1995 by Dr. Lynn Meltzer, the mission of the organization is to transform the lives of students with learning challenges through executive function and learning strategies that empower them to learn now to learn. Research ILD's programs include conferences, presentations, workshops, school programs, and books for teachers and parents. to date, the organization has trained almost 7000 teachers to reach more than 600,000 students. At the center of ResearchILD's work is the SMARTS Executive function curriculum, comprising 30 lesson plans with accompanying Powerpoint presentations, handouts, videos, and evaluation tools. ResearchILD scope of work for the project includes the following responsibilities:

Train staff identified by BPS partners with a focus on teaching SMARTS Executive function strategies explicitly in the context of the curriculum.

Boston College (Dr. Maria Brisk)

The Lynch School of Education at Boston College, a Catholic and Jesuit university, endeavors to improve the human condition through education and applied psychology. Dr. Brisk's research and professional development focuses on writing within content areas using systemic functional linguistics. Through Dr. Brisk, Boston College's scope of work for the project includes the following responsibilities:

- Professional Development for teachers on writing instruction
- Coaching for teachers

Partnership - Grant

The Calculus Project

The Calculus Project (TCP) provides students of color and low-income students an opportunity to enroll in honor and advanced level mathematics classes that lead to algebra in the eighth grade and AP Calculus in the twelfth grade. TCP is a grassroots initiative that is

defined by its comprehensiveness, its very high expectations, its cultural sensitivity, and its commitment to sustainability. The

Calculus Project's scope of work for the project includes the following responsibilities:

- Mathematics acceleration program for EFA students during the academic year
- Mathematics acceleration program for EFA students during the summer
- Use of The Calculus Project's Pride Curriculum to promote students' awareness of the contributions of scientists and mathematicians of color to instill pride and motivation

Community Outreach

The Immigrant Family Services Institute, (IFSI-USA) will serve as our community liaison for the project. IFSI-USA, founded in 2014, is a 501(c)(3) non-profit agency targeting immigrant communities in Massachusetts. IFSI strives to offer a better future to new immigrants, starting with children, to access services that create an economically viable and fulfilling life in the US. IFSI-USA was founded by a group of immigrant professionals with a desire to help immigrant families transition successfully in the USA. Our leadership team constantly scans the environment to identify trends that affect immigrants. We also identify gaps in services and create plans to respond to unmet needs. IFSI pursues innovative strategies that make use of collaborative partnerships, and technology to connect and educate immigrants with services and providers. As we work with children and youth, we get to know parents and build long-term trust. Through these relationships, IFSI offers access to various support services and this year helped over 300 parents learn how to navigate the often confusing school system

E. Quality of the management plan (15 points)

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors: 1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. 2. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

Effective implementation takes time and demands opportunities to collaborate. BPS/ Excellence for All has designed a quality management plan to ensure effective implementation to meet the intended outcomes. To ensure continuity, project management will rest with the office of Opportunity and Achievement Gaps, which is overseen by Dr. Colin Rose, the Assistant Superintendent of Opportunity and Achievement Gaps for the Boston Public Schools. The office of Opportunity and Achievement Gaps successfully manages a 2 millions dollar budget and partners on other large grants with a number of BPS offices including, the office of Innovation, Office of Instructional Technology, Library Services, and our Academic teams. In the

2015-2016 academic year, BPS was granted \$1.2 million in funding toward the design and implementation of a Excellence for All. Excellence for All was introduced in the 2015-16 school year, and is designed to eliminate the inequities found Boston Public Schools elementary schools.

IMPLEMENTATION TIMELINE

Implementation of the project design will be a 26 month endeavor, from design through implementation, refinement, and sustainability work.

Project Design. A team led by Dr. Pierre and Dr. Rose will manage the project design for EFA, 4th to 6th grade. Dr.

Pierre has extensive experience in curriculum design (see Leadership Team, below). This team will include focus groups and representatives from across BPS, and include current 4th -6th grade teachers as well as community based organizations. The project will be built from the successful elements of BPS' successful 4th -6th grade curriculum, priorities, and resources, and integrate much of the new research concerning building quality schooling. For example, work on rigorous instruction will be based on BPS' current curriculum but incorporate elements of inquiry and personalized learning. The capstone projects, another example of work within rigorous instruction, will be interdisciplinary building on student's knowledge of English Language Arts, science, math, social studies, the arts, and technology.

BPS will conduct classroom quality measures annually which will be included in the evaluation plan. Additionally, we will hold bi-monthly seminars for all teachers and teacher leaders and bi-monthly parents engagement meetings for the parents. These will allow for open communication between the teachers, parents and EFA. And, we will use social media and digital resources – including websites, blogs, and PD videos – for ongoing refinement. The grade-step implementation allows for multiple feedback loops for continued learning and opportunities for data-driven decisions, adapting processes to create a sustainable instructional model.

See Appendix C

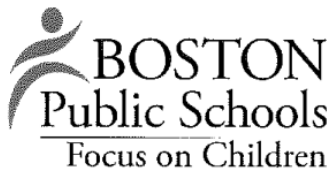
F. Adequacy of resources (5 points)

The project benefits from BPS long history of successful partnerships from which we will continue to build. Besides the leadership team, the project benefits for the expertise of more than two dozens colleagues who have been in the field long enough to share their knowledge of best practices with us. We also have a number of partners who signed a MOU with us to support the project. Since the EFA project is funded in year 2 through the BPS Title I funding, the salary of the key leaders of the project, Dr. Pierre and Dr. Colin are not covered through this grant. This gives us room to hire the additional qualified staff we need to support the project. We plan to raise more funding to support the evaluation plan at the end of year 1 of the project. We will also benefit from BPS tremendous

progress in implementing 4th - 6th grade curriculum and PD in over 13 schools and will be able to expand it for all of BPS elementary school. The initiative utilizes BPS facilities, equipment, supplies and other resources for the project. Funding from this grant will be used to supplement the 1. 2 million dollar budget.

CONCLUSION

Research and experience demonstrate that an integrated, developmentally appropriate curriculum coupled with a systematic professional development model has a positive impact on classroom instructional quality and student outcomes. With the DOE support, BPS, through Excellence for All and our partners will improve student academic outcomes by eliminating the inequities found in Boston Public Schools elementary schools. With a strong implementation and evaluation plan, BPS is poised to advance theory and practice for a largely untapped and uncharted integration approach in urban elementary education.



Office of the Superintendent

Tommy Chang, Ed.D., Superintendent
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February 10, 2017

Secretary John King
Federal Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary King:

On behalf of the Boston Public Schools (BPS), please accept this letter as the Boston Public School district support for Excellence for All's grant application to secure the U.S. Department of Education's *Opening Door, Expanding Opportunities* grant, which will be used to support increasing the socioeconomic diversity of our Boston Public Elementary schools through Excellence for All (EFA) - an initiative meant to eliminate the inequities found in Boston Public Schools' elementary schools, particularly those inequities identifiably displayed in the advanced work class (AWC) program.

The EFA initiative, by its design, will attract a variety of families from different socioeconomic and racial backgrounds and provide equity in the educational experience of all BPS children. EFA will expand access to more challenging academic and enrichment experiences for students in grade 4 through 6 in Boston Public Schools. EFA will address the inherent inequities identified in AWC by casting its net wide and giving all students in a grade the same enrichments and access to rich instructional programming. EFA schools will be a viable option for parents who have opted out of the system.

As Superintendent, I pledge my support in ensuring this program is a success. BPS has internally allocated over \$1 million in district funds to support his initiative across 13 schools next year with plans to expand in future school years. Additionally, I will work closely with my Executive Cabinet, Instructional Superintendents, and Principals to ensure coherence across the district and leadership tiers.

Thank you for your time and consideration of our request.

Sincerely,

(b)(6)

Tommy Chang, Ed.D.
Superintendent



Colin Rose

(b)(6)

EDUCATION:

University of Massachusetts, Boston

- Education Doctorate (Leadership in Urban Schools) May 2014
- Two-time presenter at UMB's "Day of Scholarship"
- Part of Initial Doctoral Student Advisory Committee at Graduate School of Ed.
- GPA 3.9

Boston University-School of Education, Boston, MA

- Master of Education, Elementary Ed. January, 2005

Boston University-School of Communication, Boston, MA

- Bachelor of Science in Communication May 2003
- Minor concentration in Sociology

EDUCATIONAL & RELATED EXPERIENCE:

Assistant Superintendent, Opportunity and Achievement Gaps

Boston Public Schools, Roxbury, MA

November 2015- present

- Lead implementation of the district's Opportunity and Achievement Gaps Policy
- Collaborate with multiple offices such as Professional Learning and Student Support Services to promote culturally/linguistically sustaining practices for all professionals in the district
- Create and grow targeted programming/supports for students/communities who are historically marginalized including the Success Mentor initiative, boys/girls rites of passage curriculum, early warning indicator systems, and the Exam School Initiative

Teacher/Lead Teacher

Higginson/Lewis K-8 School, Roxbury, MA

2005- November 2015

- Lead Teacher from 2013 to 2015
- Participant in numerous school and city-wide work groups including initiatives to bridge curriculum to Common Core standards and move schools to extended learning time
- Planned and facilitated school-wide professional development aimed at improving instructional practice

Adjunct Professor

University of Massachusetts Boston

2015- Present

- Professor in the Educational Administration Masters program: ADMG 622: Curriculum status, issues, & trends and ADMG 621
- Create sessions that are incorporate topics such as critical pedagogy and critical race theory connected to practical experience and case studies.

Site Coordinator

Boston Public Schools Acceleration Academy, Boston, MA

2012-2015

- Guided teachers in building targeted curriculum through the use of student profiles created from MCAS data, predictive tests, mid-term exams, and teacher data.
- Organized interdisciplinary, week-long projects utilizing science teachers for measurement activities and technology for presentation of data

Curriculum Coordinator

- Saturday School Initiative 2012-2014
- Create curriculum for Higginson/Lewis K-8/Roxbury Presbyterian Church collaboration focused on tutoring 6th and 7th grade students in math on Saturday mornings
 - Trained two sets of volunteer tutors on key concepts, common language, and strategies

Consultant/ Curriculum Development

- Institute for learning, University of Pittsburgh, Pittsburgh, PA 2013
- Created mathematics curriculum for the university's Institute for Learning to be used in professional development, targeted at moving school districts to create tasks that align to the Common Core standards.

Teaching Fellow

- Harvard University, Cambridge, MA 2007
- Facilitator in Harvard University's Data Wise summer institute
 - Guided participants through the development of school-wide data plans and provided feedback

Literacy Teacher

- Suffolk County House of Correction, Boston, MA 2005
- Classroom literacy teacher working with inmates below a 5th grade reading level
 - Worked with the education councilor and case workers to make "plans of action" for the reintegration of inmates close to release

Cross-Country Coach

- Boston Public Schools Varsity Cross-Country Team, Boston, MA 2012-2014
- Recognized by the Boston City Council in a Resolution ceremony and the Boston Globe for re-establishing the program

Track and Field Coach

- Madison Park High School, Roxbury, MA 2005- 2009
- Head coach for girls and boys indoor and outdoor track teams
 - Coached two-time All-American and National Champion in 2009

ACTIVITIES & INTERESTS:

Male Educators of Color (MEOC) (BPS) 2014-2015

- Helped lead outside work and prep for meetings with community leaders
- Speaker at MEOC end of year dinner in June 2015

Co-Founder and Board Member

- Right Step Forward, Boston, MA 2006-2009
- Developed an initiative (R.S.F.) aimed at bridging the gap between funding and need, to supply the proper equipment for Boston Public School student/athletes
 - Teamed with Nike for a fundraising 5K

Volunteer Workshop Creator/Teacher

- Suffolk County House of Correction, Boston, MA 2006
- Created a health workshop targeting younger inmates on the substance abuse unit at the House of Correction

Boston University Track & Field Team

- 1999-2004 - All-Conference Team, All- New England Team, and Academic All-Conference
- 2004- All-Eastern United States Track and Field Team 2004 (4x4 relay)

Dr. Regine Philippeaux-Pierre
192 Kennedy Drive, Malden, MA • (617) 308-7329

(b)(6)

Education

Columbia University, Teachers College, Ed.D., 2009
Harvard University, School of Education, Ed.M., 2001
Columbia University, School of Engineering and Applied Science, B.S., 2000

Expertise

- Education Program development
- District and state policy implementation
- Professional development systems
- Project management

Professional Experience

Boston Public Schools, Boston, MA

Boston Public Schools (BPS) has undertaken a large initiative to expand rigorous instruction and enrichments in an effort to thwart inequity. The main goals of the Excellence For All program is provide the highest quality instruction to all fourth graders in Boston and create a more diverse and rich environment for students .

Manager, Excellence For All (EFA), August 2016- Present

- Manage all aspects of the EFA program including establishing a long-term project plan, ensuring alignment between program goals and metrics, managing the professional development coordination, tracking progress, and managing the program's budget.

Immigrant Family Service Institute -USA (IFSI-USA), Boston, MA

IFSI-USA is a multi-service organization servicing youths and adults in the Boston area. The organization has an afterschool program for students K -8, an intensive summer academic program (PK-8), and various adult programs available. The organization is expanding programming to include programs for students in grades 9-12. As a consultant, I act as a thought-partner to the director with the goal of growing the organization's impact on immigrant communities. I also directly lead the organization's effort to re-imagine and improve their out-of-school time (OST) programs.

Senior Consultant, January 2016 - Present

- Consult on programmatic initiatives in order to expand IFSI's services to students and adults in the community, including programs focused on out-of-school time (OST).
- Lead the revision of OST curricula from a focus on isolated skills to a project-based learning model that incorporates targeted skills.
- Lead the organization's effort to bolster their professional learning for instructional staff.
- Support the development of grant proposals.
- Participate in executive meetings.

The Massachusetts Department of Elementary and Secondary Education (ESE), Malden, MA

I provided the leadership and strategic vision for three teacher effectiveness projects, revamping complex Department professional development (PD) policies and initiatives. This included revising the PD provider policies, formulating a creative solution to how the field accessed Department PD, creating new state standards for PD, and developing resources to support district implementation of the standards. In addition, I managed the Educator Training in Data Use project, a blended professional development program designed to support educators in using data to make administrative and instructional decisions.

State Professional Development Coordinator, October 2011 – June 2015

- Acted as project director for Race to the Top PD projects and initiatives.
- Managed a team of professionals to create a central access point to [Department-sponsored PD](#). Managed the development of a database and PD website to fulfill this goal. This was the first time the Department was able to quantify its PD offerings.
- Authored the [Massachusetts Standards for Professional Development](#) to support teacher effectiveness initiatives. The standards were released in 2013.
- Managed the development of all tools and resources necessary for the implementation of the standards in districts and schools, including the PD Planning Guide and PD Assessment Toolkit. To view all PD tools and resources, please visit the DESE [PD Leaders](#) page.
- Led multiple working groups and an agency-wide professional development advisory committee to accomplish the goals of the projects.
- Created the vision and managed the development of district [case studies](#) to highlight four Massachusetts districts which have implemented PD Standards.
- Managed the team responsible for revamping the processes to help ensure that PD providers deliver quality services. This resulted in new [guidelines for professional development providers](#) and the creation of a new online [registry](#).
- Minimized project risks by creating buy-in from key stakeholders.
- Collaborated with other projects that constitute the Massachusetts's educator development system, particularly Educator Evaluation and Licensure in order to align PD policies to core components of the educator development system.
- Supervised project staff, trained them in project management essentials, and professional development systems.

Project Manager - Educator Training in Data Use, January 2012 –May 2013

- Created a vision for this blended PD project to provide structure and focus to an ill-defined project plan in the state's Race to the Top proposal.
- Brought project back on track after being a year behind prior to my leadership. This included leveraging existing human resources at the Department to build capacity.
- Supervised and directed the vendor manager responsible the day-to- day operation of the project, including managing the subject matter groups and the vendor's development of the online, blended, and face-to-face courses.
- Managed the project's timeline, work plan, \$2 million budget, and minimized project risks.

The National Center for Research, Education, Schools, and Teaching (NCREST), Teachers College, Columbia University, New York, NY

My roles shifted during my time at NCREST. I was promoted from researcher to research manager and PD program manager.

Manager of Math Professional Development, Institute for Student Achievement Initiative, September 2008- June 2011

- Managed the mathematics professional development program focused on improving the pedagogical skills of mathematics teachers in urban schools.
- Coordinated the development of math assessments used by schools.
- Set the vision for and managed the development of tools for mathematics teachers to support instruction.

Research Associate/Project Coordinator, Alexandria City Public School Project, September 2010- May 2011

- Managed the qualitative component of the Alexandria City Public School project including creating the plan for data collection and developing interview and observation protocols. Tracked the work plan and timeline to meet project deadlines.
- Supervised the work of four research consultants hired to conduct interviews and observations in Alexandria, VA.

Research Associate, Early College Mathematics and English Project, September 2009 – September 2010

- Conducted qualitative and quantitative research to identify instructional practices in early college high schools that support college readiness among low-income and minority students.
- Designed research protocols to conduct site visits and analyze data and presented findings at Middle College National Consortium (MCNC) conference in 2010.
- Supervised the development tools by junior researchers.

Research and Implementation Associate, Institute for Student Achievement Initiative, September 2005 – August 2008

- Served as researcher for ISA schools. ISA, a turnaround organization, works with high schools that serve high percentage of low income and/or minority students.
- Observed classrooms and interviewed teachers, students, and administrators. Documented evidence of ISA key principles and compiled, coded, and analyzed qualitative data on school and instructional variables in order to create reports on schools' strengths and areas of need.
- Supported implementation of ISA principles by reviewing assessment data with principals and discussing initial action plans for data use.

Mathematics Department, Teacher's College, Columbia University, New York, NY

I managed various components of Dr. E. Walker's research projects. Dr. E. Walker's research focused on factors that increased the math achievement of minority students.

Project Coordinator, February 2005 – September 2007

- Supervised the 10 research assistants who tutored students in an afterschool program in a school in Harlem, coordinated the data collection for the project, developed the tutor interview protocols and analyzed data to determine how the program affected math understanding and achievement.

Boston Public Schools, Boston, MA

I taught grade 9-12 math in two Boston schools and was a leader of math professional development. I hold a Massachusetts license in grade 8-12 math.

Mathematics Teacher and PD Lead, July 2001 – August 2004

- Taught tenth - twelfth grade math at Dorchester High School and later taught 9th grade Algebra at Charlestown High. Led professional development for grade 10-12 math teachers at Dorchester High School, and presented math workshops for geometry and advanced algebra teachers during half-day professional development.

Office of Public Affairs, Columbia University, New York, NY

As a coordinator of the fundraising campaign for Columbia Community Service, I interacted with university donors and determined education organizations' eligibility for funding.

Columbia Community Service (CCS) Coordinator, September 1999 – June 2000

- Coordinated fundraising activities, conducted site visits of education organizations seeking funding, and provided financial reports to university administrators.

Mary E. Driscoll (b)(6)

Administrative Experience

Instructional Superintendent, Boston Public Schools

Teaching and Learning Team 2

July 2015 - present

- Support principals and their Instructional Leadership teams with implementation of the school's Instructional Focus
- Provide differentiated coaching to school leaders to increase their capacity to lead school improvement
- Led team that designed Excellence for All Initiative, part of the district's Strategic Implementation Plan Principal, Boston Public Schools Edison K8 School July 2009 – June 2015 Edison Middle School Sept. 2008 – June 2009
- Led the work of merging three school communities into a single K8 community of over 800 students.
- Ensure high quality, rigorous Common Core-aligned instruction for diverse student population including 45% English Language Learners and 23% students with disabilities.
- Coordinate work of Instructional Leadership Team, Data Team, Student Support Team, School Site Council.
- Oversee evaluation and supervision of staff of 70 teachers, 18 paraprofessionals and 12 support staff.
- Engage and manage partnerships with more than 30 community organizations.
- Developed Arts Strand with 6 full-time teaching artists.
- Secure grant funding to support operations and special projects.
- Mentor new Principals and Administrative interns.

Assistant Principal/Director of Instruction, Boston Public Schools

Mildred Avenue Middle School, R.G. Shaw Middle School
2008

Sept. 2001 – June

- Planned and led weekly Professional Learning Community work sessions for 43-member faculty. Activities included co-planning lessons, examination of student work and assessment data, shared reflection, inquiry and action research.
- Trained teachers in effective instructional use of BPS and other data tools. ● Coordinated work of content coaches and BTR site director.
- Provided supervision, evaluation, and effective, timely feedback to teachers on a regular basis. ● Member of administrative team that designed and implemented all opening operations for new state-of-the-art middle school.
- Curriculum review and Adoption team for 8th grade Civics curriculum in all BPS schools.
- Mentored school-based administrators through School Leadership Institute.

Education

Harvard Graduate School of Education

1988

M.Ed. in Math and Science Education

Cornell University, College of Agriculture and Life Science 1980

B.S. in Biology and Art

Professional Activities:

Leader | Staff Developer | Presenter

- Observation and Feedback Course Developer and Instructor: BPS Office of Human Capital o Developed and taught course for all BPS evaluators focus on improving student achievement through observation and feedback.
- Educator Effectiveness Framework Course Developer, Instructor: BPS Office of Human Capital o Developed and taught course for all BPS evaluators introducing the state's new framework and the BPS system for recording observations and evaluations.
- BPS August Leadership Institute: Workshop on Leveraging Teacher Leadership ● Research For Better Teaching: Course Instructor for Studying Skillful Teaching
- Boston Teacher Residency: Graduate Science Seminar Instructor Professional Activities: Participant
- Member, Transition Team for incoming BPS Superintendent
- Principal Representative on BPS Public Education Leadership Project (PELP) Team through Harvard Business School Executive Education Division
- Member, BPS Achievement Gap Task Force
- Member, Boston Charter Compact
- Harvard Graduate School of Education School Leadership Program Mentor
- QTEL (Quality Teaching for English Learners) Institute for Administrators
- Lynch Leadership Academy: Principal Fellow in Cohort 1 Certification Massachusetts License # 282723
- Superintendent/ Assistant Superintendent
- Principal/ Assistant Principal K-6 and 5-8
- Supervisor/ Director all levels
- Math and Science 5-9, Biology 9-12, Art K - 12 Personal Boston resident and parent of two Boston Public School graduates.



Katherine Grassa
Principal
Curley K-8 School, Excellence For All, Boston Public Schools

February 8, 2017

RE: Funding Opportunity Announcement: Opening Doors, Expanding Opportunities

Dear Dr. Philippeaux-Pierre:

I am very pleased to write this letter of support for your application to the Office of Elementary and Secondary Education, Department of Education for the Opening Doors, Expanding Opportunities.

Excellence for All (EFA) is well positioned to lead a comprehensive educational approach toward expanding access to more challenging academic and enrichment experiences for students in grade 4 through 6 in Boston Public Schools. We know that Boston Public Schools (BPS) continues to face large achievement gaps between Black and Latino students and their white and Asian counterparts. EFA's strength-based approach to address the academic and socio-emotional needs of students and help them reach proficiency is commendable.

We believe that when organizations and leaders from different sectors commit to solving a specific problem through a collective approach, they can make a greater impact that far exceeds the potential of their individual agendas. Based on your past accomplishments, innovative proposal and the strength of the partnership that you have established, I recommend your application for full funding.

We are committed to supporting your work. We wish you well in the review process.

Sincerely,

(b)(6)

Katherine Grassa
Principal
Curley K-8 School

February 9, 2017

Office of Elementary and Secondary Education, Department of Education
Opening Doors, Expanding Opportunities

This Memorandum of Understanding (MOU) establishes collaboration between BPS/Excellence for All/ and Maria Brisk of Boston College for the implementation of the proposed Comprehensive approach to addressing gaps in BPS schools for students grades 4-6.

Memorandum of Understanding

between

BPS/Excellence For All

and

Maria Brisk of Boston College Lynch School of Education

About the Partner:

The Lynch School of Education at Boston College, a Catholic and Jesuit university, endeavors to improve the human condition through education and applied psychology. Dr. Brisk's research and professional development focuses on writing within content areas using systemic functional linguistics.

PURPOSE AND SCOPE

The purpose of this MOU is to outline Maria Brisk of Boston College Lynch School of Education contributions to the community collaboration described in this proposal. Partners scope of work for the project includes the following responsibilities:

- Professional Development for teachers on writing instruction
- Coaching for teachers

FINANCIAL COMMITMENT

EFA and Boston College will discuss financial obligations prior to entering into a contract. All financial obligations shall be detailed in a contract.

TERMS OF UNDERSTANDING

The term of this MOU will be for an agreed period of time to be spelled out in the contract.

AUTHORIZATION

The signing of this MOU implies that the signatories will strive to reach, to the best of their ability, the objectives stated in the MOU. On behalf of the Partner Center I sign this MOU to confirm my commitment to the project and my intention to contribute to its further development and future success.

(b)(6)

2/10/17

Dr. Maria Brisk

Date

Dr. Regine Philippeaux-Pierre
Program Director
Principal Investigator

Date

Acknowledged by _____
Dr. Colin Rose - Co-Principal Investigator

February 9, 2017

Office of Elementary and Secondary Education, Department of Education
Opening Doors, Expanding Opportunities

This Memorandum of Understanding (MOU) establishes collaboration between BPS/Excellence for All/ and Northeastern Center for STEM Education for the implementation of the proposed Comprehensive approach to addressing gaps in BPS schools for students grades 4-6.

Memorandum of Understanding
between
BPS/Excellence For All
and
Northeastern Center for STEM Education

About the Partner:

The Center for STEM Education at Northeastern University seeks to build and support a community of educators, researchers, and students, with the collective goal of strengthening the K-20 STEM (Science, Technology, Engineering, and Mathematics) educational ecosystem.

Vision

- Increase student interest and improve student performance in STEM subjects by designing, supporting, and implementing academic and extracurricular programs in STEM fields.
- Expand the opportunities for traditionally under-represented groups to engage in STEM studies and pursue STEM-related careers.
- Strengthen mentoring and support of students interested and/or engaged in STEM fields.
- Serve as a recognized leader in the design and implementation of STEM education-related programs while helping Northeastern to achieve distinction in this field.

PURPOSE AND SCOPE

The purpose of this MOU is to outline Northeastern Center for STEM Education

contributions to the community collaboration described in this proposal. Partners scope of work for the project includes the following responsibilities:

- EFA Field Trips to Northeastern Center for STEM Education
- Additional Supports will be developed as needed s

FINANCIAL COMMITMENT

EFA and Northeastern Center for STEM Education will discuss financial obligations prior to entering into a contract. All financial obligations shall be detailed in a contract.

TERMS OF UNDERSTANDING

The term of this MOU will be for an agreed period of time to be spelled out in the contract.

AUTHORIZATION

The signing of this MOU implies that the signatories will strive to reach, to the best of their ability, the objectives stated in the MOU. On behalf of the Partner Center (The Center for STEM Educaiton) Claire J. Duggan, Director, I sign this MOU to confirm my commitment to the project and my intention to contribute to its further development and future success.

(b)(6)

Claire J. Duggan
Director
The Center for STEM Education
Northeastern University
617-373-2036

February 10, 2017

Regine Pierre
Program Director
Principal Investigator

Date

Acknowledged by _____

Colin Rose - Co-Principal Investigator

BOSTON PUBLIC SCHOOLS



GUILD ELEMENTARY SCHOOL

Karen L. McCarthy
Principal

Karen L. McCarthy
Principal
Guild Elementary School,
Excellence For All, Boston Public Schools

February 8, 2017

RE: Funding Opportunity Announcement: Opening Doors, Expanding Opportunities

Dear Dr. Philippeaux-Pierre:

I am very pleased to write this letter of support for your application to the Office of Elementary and Secondary Education, Department of Education for the Opening Doors, Expanding Opportunities.

Excellence for All (EFA) is well positioned to lead a comprehensive educational approach toward expanding access to more challenging academic and enrichment experiences for students in grade 4 through 6 in Boston Public Schools. We know that Boston Public Schools (BPS) continues to face large achievement gaps between Black and Latino students and their white and Asian counterparts. EFA's strength-based approach to address the academic and socio-emotional needs of students and help them reach proficiency is commendable.

We believe that when organizations and leaders from different sectors commit to solving a specific problem through a collective approach, they can make a greater impact that far exceeds the potential of their individual agendas. Based on your past accomplishments, innovative proposal and the strength of the partnership that you have established, I recommend your application for full funding.

We are committed to supporting your work. We wish you well in the review process.

Sincerely,

(b)(6)

Karen L. McCarty

February 10, 2017

Office of Elementary and Secondary Education, Department of Education
Opening Doors, Expanding Opportunities

This Memorandum of Understanding (MOU) establishes collaboration between BPS/Excellence for All/ and Dr. Adrian Mims of The Calculus Project for the implementation of the proposed Comprehensive approach to addressing gaps in BPS schools for students grades 4-6.

Memorandum of Understanding
between
BPS/Excellence For All
and
Dr. Adrian Mims, The Calculus Project (TCP)

About the Partner:

The Calculus Project (TCP) provides students of color and low-income students an opportunity to enroll in honor and advanced level mathematics classes that lead to algebra in the eighth grade and AP Calculus in the twelfth grade. TCP is a grassroots initiative that is defined by its comprehensiveness, its very high expectations, its cultural sensitivity, and its commitment to sustainability. Components that comprise TCP are research-based and are as follows:

The Summer Academy: Teachers pre-teach the high-level math course students will take in the fall. Additionally, teachers help students improve their noncognitive skills that include, but are not limited to, taking notes and organization strategies. Students learn to collaboratively with their peers and develop team strategies to improve their performance on assessments. Further, students learn how math is applied in careers by participating in coordinated field trips.

The Academic Center: Teachers re-teach and tutor students in math after school during the school year, providing content knowledge, developing problem-solving skills, and building confidence to succeed in high-level math classes. Small cohort study groups are developed in the academic center with the goal that the school-based study groups become independent study groups in the community over time.

BOSTON PUBLIC SCHOOLS



John D. Philbrick School
"Show Respect, Work Hard, Be Kind"

Genteen Lacet Jean-Michel
Interim Principal

Kathy DeVeer
Secretary

Genteen Lacet Jean-Michel
Philbrick Elementary School, Excellence For All, Boston Public Schools

February 8, 2017

RE: Funding Opportunity Announcement: Opening Doors, Expanding Opportunities
Dear Dr. Philippeaux-Pierre:

I am very pleased to write this letter of support for your application to the Office of Elementary and Secondary Education, Department of Education for the Opening Doors, Expanding Opportunities.

Excellence for All (EFA) is well positioned to lead a comprehensive educational approach toward expanding access to more challenging academic and enrichment experiences for students in grade 4 through 6 in Boston Public Schools. We know that Boston Public Schools (BPS) continues to face large achievement gaps between Black and Latino students and their white and Asian counterparts. EFA's strength-based approach to address the academic and socio-emotional needs of students and help them reach proficiency is commendable.

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We are committed to supporting your work. We wish you well in the review process.

Sincerely,

(b)(6)

Genteen Lacet Jean-Michel

40 Philbrick Street, Roslindale, MA 02131 (617) 635-8069 Fax (617) 635-7927
<http://www.bostonpublicschools.org/philbrick>

PR/Award # S377C170022

Page e70

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February 10, 2017

Secretary Betsy DeVos
Federal Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary DeVos:

On behalf of the Boston Public Schools (BPS), please accept this letter as the Boston Public School district support for Excellence for All's grant application to secure the U.S. Department of Education's ***Opening Door, Expanding Opportunities*** grant, which will be used to support increasing the socioeconomic diversity of our Boston Public Elementary schools through Excellence for All (EFA) - an initiative meant to eliminate the inequities found in Boston Public Schools' elementary schools, particularly those inequities identifiably displayed in the advanced work class (AWC) program.

The EFA initiative, by its design, will attract a variety of families from different socioeconomic and racial backgrounds and provide equity in the educational experience of all BPS children. EFA will expand access to more challenging academic and enrichment experiences for students in grade 4 through 6 in Boston Public Schools. EFA will address the inherent inequities identified in AWC by casting its net wide and giving all students in a grade the same enrichments and access to rich instructional programming. EFA schools will be a viable option for parents who have opted out of the system.

As Superintendent, I pledge my support in ensuring this program is a success. BPS has internally allocated over \$1 million in district funds to support this initiative across 13 schools next year with plans to expand in future school years. Additionally, I will work closely with my Executive Cabinet, Instructional Superintendents, and Principals to ensure coherence across the district and leadership tiers.

Thank you for your time and consideration of our request.

Sincerely,

(b)(6)

Tommy Chang, Ed.D.
Superintendent



Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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EXCELLENCE FOR ALL

BOSTON PUBLIC SCHOOLS

BUDGET NARRATIVE

The following budget narrative details and explains the composition of and justification for all proposed costs both direct and indirect. Further, the narrative explains the base of application for all indirect costs. Boston Public Schools (BPS) is requesting funding for the project, as discussed in the Implementation section. As of April 2016, the current breakdown of classrooms and students by grade is as follows:

Grade	Classrooms	Students (as of April 2016)
Grade 4		
Grade 5		
Grade 6		

Total budget for 26 months:

	Year 1	Year 2	2 month	TOTAL
U.S. Dept. of Education Funds	748,695.36	743,513.36	112,103.94	1,604,312.66

Personnel: \$165,100/year 1

1. The personnel costs are comprised of the salary of:

- A to-be-hired project manager (\$70,000 per year) who will assist with the day-to-day management of the EFA professional development and STEM programs, as well of managing EFA's various partnership
- A project assistant (\$50,000 per year) who will assist with coordination of events, scheduling, travel arrangements.
- The project manager and the project assistant will spend 100% of their time supporting this project. We will undertake an intensive search to find qualified candidates, which we expect to take up to the first three months of the project.

	Year 1	Year 2	2 months	Total
U.S. Dept. of Education Funds (Section A)	120,000	120,000	24,000	264,000.00

2. Fringe Benefits: \$50,795

Fringe benefits include statutory requirements and all of the standard Boston Public School benefits such as Worker's Compensation, Health, Disability, and Pension.

	Year 1	Year 2	Year 3
U.S. Dept. of Education Funds (Section A)	50,795	50,932	51,932

3. Travel: \$5,000

Travel costs for four project staff persons (project director, co-PI, and two partners) to attend an annual 2-day project directors meeting in Washington, DC. One hundred percent of the travel costs will be from U.S. Department of Education Funds.

4. STEM Equipment: \$75000/year

Stem equipment is for the purchase of 100 robotic kits for 400 children in grades 5 and

6. Each kit will serve a total of four students.

	Year 1	Year 2	2 Months	Total
U.S. Dept. of Education Funds (Section A)	\$75,000	\$70,000	\$ 0.00	
Total	\$ 75,000	\$ 70,000	\$ 0.0	145,000.00

5. Supplies: \$5,000

With the exception of arts and science, supplies and materials for all subjects are currently integrated into each classroom space from 4th through 6th grade. This budget category includes the cost of arts and science supplies and materials for the first implementation year for each grade, as well as additional costs for the second implementation year due to curriculum and professional development refinement. in-kind donations.

	Year 1	Year 2	2 months	Total
U.S. Dept. of Education Funds (Section A)	\$5,000	\$5,000	\$600	\$10,600
Total	\$ 5,000	\$ 5,000	\$ 600.00	

6. Professional Development: \$100,000/year

The Professional Development cost category for this grant will cover three lead teachers who will work with other teachers around the following issues faced by their students: Letter Recognition, Decoding, Vocabulary, Word Recognition, Reading Fluency, Comprehension. Each teacher will receive \$20,000 per year for a total of \$60,000.00. This line item will also cover stipend for teachers based on the following calculation: Stipend - \$400 for a 2 day training x 50 teachers = \$40,000

	Year 1	Year 2	2 months	Total
U.S. Dept. of Education Funds (Section A)	\$100,000	\$100,000	\$16,666.67	\$216,666.67
Total	\$ 100,000	\$ 100,000	\$16,667.67	

7. Evaluation: \$75,000/year

The costs in this category are composed of the actual costs of the assessments and associated materials along with personnel to complete the assessments and perform the analyses on the efficacy of the program.

	Year 1	Year 2	2 Months	Total
U.S. Dept. of Education Funds	75,000	75,000	12,500	
Total	\$ 75,000	\$ 75,000	\$ 12,500	\$162,500

8.- Consultants: STEM and World Language Enrichments: \$250,000/year

This line item will cover the cost of three World Language Enrichment Specialists to teach the languages represented in the classroom. Each specialist will be paid \$83,333/year

	Year 1	Year 2	2 months	Total
U.S. Dept. of Education Funds	250,000	250,000	41,666.67	
Total	\$ 250,000	\$ 250,000	\$ 41,666.67	\$541,666.67

9. Community Engagement: \$50,000/year

This line item will help us establish a subcontract with the Immigrant Family Services Institute (IFSI-USA) a non profit based organization working with various groups of immigrants in the city of Boston to bridge the educational gaps among the low income families in the Boston Public School system.

	Year 1	Year 2	2 months	Total
U.S. Dept. of Education Funds	50,000	50,000	8,333.37	
Total	\$ 50,000	\$ 50,000	\$ 8,333.37	\$108,333.37

10. Miscellaneous: \$10,000/year

This line item will cover various items not covered in the budget such as meeting costs, community leaders' stipends, etc.

	Year 1	Year 2	2 months	Total
U.S. Dept. of Education Funds	10,000	10,000	2,000.00	
Total	\$ 10,000	\$ 10,000	\$ 2,000.00	\$22,000.00

11. Indirect Costs: \$26,295.36

Boston Public Schools has an Indirect Cost Rate Agreement that complies with 34CFR 76.564(c)(2) equal to 3.64% of all direct costs (includes all costs except training stipends).

	Year 1	Year 2	Year 3	Total
U.S. Dept. of Education Funds (Section A)	26,295.36	26,113.36	3,937	\$56,345.99

Boston Public Schools

SF-424

Applicant Congressional Districts:

MA-007

MA-008

Appendix A

Figure 1 - PARCC Results grade 4, PARCC Results grades 3-8

<u>PARCC 4th grade Results</u>					<u>PARCC Grades 3-8 Results</u>				
	SY14-15		SY15-16			SY14-15		SY15-16	
	Econ. Dis.	Non-Econ. Dis	Econ. Dis.	Non-Econ. Dis		Econ. Dis.	Non-Econ. Dis	Econ. Dis.	Non-Econ. Dis
ELA % 4&5	34%	51%	30%	48%	ELA % 4&5	32%	50%	32%	52%
Math % 4&5	29%	46%	31%	49%	Math % 4&5	27%	44%	29%	49%

Appendix B

EFA Logic Model (Blueprint)

			Output (change in Behavior, Structures, etc...)	Short-Term Outcomes (KPI)	Long-Term Outcomes (Success Metrics)
Pillars	Inputs (Resources)	Activities			
Rigorous Instruction & Personalized Learning	Staff: ELA coach, PD	Teacher participates in facilitated	Student engagement in rigorous inquiry	Increased Students engagement	Student capstone project
	facilitators, EFA Program	curriculum/lesson	projects and authentic	On surveys,	exhibition –
	Manager, Family engagement	planning sessions	culturally rich tasks.	students feel they	rubric scores at
	capstone and PD, BPS	Teacher Learning Groups	Student work independently and in group.	have voice and choice.	or above proficiency for
	Department of Academics,				
	BPS Director of Library	Training		Student	100% of

	Services	<p>around Culturally relevant materials & inquiry learning - for teacher</p> <p>Training and Prep for Students for Science Showcase – Grade 4,5</p> <p>Field Trips (a method for students to see professionals in action and relate back to what learning in school</p> <p>Family Engagement: Home Visits</p>	<p>Teachers increase the use of innovation in instruction</p>	<p>demonstrates ability to do novel and authentic tasks</p>	<p>students Science Showcase exhibition-rubric scores at or above proficiency for 100% of students</p> <p>Student demonstrate ability to defend an argument orally and in writing. Student is able to communicate and defend ideas.</p>
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			Student demonstrates ability to collaborate	SGP \geq 50%
	<p>PD with coaching including content coaching, pedagogy, and the use of student work and interim assessment results to guide next steps</p> <p>Family Engagement: Home Visits</p> <p>PD coach, facilitators, PD manager, Family engagement training and specialist, materials to support capstone</p>	<p>UDL embedded in instruction- where every child is engaged, information is presented in multiple ways to engage each student.</p> <p>Advanced: students are given choice on how to represent their learning</p> <p>- this is based on the goal and objectives of the lesson. Tasks are rigorous and require</p>	<p>Change/Growth in instructional practices: as seen on walkthroughs; Improved Teacher Efficacy measured through surveys and focus groups; Student Performance on Interim Assessments</p>	

			<p>application of knowledge. Student-centeredness - kids talking about/through deeper questions, Contextualized problems/lessons that values the student experiences, wealth of knowledge and rich cultural backgrounds.</p>	
	<p>Intervention programs, laptops/chromebooks, intervention specialists and coordinators</p>	<p>Student interventions/accelerations. Students monitor progress (students</p>	<p>Student growth in learning</p>	<p>student performance on intervention diagnostic assessments</p>
				<p>Decrease performance gaps by at least 10% in 3 years</p>

			improve	
	are taught how to set goals and self-monitor). Teacher monitors progress Intervention & acceleration partnerships (e.g. The Calculus Project, Steppingstone)			
	Family Engagement: Family Data Nights & Student Led Conferences	The school environment is open to families and open to input from families and students.	Two way communication is established between school/teacher and parents Parents feel	No drop or reduction in overall % of students proficient from one grade to the
Family engagement specialists, Family engagement trainings				

				welcomed at the school. Parents keep abreast of academic progress of students. Parents share changes seen at home.	next in ELA and/or math
Social	HSA survey, PEAR Coach,	Holistic Student	Classroom behavior	On surveys,	100%Students
Emotional	OAG Targeted Program	Assessment (HSA)	rewards structures will	Teachers report	will be able to
Learning	Coordinator, 10Boys/Girls Facilitator, PD facilitators	& Coaching from PEAR 10 Boys/10Girls Program Teacher training in UDL Family Home Visits	not be punitive Positive interactions between student and teacher Relationship building between student and teacher (and the home)	feeling empowered to support students SEL needs. On surveys and in focus groups, students feel respected and	identify at least one adult who cares about him/her Decreased behavioral incidents by

				welcomed	20% in high incident schools On HSA, increase in student positive perceptions and decrease in areas students see as weaknesses.
Quality Enrichments	Robotics Instructors, materials, chromebooks	Robotics Courses	Student participation in robotics enrichment course	Students demonstrate ability to solve increasingly more complex problems using robots	Group performance in robotics competition - at or above proficiency Increased

				student engagement Through surveys, increased % of students who desire to enter a science or STEM field
	STEM partnerships	STEM field Trips	Student participation in field trips	Increased student engagement & attendance Through surveys, increased number of students who find science interesting

	World language teachers, materials	World language instruction	Students receive world language instruction	Increase student interest in different cultures	Student score proficient on assessment
Executive Function	SMART's license	Executive Function training	Students participate in executive function activities in class	Students demonstrate executive function competencies, like prioritization, organization, flexible thinking	Through student self-assessment, increased student confidence in abilities to do well in school
Overall	Project Team: Assistant Superintendent of Opportunity and Achievement Gaps, EFA Project Director, EFA Program Manager (to be hired	PD from Rigorous Instruction	Teacher feel supported	Teacher Satisfaction based on survey results	Decrease teacher turnover
Program	EFA Project Director, EFA Program Manager (to be hired	Activities from Rigorous	Students are engaged in school	Over 60% of EFA students happy in	Student request to stay in EFA

	give this grant), EFA Data Analyst (to be hired), EFA Project assistant (to be hired) Additional Staff that work in partnership with EFA: BPS Instructional Superintendents, Director of Library Services, Director of World Language, Managing Partner of Innovation, Special Education/Intervention Specialist, Director of Robotics and STEM initiatives Resources: materials for continuous Training for project team (e.g. conferences,	Instruction, SEL, and Quality Enrichments		school based on survey results	school & % of students happy in school increases yearly
		Communication with Families	2-way communication with families	Family Satisfaction with & trust in the EFA schools	Increase enrollment (or request to enroll) in EFA schools.
					70% of Families express satisfaction with EFA
					10% increase in requests to

	books, etc..)				transfer to EFA schools in 3 years
					Increase the socioeconomic and racial diversity in 60- 70% of schools to match or exceed the district average
		Exam School Initiative (Program run by BPS) Partnership with	Student participation in Prep programs & overall student performance on	Students increased knowledge of materials on ISIEE exam	Student acceptance rate into exam schools \geq 50%

		other Prep programs (e.g. Steppingstone)	assessments	(will be adjusted with analysis of data)
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EEA's Program

EEA's program was created from the logic model and is organized by content area.

ELA			
ELA Gr 3-6	Support for Teachers	Supports Student Need	When/What is involved
ELA	ELA Team Planning	Well executed	2-Day <i>Teacher Leader</i> -Planning Session lead by a coach, includes looking at data –

Tier 1	Sessions (By School)	lessons	over the summer
	<p>Teacher Learning Groups</p> <p>PD on Cultural and Linguistic relevant instruction</p>	<p>Opportunities to show learning</p>	<p><i>[For all EFA teachers]</i></p> <p>5-Day (Grades 3-6) Expeditary Learning (EL) Planning Sessions over the summer lead by teacher leader, supported by coach (Aug teacher institute) 9am - 2:30pm, includes looking at data led by data analyst [Teachers go through the activities of the lesson. Teachers think through different needs of students – UDL. Teachers insert culturally relevant materials. Teachers co-plan and teach one lesson and receive feedback. Additionally, teams co-plan at least 12 lessons. Teachers look at and discuss student work from previous years to determine common challenges students face and determine supports student will need.</p> <p>Once a month EL Lead training - led by coach & data analyst (8 sessions)</p> <p>Proposed: Cultural Relevant Pedagogy Series</p> <ul style="list-style-type: none"> • Culturally Relevant Pedagogy – The classroom through the eyes of Black and Brown students <p>Summer 1-Day Session with Hayden Frederick-Clarke, Director of Cultural Proficiency, BPS, Office of Opportunity and Achievement Gaps</p>

		<ul style="list-style-type: none"> • Culturally relevant instruction and EL- Making student backgrounds central in literacy instruction Summer 1-Day session with Donkor Minors, Coordinator of Targeted Programs, BPS, Office of the Opportunity and Achievement Gaps • 3 Book Clubs over the course of the year – Taught by EFA teachers (Teachers TBD) <p>Proposed: Teacher Learning Groups</p> <ul style="list-style-type: none"> • 2-3 Groups to explore personalized learning strategies- taught by members of Office of Instructional Technology (Facilitator TBD)
Writing PD	Students need devoted time to write and techniques of writing	Dr. Maria Brisk and Elizabeth MacDonald will provide intensive coaching support during the school year, September -May.
UDL PD - Universal Design for Learning Academy 101 & UDL with Technology	Students need multiple entry points to materials	UDL Academy 101 will occur during the summer with Hilary Shea and the Harvard Education Portal Additional UDL courses will occur during the school year facilitated by personnel from

			the Office of Instructional Technology
	Executive Function/SMARTS		Summer Training with Research ILD. This is a 2-day training. Day 1 is for those who have not yet been trained. Day 2 is for teachers who have used SMARTS and want to reflect and create an action plan for next steps.
Guided Reading Tier 1	Training in Literacy Continuum (Teachers & Paraprofessionals)	Differentiation of reading needs More exposure to text Materials: Books (leveled libraries)	Small Grants for schools to either buy PD or conduct their own \$1500 each school
Acceleration Block/ Intervention (WIN) Tiers 1-3	Training, Materials, licenses	Ability to set own goals, ability to self- monitor	June training for teachers and paraprofessionals on intervention programs Teachers must use the dedicated intervention blocks to work on interventions and acceleration. Teachers must also meet regularly to go over progress data.

Math/Science/STEM Grades 4 and 5	PD/Support for Teachers	Services/ Supports for Students	When/What is Involved
MATH	Professional Development by Edvestors	None	Teachers meet monthly for PD sessions Principals meet 3-4 times a year for PD Teachers receive virtual coaching
	Proposed Collaboration: The Calculus Project- Training for teachers	The Calculus Project (TCP)- Accelerated Math Program	Students receive in-school enrichment class twice a week Students receive summer enrichment. Teacher may receive additional math training from TCP
STEM -	Instructors Training	Robotics and Coding Class	Students receive robotics or coding 1-2x week Students participate in the BPS robotics Olympics at the end of school year.
Science	Professional Development	Adequate time to learn	Training for Teachers in Shifts in the Standards- Over the

	Adequate time to teach science	science	Summer Northeastern Center for STEM student support during science Class throughout the year/ Support and Professional Development for Teachers during the academic year
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Social Emotional Learning, World Language, Family Engagement

SEL and World Language	PD/Support for Teachers	Services/ Supports for Students	When/What is Involved
PEAR	Data coaching for teachers	Holistic Student Assessment	Schools give the HSA to students pre and post at the beginning of the year and then at the end of the year. Teacher teams receive coaching sessions from PEAR. The coaching schedule is determined by what services schools have asked.

10 Boys/10 Girls	Training for the facilitators	Tier 1 SEL support for students	The training schedule is set by the Coordinator of Targeted Programs
World Language	TBD	TBD	The Director of World Language determines the supports for World Language teachers.
Family Engagement	Teacher Training for conducting home visits, learning walks	Training - conducting student led conferences	The timeline for Teacher Training and student training will be determined by

Appendix C

	Pre-Implementation	2017-2018	2018-2019	2019-2020	Responsible Party
Engagement &	Create a Communication	Implement the plan to build	Recruitment/Public	Revise	Project

Communication	and Engagement Plan that	awareness of program with all	Campaign for	communication	Manager & Project Assistant
	includes targeting key stakeholders. The plan should include building awareness, outreach, information dissemination, feedback loops, opportunities for stakeholders to be part of the decision making.	key stakeholders (i.e website, social media). Invite feedback from key stakeholders through community forums, open houses, etc.	parents who once opted out of the system, in addition already specified activities	plan based on lessons learned	
		Begin awareness campaign to recruit parents who opted out of the system.			
		Create an EFA Teacher Advisory Council			
		Establish bi-monthly meetings for parents			

Implementation of EFA 5 Pillars	Collaborate with BPS offices to ensure there is a clear implementation plan for EFA instructional activities	Implement all PD and stated services in the logic model including interventions for students, invest in partners, monitor progress	Revise the EFA plan based on data on student growth and learning and based on teacher needs.	Revise EFA plan yearly	Project Director with support from project staff (responsibilities are parsed out in the work plan)
	Create the EFA Plan for Supporting Teachers				
	Create a Workplan for all activities that include specific tasks and deadlines.				
Expansion of EFA	Work with offices of assignment and enrollment to identify what data and	Create process for identifying new EFA schools. Create process for on-boarding new	On-board new schools.	On-board new schools	Assistant Superintendent of OAG

	information EFA will need to determine new EFA schools.	schools.			Project Director
		Receive signed MOU from new schools with teacher and parent signatures			Instructional Superintendents

Boston Public Schools

SF-424

Program/Project Congressional Districts:

MA-007

MA-008