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CLERK OF THE SCHOOL COMMITTEE  
WORCESTER PUBLIC SCHOOLS  
20 IRVING STREET  
WORCESTER, MASSACHUSETTS 01609

AGENDA #26

on: Thursday August 26, 2021  
at: 4:00 p.m. - Regular Session  
6:00 p.m. - Executive Session  
virtually in: Esther Howland South Chamber, City Hall

ORDER OF BUSINESS

ACTION

I. CALL TO ORDER

INVOCATION

PLEDGE OF ALLEGIANCE

NATIONAL ANTHEM

II. ROLL CALL

III. APPROVAL OF RECORDS

aor #1-21 - Clerk  
(August 4, 2021)

To consider approval of the Minutes of the School Committee Meeting of Thursday, July 22, 2021.

aor #1-22 - Clerk  
(August 13, 2021)

To consider approval of the Minutes of the School Committee Meeting of Wednesday, August 11, 2021.

IV. MOTION FOR RECONSIDERATION – NONE

V. IMMEDIATE ACTION - NONE

ACTIONVI. REPORT OF THE SUPERINTENDENT

ROS #1-9 - Administration  
(June 11, 2021)

UPDATES ON WORCESTER PUBLIC SCHOOLS' BILINGUAL PROGRAMS

VII. COMMUNICATION AND PETITION

c&p #1-7 - Clerk  
(August 17, 2021)

To consider a communication from Alexandra Koukakis, President of NAGE 01-156, 52 Week Administrative Secretaries Local, to authorize a sick leave bank and allow its members to voluntarily donate sick days to a colleague.

VIII. REPORTS OF THE STANDING COMMITTEES

The Standing Committee on Governance and Employee Issues met virtually on Tuesday, August 10, 2021 at 4:30 p.m. in Room 410 of the Durkin Administration Building.

The Standing Committee on Finance and Operations met virtually on Wednesday, August 18, 2021 at 4:30 p.m. in Room 410 of the Durkin Administration Building.

IX. PERSONNEL

1-23 The Superintendent has APPROVED the RESIGNATIONS of the persons named below:

Bousquet, Heather, Teacher, Norrback Avenue, Elementary, effective August 12, 2021

Epaul, Michelle, Teacher, Woodland Academy, Art, effective August 13, 2021

Feeley, Christopher, Teacher, Systemwide, Special Education, effective August 2, 2021

Ferraro, David, Teacher, Sullivan Middle School, Special Education, effective July 29, 2021

Gagne, Kayla, Teacher, Vernon Hill, Elementary, effective July 26, 2021

Goodell, Linda, Teacher, North High School, ESL, effective July 29, 2021

Hensley, Lizabeth, Department Head, Worcester Technical High, Vocational Education, effective July 12, 2021

Janeczak, Hannah, Teacher, Norrback Avenue, Special Education, effective 4, 2021

Johnson, Deanna, Teacher, Clark Street, Elementary, effective August 8, 2021

Livesay, Carmen, Teacher, Clark Street, ESL, effective August 13, 2021

Ockene, Daniel, Teacher, South High School, Special Education, effective July 27, 2021

Pepple, Dagogo, Teacher, Rice Square, Special Education, effective July 21, 2021

PERSONNEL (continued)ACTION

Robert, Anna, School Adjustment Counselor, Systemwide, School Adj Couns, effective August 6, 2021

Russo, Danielle, Teacher, Forest Grove Middle School, Music, effective August 10, 2021

Souza, Taryn, Teacher, Sullivan Middle School, Music, effective July 23, 2021

Tsoutsis, Mishana, Teacher, Columbus Park, Elementary, effective July 22, 2021

Vichill, Danielle, Teacher, Woodland Academy, Elementary, effective August 4, 2021

- 1-24 The Superintendent has APPROVED the RETIREMENTS of the persons named below:

Bland, Ricky, Teacher, North High School, Other, effective July 16, 2021

O'Donoghue, Lori, Teacher, Lake View, Elementary, effective July 21, 2021

X. GENERAL BUSINESS

gb 1-72.1 - Administration/Mr. Monfredo/Miss Biancheria/  
Mrs. Clancey/Mr. Foley  
(August 18, 2021)

Response of the Administration to the request to inform parents of children who will be entering kindergarten about the importance of enrolling them in school for the 2021-22 school year.

**motion:**

Request that the Administration provide an update in July and August regarding the recruitment efforts. **(Mr. Monfredo)**

gb #1-179.1 - Administration/Mr. Monfredo/Miss Biancheria/  
Mrs. Clancey/Ms. McCullough/Ms. Novick

Response of the Administration to the request to provide a report in August on the Summer School Programs to include:

- academic progress
- attendance
- community involvement
- number of ELL students
- number of grades 1 and 2 students

GENERAL BUSINESS (continued)ACTION

gb 1-153.3 - Administration/Miss Biancheria/Mr. Foley  
(August 18, 2021)

Response of the Administration to following motions from the FY22 Budget:

500146-92000 Building Utilities

Request that the Administration provide a report on the number employees by department who have cell phones provided by the Worcester Public Schools and indicate who is using the long-distance services.  
**(Miss Biancheria)**

540103-92000 Transportation

Mr. Foley asked that the Administration keep the School Committee informed over the summer as to the number of Durham bus drivers available for the beginning of school.  
**(Mr. Foley)**

500-92204 Instructional Materials

Request that the Administration provide a report in August regarding the supplies the principals have purchased to date using the \$1 per pupil for elementary recess supplies in line A-Instructional Materials.  
**Miss Biancheria**

gb #1-202 - Administration  
(July 21, 2021)

To accept the Project Lead the Way Launch Program Grants awarded to:

- Elm Park Community School - \$16, 765, over three years
- Tatnuck Magnet School - \$16,598, over three years
- West Tatnuck School- \$16,918, over three years

gb #1-203 - Administration  
(July 26, 2021)

To approve the following donations:

- 3 AEDs with a cash value of \$5,283, from the Josh Thibodeau Helping Hearts Foundation
- \$200.00 from Marjorie & David Cohen to the South High Community School Food Pantry

gb #1-204 - Administration  
(July 30, 2021)

To consider approval of the Building Use Fees Policy.

GENERAL BUSINESS (continued)ACTION

gb #1-205 - Mr. Monfredo  
(July 30, 2021)

To congratulate the students, staff and Administration for the many successes of the 2021 graduating class who were accepted at over 140 different institutions in 26 states, Washington, D.C. Puerto Rico, Canada and Scotland.

gb #1-206 - Miss Biancheria  
(July 30, 2021)

Request that the Administration determine how our high school students can help with landscaping/yard work for seniors in the community and receive credit for their documented work.

gb #1-207 - Administration  
(August 5, 2021)

To approve the following prior fiscal year payments:

- \$547.47 to a nurse for back pay
- \$120.00 to a nurse for license renewal
- \$2,475.36 to the Worcester Police Department for the security at South High Community School
- \$1,237.68 to the Worcester Police Department for graduation details
- \$267.72 to Northeast Electrical
- \$358.75 to Jostens
- \$472.16 to Great America Financial Services
- \$1,535.60 to Boston Children's Hospital (Neurology Foundation)
- \$1,591.29 to Joseph E. Moldover, Psy.D., PC
- \$6,694 to three employees for calculation errors

gb #1-208 - Administration  
(August 10, 2021)

To review the status of the FY22 Budget and make appropriate transfers as required.

gb #1-209 - Mr. Monfredo  
(August 10, 2021)

Request that the Administration forward a letter of appreciation to the Worcester Woo Sox for participating in the Worcester: The City that Reads book drive in which over 2000 books were collected that will be given to new teachers.

GENERAL BUSINESS (continued)

ACTION

gb #1-210 - Ms. Novick  
(August 16, 2021)

Request the administration list all those whose contracts are with the superintendent who are currently:

1. on automatic one year renewals of their contract;
2. beyond one year renewals;
3. beyond the renewal language of their contract otherwise and
4. have no written contract at all.

Report to be current to the filing date of this item (8/16/21)

gb #1-211 - Ms. Novick  
(August 16, 2021)

Request administration outline the process, timeline, and specific funding sources for any WPS acquisition of former Becker College buildings, including how any such acquisition fits into the district's facilities master plan, what options are available to the Committee in considering this, and how the administration intends to fund maintenance of any such additional buildings.

gb #1-212 - Ms. Novick  
(August 16, 2021)

Request administration report on the process and timeline for the security plan reportedly being created by the city administration for the Worcester Public Schools, including names and positions of those involved and consulted, and timeline for reporting out for consideration of the Committee.

gb #1-213 - Mr. Monfredo  
(August 16, 2021)

Request that the Administration work with the EAW to follow the lead of the NEA and support mandatory vaccinations and have regular COVID testing for those who are unable to receive the vaccine.

gb #1-214 - Mr. Monfredo  
(August 16, 2021)

Request that the Administration reach out to the EAW to join the MTA and the NEA in mandating that all EAW members receive vaccinations by the middle of September.

GENERAL BUSINESS (continued)ACTION

gb #1-215 - Miss Biancheria  
(August 18, 2021)

Request that the Administration review the feasibility of utilizing retired IA staff as part time employees in areas of need such as reading and math at specific school sites under request of these services.

gb #1-216 - Miss Biancheria  
(August 18, 2021)

Request that the Administration provide a spreadsheet of all costs for accommodations at the new facilities/transportation site of Allegro including number of staff and departments who will be occupying site part time and full time.

gb #1-217 - Administration  
(August 18, 2021)

To accept the Career and Technical Education Partnership Implementation Grant in the amount of \$213,314.

gb #1-218 - Administration  
(August 18, 2021)

To accept the American Rescue Plan (ARP) Homeless Children/Youth (HCY) I Implementation Grant in the amount of \$393,008.

gb #1-219 - Administration  
(August 18, 2021)

To accept the Early Literacy Screening Assessment and Professional Development Grant in the amount of \$5,511.

gb #1-220 - Administration  
(August 18, 2021)

To accept the Innovation Pathways Grant in the amount of \$15,000.

gb #1-221 - Administration  
(August 18, 2021)

To accept the Klarman Family Foundation Grant in the amount of \$75,000.

GENERAL BUSINESS (continued)

ACTION

gb #1-222 - Administration  
(August 18, 2021)

To set a date to recognize Jake Bersin, Health and Physical Education Liaison, for being selected as the 2021 Honor Award recipient by the Massachusetts Association of Health, Physical Education, Recreation and Dance.

gb #1-223 - Mrs. Clancey  
(August 18, 2021)

Request that the Administration collaborate with Spectrum Health Services to develop a plan regarding the safety concerns in the area of Lincoln Street School.

gb #1-224 - Ms. Novick  
(August 19, 2021)

Request administration prioritize lunch outdoors for all students. When weather precludes such arrangements, request administration utilize spaces throughout the buildings creatively in order to have students who are eating separated widely.

gb #1-225 - Ms. Novick  
(August 19, 2021)

Request administration discuss further the "test and stay" protocol with the School Committee and medical advisors prior to implementation.



## XI. EXECUTIVE SESSION

## ACTION

gb #1-226 - Administration  
(August 19, 2021)

To discuss strategy with respect to litigation for a Worker's Compensation for a Bus Monitor, if an open meeting may have a detrimental effect on the litigating position of the School Committee and the chair so declares.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations – Educational Association of Worcester, Units A & B (Educators/Administrators).

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations - Massachusetts Laborers' District Council for and in behalf of Worcester Public Service Employees Local Union 272 of the Laborers' International Union of North America, AFL-CIO, Educational Secretaries.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations - NAGE R1-156, 52 Week Secretaries; and NAGE R1-16, Cafeteria Workers.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations – International Union of Public Employees, Plumbers & Steamfitters, Local - 125; and International Union of Public Employees, Tradesmen, Local -135.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations – Educational Association of Worcester, Instructional Assistants Unit.

To discuss strategy with respect to litigation if an open meeting may have a detrimental effect on the litigating position of the public body and the chair so declares – Educational Association of Worcester and Worcester School Committee, American Arbitration Association Case Number 01-20-0014-9199, Non-Payment of Spring Athletic Coaches.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Coronavirus/COVID-19-Related Health and Safety Issues, Fall 2021 – Educational Association of Worcester Units A & B (Educators/Administrators); Educational Association of Worcester, Aides to the Physically Handicapped, Monitors and Drivers; Educational Association of Worcester, Instructional Assistants; Educational Association of Worcester, Parent Liaisons; Educational Association of Worcester, Tutors; and Educational Association of Worcester, Therapy Assistants.

## XII. ADJOURNMENT

Helen A. Friel, Ed.D.  
Clerk of the School Committee

CLERK OF THE SCHOOL COMMITTEE  
WORCESTER PUBLIC SCHOOLS  
20 IRVING STREET  
WORCESTER, MASSACHUSETTS 01609

AGENDA #26A

SUPPLEMENTAL

The School Committee will hold a regular meeting:

on: Thursday, August 26, 2021  
at: 4:00 p.m. – Regular Session  
6:00 p.m. – Executive Session

ORDER OF BUSINESS

ACTION

- I. CALL TO ORDER – REGULAR MEETING  
INVOCATION  
PLEDGE OF ALLEGIANCE/NATIONAL ANTHEM
- II. ROLL CALL
- III. APPROVAL OF RECORDS - NONE
- IV. MOTION FOR RECONSIDERATION - NONE
- V. IMMEDIATE ACTION - NONE
- VI. REPORT OF THE SUPERINTENDENT – NONE
- V. COMMUNICATION AND PETITION - NONE
- VIII. REPORT OF THE STANDING COMMITTEE
- IX. PERSONNEL - NONE
- X. GENERAL BUSINESS

gb #1-227 - Ms. McCullough  
(August 23, 2021)

To discuss the student parking situation at Doherty Memorial High School for the 2021-22 school year.

XI. EXECUTIVE SESSION

gb #1-226 - Administration  
(August 24, 2021)

To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel – Superintendent of Schools.

"The Worcester Public Schools is an Equal Opportunity/Affirmative Action Employer/Educational Institution and does not discriminate regardless of race, color, gender, age, religion, national origin, marital status, sexual orientation, disability, or homelessness. The Worcester Public Schools provides equal access to employment and the full range of general, occupational and vocational education programs. For more information relating to Equal Opportunity/Affirmative Action contact the Human Resource Manager, 20 Irving Street, Worcester, MA 01609. 508-799-3020.

III. APPROVAL OF RECORDS  
Clerk  
(August 9, 2021)

ITEM - aor #1-21  
S.C. MEETING - 8-23-21

ITEM:

To consider approval of the Minutes of the School Committee Meeting of Thursday, July 22, 2021.

PRIOR ACTION:

BACKUP:

Annex A (13 pages) contains a copy of the Minutes of the School Committee Meeting of Thursday, June 22, 2021.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

The School Committee of the Worcester Public Schools met in Open Session at 4:03 p.m. in the Esther Howland Chamber at City Hall on Thursday, July 22, 2021.

The Pledge of Allegiance was offered and the National Anthem was played.

There were present at the Call to Order:

Miss Biancheria, Mrs. Clancey, Mr. Foley, Mr. Monfredo, Ms. Novick and Mayor Petty

There was absent: Ms. McCullough

1. APPROVAL OF RECORDS

aor #1-19 - Clerk  
(July 2, 2021)

To consider approval of the Minutes of the School Committee Meeting of Thursday, June 17, 2021.

aor #1-20 - Clerk  
(July 2, 2021)

To consider approval of the Minutes of the School Committee Meeting of Wednesday, June 30, 2021.

(These items were considered together.)

On a roll call of 6-1 (absent Ms. McCullough), the items were approved collectively.

On a roll call of 6-1 (absent Ms. McCullough), it was moved to suspend the rules to take the following item out of order.

gb #1-137.1 - Administration/Ms. Novick/Mr. Monfredo  
(July 6, 2021)

Responses from Legal Counsels to the request to report on the authority to mandate COVID-19 vaccinations for the 2021-22 school year, as provided under state law, for:

1. Worcester Public Schools' employees.
2. Worcester Public Schools' students.

Ms. Novick made the following motion:

Request that a joint meeting with members of the Board of Health be scheduled for the second week in August to discuss possible mandatory vaccinations and mask wearing.

On a voice vote, the motion was approved.

Miss Biancheria made the following motions:

Request that the Administration keep the School Committee updated on the scheduling of the joint meeting.

Request that the legal opinions be forwarded to the School Committee prior to the joint meeting with members of the Board of Health.

On a voice vote, the motions were approved.

Mr. Foley requested that Dr. Hirsh and Dr. Castiel also be invited to the joint meeting.

Superintendent Binienda stated that DESE will be providing guidance on mandatory vaccinations, mask wearing and social distancing during the first two weeks in August.

It was moved and voice voted to file the item.

### 3. REPORT OF THE SUPERINTENDENT

ROS #1-10 – Administration  
(July 14, 2021)

#### SUPERINTENDENT'S FORMATIVE (MID CYCLE) REPORT BASED ON HER GOALS

Superintendent Binienda presented a PowerPoint relative to her Formative (Mid Cycle) Report based on her Goals. The report can be viewed at <https://worcesterschools.org/wp-content/uploads/2021/07/Agenda-24-July-22-2021-3.pdf> and <http://ec4.cc/gk724642>

##### Student Learning Goals

Superintendent Binienda rated herself as progressing.

##### Professional Practice Goal

Superintendent Binienda rated herself as exceeded.

##### District Improvement Goal 1

Superintendent Binienda rated herself as met.

##### District Improvement Goal 2

Superintendent Binienda rated herself as exceeded.

##### District Improvement Goal 3

Superintendent Binienda rated herself as exceeded.

##### Standard I – Instructional Leadership

Superintendent Binienda rated herself as follows:

I-B - Instruction – Proficient

I-E – Data-Informed Decision Making – Proficient

Superintendent Binienda gave herself Proficient on the overall rating for Standard I- Instructional Leadership.

##### Standard II – Management and Operations

Superintendent Binienda rated herself as follows:

II-B – Human Resources Management and Development – Proficient

II-E – Fiscal Systems – Proficient

Superintendent Binienda gave herself Proficient on the overall rating for Standard II – Management and Operations.

##### Standard III – Family and Community Engagement

Superintendent Binienda rated herself as follows:

III-A – Engagement – Proficient

III-C – Communication – Exceeded

Superintendent Binienda gave herself Proficient on the overall rating for Standard III – Family and Community Engagement

##### Standard IV – Professional Culture

Superintendent Binienda rated herself as follows:

IV-B – Cultural Proficiency – Proficient

IV-D – Continuous Learning – Proficient

Superintendent Binienda gave herself Proficient on the overall rating for Standard IV – Professional Culture.

Ms. Novick requested that the item be referred to the Standing Committee on Governance and Employee Issues to redraft the Superintendent’s Goals.

Ms. Novick made the following motions:

Request that the Administration provide a breakdown of the 60 new hires with their job titles.

Request that the Administration provide a report on all grants to include amounts received, expended and not expended for FY20 and FY21.

On a voice vote, the motions were approved.

It was moved and voice voted to refer the item to the Standing Committee on Governance and Employee Issues to update the Superintendent’s Goals and to consider changing the evaluation cycle to reflect the school year.

Mayor Petty suspended the rules to allow Megan Marszalek to speak in favor of Superintendent Binienda and all that she has accomplished.

Mayor Petty allowed Mr. Nugent, EAW President, to speak regarding the delay in settling the contract for the teachers. He stated that the contract needs to address the current conditions in the schools. He indicated that the union is prepared to settle a contract that will reflect the members’ commitment to providing the best education to the students in Worcester Public Schools.

#### PERSONNEL

1-21 The Superintendent has APPROVED the RESIGNATIONS of the persons named below:

Bates, Emilee, Teacher, Systemwide, Special Education, effective June 15, 2021

Benoit, Ivy, Teacher, Sullivan Middle School, English, effective July 9, 2021

Brazile, Suzanna, Teacher, Lake View, Elementary, effective June 15, 2021

Case, David, Teacher, Worcester Technical High, Vocational Education, effective June 15, 2021

Daigle, Madison, Teacher, North High School, Special Education, effective July 9, 2021

Favulli, Meg, Teacher, Systemwide, Special Education, effective June 15, 2021

Fitzgerald, Margaret, Teacher, Systemwide, Art, effective June 30, 2021

Flynn, Caroline, Teacher, Systemwide, Art, effective, July 5, 2021

Freniere, Scott, Teacher, Burncoat High School, Social Studies, effective June 15, 2021

Gow, Samuel, Teacher, Academic Center For Transition, ESL, effective, June 15, 2021

Gross, Jacob, Teacher, North High School, Music, effective, June 15, 2021

Hasselquist, Kelly, Teacher, Worcester East Middle School, Special Education, effective, June 15, 2021

Jones, Casey, Teacher, Systemwide, Music, effective, June 15, 2021

Leland-Sullivan, Theresa, Teacher, Worcester Technical High, ESL, effective, June 30, 2021

Matovina, Carolyn, Teacher, Systemwide, Special Education, effective, June 15, 2021

McCarthy, Angelina, Teacher, North High School, Special Education, effective, June 15, 2021

Merlos, Johanna, Teacher, Burncoat Middle School, Social Studies, effective, June 15, 2021

Phan, Khanh, Teacher, North High School, Mathematics, effective, June 15, 2021

Pinckombe, Gahensha, School Adjustment Counselor, Systemwide, School Adjustment Counselor, effective, July 6, 2021

Potito, Stephanie, Teacher, Burncoat Middle School, Business Education, effective, June 15, 2021

Ramos, Gielmel, Teacher, Sullivan Middle School, Special Education, effective, May 10, 2021

Sanchez, Jazer, Teacher, Systemwide, Music, effective, June 15, 2021

Seger, Katelynn, Teacher, Chandler Magnet, Special Education, effective, June 15, 2021

Sullivan, Meghan, Teacher, Norrback Avenue, Elementary, effective, July 1, 2021

Tuccillo, Patricia, Teacher, Worcester East Middle School, Special Education, effective, June 15, 2021

Velky, Matthew, Teacher, Norrback Avenue, Special Education, effective, June 15, 2021

Williams, Alyson, Teacher, Woodland Academy, Elementary, effective, June 15, 2021

Wood, Denise, Teacher, New Citizens - Secondary, ESL, effective, June 15, 2021

Young, Thomas, Teacher, Doherty High School, Science, effective, June 15, 2021

1-22 The Superintendent has APPROVED the RETIREMENTS of the persons named below:

Aghdam, Michelle, Teacher, Burncoat Elementary, ESL, effective, July 2, 2021

Barrette, Richard, Department Head, South High School, Science, effective, June 30, 2021

Carr, Christine, Teacher, City View, Elementary, effective, June 30, 2021

Carraher, Denise, Teacher, Systemwide, Special Education, effective, June 30, 2021

Cormier, Deborah, Teacher, Nelson Place, Elementary, effective, June 30, 2021

D'Agostino, Rosa, Guidance Counselor, Systemwide, Guidance, effective, July 3, 2021

Dixon, Jacqueline, Teacher, Goddard, Elementary, effective, June 30, 2021

Donovan, Jean, Teacher, Thorndyke Road, Elementary, effective, June 30, 2021

Fontaine, Terrence, School Adjustment Counselor, Claremont Academy, School Adjustment Counselor, effective, June 30, 2021

Fournier, Michele, Department Head, North High School, English, effective, June 30, 2021

Giguere, Gerald, Teacher, Worcester Technical High, Vocational Education, effective, June 30, 2021

Glick, Jeffrey, Focused Instructional Coach, Durkin Administration, Science, effective, June 30, 2021

Halloran, Kathleen, Teacher, Jacob Hiatt Magnet, Elementary, effective, June 30, 2021

Hatfield, Renee, Teacher, Jacob Hiatt Magnet, Music, effective, June 30, 2021

Kenyon, Katherine, School Psychologist, Systemwide, Psychologists, effective, June 30, 2021

Kuruna, Darya, Teacher, Systemwide, Art, effective, June 30, 2021

LaFortune, Cheryl, Teacher, Sullivan Middle School, Phys Education, effective, June 30, 2021

Laporte, Cheryl, Teacher, Gates Lane, Special Education, effective, May 13, 2021

Latino, Jacqueline, Teacher, North High School, Health, effective, June 30, 2021

Littizzio, Ernest, Teacher, Doherty High School, Social Studies, effective, June 30, 2021

McNerney, Jean, Teacher, South High School, Phys Education, effective, June 30, 2021

Mills, Robert, Teacher, Claremont Academy, Science, effective, June 30, 2021

Murphy-Cross, Christine, Teacher, Systemwide, Art, effective, June 25, 2021

Oliva, Kimberly, Teacher, Systemwide, Special Education, effective, June 30, 2021

Postale, Patricia, Teacher, Flagg Street, Elementary, effective, June 30, 2021

Rose, Jo Anne, Teacher, Clark Street, Elementary, effective, June 30, 2021

Rosseland, Carol, Teacher, Gates Lane, Elementary, effective, June 30, 2021

Shaughnessy, Elizabeth, Teacher, Lincoln Street, Elementary, effective, June 30, 2021

Shiner, Kristen, Teacher, Heard Street, Elementary, effective, June 30, 2021

Silk, Jodi, Teacher, City View, Elementary, effective, June 30, 2021

Sokolowski, Margaret, Librarian, Gerald Creamer Center, Library Media, effective, June 30, 2021

Spitz, Erin, Teacher, Chandler Magnet, ESL, effective, June 30, 2021

Sweetman, Ann, Teacher, Worcester Technical High, English, effective, June 30, 2021

Tupper, Mary, Teacher, Fanning Building, Elementary, effective, June 30, 2021

Twiss, Diane, Teacher, Burncoat Middle School, Special Education, effective, June 15, 2021

Wake-Johnson, Marie, Department Head, Burncoat High School, Special Education, effective, June 30, 2021

Zink, Margaret, Teacher, Forest Grove Middle School, Health, effective, June 30, 2021

It was moved and voice voted to file Personnel items 1-21 and 1-22.



## GENERAL BUSINESS

gb 1-153.2 - Administration/Ms. Novick  
(June 28, 2020)

Response of the Administration to the request to hold C and D for discussion for the July 22, 2021 meeting:

- C. Request that the Administration provide a report on the number of bus drivers needed in order to appropriately fill the district needs. (Ms. Novick)
- D. Request that the Administration provide a report on whether Federal Grant funds may be used for the purchase of school buses. (Ms. Novick)

Mayor Petty requested that the item be referred to the Standing Committee on Finance and Operations.

Superintendent Binienda stated that the Charter Schools are no longer using Worcester Public Schools' bussing which will allow more flexibility to transport Worcester public school students.

Ms. Novick requested that the backup that the prior committee received regarding district transportation be included as backup for this item for the next meeting of the Standing on Finance and Operations.

Ms. Novick made the following motion:

Request that the Administration provide a report on the possible use of ESSER Funds to purchase school busses.

On a voice vote, the motion was approved.

It was moved and voice voted to refer the item to the Standing Committee on Finance and Operations.

gb #1-169.1 - Administration/Miss Biancheria/  
Ms. McCullough/Mr. Monfredo/  
Mayor Petty  
(July 12, 2021)

Response of the Administration to the request to provide the number of 2021 high school graduates to include the colleges that the students plan to attend.

gb #1-170.1 - Administration/Miss Biancheria/  
Ms. McCullough/Mr. Monfredo/  
Ms. Novick  
(July 13, 2021)

Response of the Administration to the request to provide the number of seniors by site who received Certificates of Attainment.

(These items were considered together)

It was moved and voice voted to file gb #1-169.1 and gb #1-170.1.

Mayor Petty left at 6:45 p.m.

Mr. Foley chaired the meeting from 6:45 p.m. to 7:01 p.m.

gb #1-171.1 - Administration/Miss Biancheria/Ms. McCullough/  
Mr. Monfredo/Ms. Novick  
(July 13, 2021)

Response of the Administration to the request to provide the number of students enrolled in the freshman class at Worcester Technical High School and include both the number that applied and those on the waiting list.

Miss Biancheria made the following motion:

Request that the Administration provide the list of all Chapter 74 courses by school site and forward the information to all parents.

On a voice vote the motion was approved.

Ms. Novick requested that the item be referred to the Standing Committee on School and Student Performance and include information regarding the demographics of the data.

Superintendent Binienda stated that she would like the item discussed at the next Standing Committee Meeting so the Worcester Technical High School's Admission Policy can be voted on and submitted to the State.

It was moved and voice voted to refer the item to the Standing Committee on School and Student Performance.

Mayor Petty returned at 7:01 p.m.

gb #1-178 - Miss Biancheria/Ms. McCullough/Ms. Novick  
(June 21, 2021)

Request that the School Committee consider cancelling the meeting on Thursday, November 4, 2021.

Ms. Novick requested that September 16, 2021 be either cancelled or rescheduled due to Yom Kippur.

It was moved and voice voted to cancel the meeting of November 4, 2021 and refer the School Committee date of September 16, 2021 to the Clerk of the School Committee to either be rescheduled or cancelled.

gb #1-179 - Mr. Monfredo/Miss Biancheria/Mrs. Clancey/  
Ms. McCullough/Ms. Novick  
(June 21, 2021)

Request that the Administration provide a report in August on the Summer School Programs to include:

- academic progress
- attendance
- community involvement
- number of ELL students
- number of grades 1 and 2 students

It was moved and voice voted to refer the item to the Administration.

gb #1-180 - Ms. McCullough/Miss Biancheria/Ms. Clancey/  
Ms. Novick/Mayor Petty  
(June 28, 2021)

To set a date to recognize the following students from Worcester Technical High School who received Gold Medals in Career Pathways – Health Services at the 2021 SkillsUSA National Leadership and Skills Conference:

Maryam Al Nidawi  
Alijandro Ian Mendoza  
Sophia Zoghbi

It was moved and voice voted to set the date of Thursday, September 16, 2021 or at another mutually convenient date.

gb #1-181 - Miss Biancheria/Mrs. Clancey/Ms. McCullough/Ms. Novick  
(June 28, 2021)

Request that the Administration provide the number of consultants or advisors that are under capital expenditures, grants or other funding.

It was moved and voice voted to refer the item to the Administration.

gb #1-182 - Miss Biancheria/Mrs. Clancey/Ms. McCullough  
(June 30, 2021)

Request that the Administration adopt the SMART 911 Program for all WPS building sites.

Miss Biancheria requested that the Administration provide a report on the cost analysis for the next three years for the proposed SMART 911 Program prior to voting on it.

Mr. Pezzella stated that the SMART 911 Program is a software program that stores crucial information regarding each school building to allow the Public Safety Departments to respond quickly in the event of an emergency situation.

Ms. Novick requested that the Administration provide information on what is being used currently and what the regulations are in regards to sharing information with emergency services.

It was moved and voice voted to refer the item to the Administration for a report back in September 2021.

gb #1-183 - Administration  
(July 8, 2021)

To approve the Job Description for the Special Education Social Emotional Learning Specialist for Applied Behavior Analysis [ABA].

On a roll call of 6-1 (absent Ms. McCullough), the item was approved.

gb #1-184 - Administration  
(July 8, 2021)

To approve the Job Description for the Systemwide Bilingual Evaluator (Teacher of Moderate Special Needs).

On a roll call of 6-1 (absent Ms. McCullough), the item was approved.

gb #1-185 - Ms. McCullough/Miss Biancheria/Mrs. Clancey/  
Ms. Novick  
(July 12, 2021)

Request that the Administration work with the Mayor, City Council and other involved parties to address concerns related to the homeless population in the area of Lincoln Street School.

Mayor Petty stated that the City Manager and Superintendent Binienda are working on plans regarding the homeless populations in the area of Lincoln Street School.

Miss Biancheria made the following motion:

Request that the Administration provide a report, in a Friday Letter prior to August 11, 2021, on the plans concerning the homeless population and indicate how the School Committee can assist with the plans.

On a voice vote, the motion was approved.

It was moved and voice voted to refer the item to the Administration for a report in a Friday Letter.

gb #1-186 - Administration  
(July 13, 2021)

To approve the Job Description for the Grant Contract Specialist.

Ms. Novick asked when the Job Description for the ESSER Program Coordinator will be on the School Committee agenda.

Superintendent Binienda introduced Dr. Marco Andrade, the new Accountability and Research Manager.

Dr. Andrade stated that he is in the process of creating an RFP to put out to bid for a consulting firm to come in and evaluate the services and the work that will be occurring with use of the ESSER Funds.

Superintendent Binienda stated that two proposed position titles will be recommended for the Office of Research and Accountability, one a Testing Specialist and the other an Evaluation Specialist. The Grant Contract Specialist is a position that will be funded through the ESSER Funds.

On a roll call of 6-1 (absent Ms. McCullough), the item was approved.

gb #1-187 - Administration  
(July 13, 2021)

To accept the CVTE Student Support-Impact and Recovery Grant in the amount of \$60,000 for Worcester Technical High School, effective from July 1, 2021 to June 30, 2022.

On a roll call of 6-1 (absent Ms. McCullough), the item was approved.

gb #1-188 - Administration  
(July 13, 2021)

To accept the Massachusetts Life Sciences Center STEM Equipment and Professional Development Program (MLSC) Grant in the amount of \$188,548.02 which includes funding for equipment and professional development, effective from July 1, 2021 to June 30, 2022.

On a roll call of 6-1 (absent Ms. McCullough), the item was approved.

gb #1-189 -Mayor Petty  
(July 13, 2021)

To consider the Worcester Teacher Pipeline: Recommendations for Diversifying and Retaining Teachers of Color-A Comprehensive Proposal.

Mayor Petty made the following motion:

Request that the Administration provide a report regarding:

- the hiring of a diversified workforce
- the next steps for achieving the hiring goals
- the issues encountered in achieving the hiring goals
- the retention of newly hired personnel

On a voice vote, the motion was approved.

Mr. Monfredo made the following motion:

Request that the Administration provide a report in July 2022 on what the system has accomplished with the Future Teachers Club and provide any recommendations it has to expand it.

On a voice vote, the motion was approved.

Mr. Monfredo suggested that the Administration talk one-on-one with parents and students regarding the benefits of becoming a teacher in the Worcester Public Schools.

It was moved and voice voted to refer the item to the Standing Committee on Governance and Employee Issues.

gb #1-190 - Administration  
(July 14, 2021)

To approve prior fiscal year payments in the total amount of \$1,816.38 to caregivers for transportation.

On a roll call of 6-1 (absent Ms. McCullough), the item was approved.

gb #1-191 - Administration  
(July 13, 2021)

To accept the Career Technical Initiative Planning Grant in the amount of \$10,000, effective from June 15, 2021 to August 31, 2021.

On a roll call of 6-1 (absent Ms. McCullough), the item was approved.

gb #1-192 - Administration  
(July 15, 2021)

To approve a prior fiscal year payment in the amount of \$1,409.60 to F.W. Webb Co., Inc.

On a roll call of 6-1 (absent Ms. McCullough), the item was approved.

gb #1-193 - Administration  
(July 15, 2021)

To approve a prior fiscal year payment in the amount of \$1,415.25 to Archer Security Agency Inc.

On a roll call of 6-1 (absent Ms. McCullough), the item was approved.

gb #1-194 - Administration  
(July 15, 2021)

To approve a prior fiscal year payment in the amount of \$2,199.53 to Pearson, Inc.

On a roll call of 6-1 (absent Ms. McCullough), the item was approved.

gb #1-195 - Administration  
(July 15, 2021)

To approve the following donations:

- \$5.50 to Woodland Academy from Box Tops for Education
- \$1,370 to Woodland Academy from Trinity Church of Northborough to be used for uniforms
- \$25.00 to the WPS from the Blackbaud Giving Fund on behalf of AbbVie

On a roll call of 6-1 (absent Ms. McCullough), the item was approved.

gb #1-196 - Administration  
(July 15, 2021)

To approve a prior fiscal year payment in the amount of \$108.08 for mileage reimbursement to a staff member from the English Learner Programs.

On a roll call of 6-1 (absent Ms. McCullough), the item was approved.

gb #1-197 - Administration  
(July 15, 2021)

To consider naming the Dual Language School at the former St. Stephen School.

Superintendent Binienda stated that DESE will not approve the designation of the school until it is properly named.

On a roll call of 6-1 (absent Ms. McCullough), it was moved to approve naming the Dual Language school La Familia Dual Language School.

gb #1-199 - Administration  
(July 15, 2021)

To approve a prior fiscal year payment in the amount of \$771.84 to Zendesk, Inc.

On a roll call of 6-1 (absent Ms. McCullough), the item was approved.

Miss Biancheria left at 7:32.

#### EXECUTIVE SESSION

It was moved to recess to Executive Session and Mayor Petty stated the committee would be reconvened in Open Session.

On a roll call of 5-2 (absent Miss Biancheria, Ms. McCullough), it was moved to recess to Executive Session at 7:32 p.m. to discuss the following items:

gb #1-198 - Administration  
(July 16, 2021)

To discuss strategy with respect to collective bargaining and to conduct collective bargaining regarding Grievance #20/21-11.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations - Massachusetts Laborers’ District Council for and in behalf of Worcester Public Service Employees Local Union 272 of the Laborers’ International Union of North America, AFL-CIO, Custodians; Massachusetts Laborers’ District Council for and in behalf of Worcester Public Service Employees Local Union 272 of the Laborers’ International Union of North America, AFL-CIO, Educational Secretaries; Massachusetts Laborers’ District Council for and in behalf of Worcester Public Service Employees Local Union 272 of the Laborers’ International Union of North America, AFL-CIO, Unit D, Computer Technicians.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations – International Union of Public Employees, Plumbers & Steamfitters, Local - 125; and International Union of Public Employees, Tradesmen, Local -135.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations – Educational Association of Worcester, Units A & B (Educators/Administrators).

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations – Educational Association of Worcester, Instructional Assistants Unit.

To discuss strategy with respect to litigation if an open meeting may have a detrimental effect on the litigating position of the public body and the chair so declares – Educational Association of Worcester and Worcester School Committee, American Arbitration Association Case Number 01-20-0015-2596, Elimination of Extra Time at Level 4 Schools.

To discuss strategy with respect to litigation if an open meeting may have a detrimental effect on the litigating position of the public body and the chair so declares – Educational Association of Worcester and Worcester School Committee, Grievance #20/21-09, Class Action Grievance Re: Not Being Paid while in Quarantine Due to COVID.

To discuss strategy with respect to litigation if an open meeting may have a detrimental effect on the litigating position of the public body and the chair so declares – Massachusetts Laborers' District Council for and in behalf of Worcester Public Service Employees Local Union 272 of the Laborers' International Union of North America, AFL-CIO, Custodians and Worcester School Committee, Grievance Re: Payment of Employees During Quarantine Periods.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations – Educational Association of Worcester, Worcester Public Schools Parent Liaisons Association.

To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel – Superintendent of Schools.

Miss Biancheria returned at 7:38 p.m.

The School Committee reconvened in Open Session at 11:15 p.m.

There were present at the second Call to Order:

Miss Biancheria, Mrs. Clancey, Mr. Foley,  
Mr. Monfredo, Ms. Novick and Mayor Petty

There was absent: Miss McCullough

Pursuant to action taken in Executive Session, it was moved to ratify the Memorandum of Agreement between the Worcester School Committee and the Massachusetts Laborers' District Council for and in behalf of the Worcester Public Services Employees Local Union 272 of the Laborers' International Union of North America AFLCIO, Unit D-Computer Technicians, effective for the period between July 1, 2020 through June 30, 2021.

On a roll call of 6-1 (absent Ms. McCullough), the Memorandum of Agreement was approved.

Pursuant to action taken in Executive Session, it was moved to ratify of Memorandum Agreement between the Worcester School Committee and the Massachusetts Labors' District Council for and in behalf of the Worcester Public Service Employees Local Union 272 of the Labors International Union of North America, AFLCIO, Custodian's effective for the period between July 1, 2020 through June 30, 2021.

On a roll call of 6-1 (absent Ms. McCullough), the Memorandum of Agreement was approved.

On a roll call of 6-1 (absent Ms. McCullough), the meeting adjourned at 11:25 p.m.

Helen A. Friel, Ed.D.  
Clerk of the School Committee



III. APPROVAL OF RECORDS  
Clerk  
(August 16, 2021)

ITEM - aor #1-22  
S.C. MEETING - 8-23-21

ITEM:

To consider approval of the Minutes of the School Committee Meeting of Wednesday, August 11, 2021.

PRIOR ACTION:

BACKUP:

Annex A (3 pages) contains a copy of the Minutes of the School Committee Meeting of Wednesday, August 11, 2021.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

IN SCHOOL COMMITTEE  
Worcester, Massachusetts  
Wednesday, August 11, 2021  
Agenda #25

The School Committee of the Worcester Public Schools met in Open Session at 4:33 p.m. in the Esther Howland Chamber at City Hall on Wednesday, August 11, 2021.

The Pledge of Allegiance was offered and the National Anthem was played.

There were present at the Call to Order:

Miss Biancheria, Mrs. Clancey, Mr. Foley, Ms. McCullough, Mr. Monfredo, Ms. Novick and Mayor Petty

GENERAL BUSINESS

gb #1-200 - Administration  
(August 4, 2021)

To consider an update on COVID-19 to include a discussion on masks and vaccinations.

Superintendent Binienda stated that she is recommending that the School Committee adopt the mask mandate for all students in Pre-k to 12.

Dr. Matilde Castiel, Commissioner of Health and Human Services, provided an overview of the vaccination rates for Worcester youths and the entire community. Due to lower vaccination rates in the Latino and black community, she stated that outreach efforts are needed to reach those populations. She also indicated that students ages 12 to 18 need to have their parents' permission in order to be vaccinated. Therefore, parental outreach needs to be more aggressive. She is hopeful that once the vaccine receives FDA approval, it will be treated like all other vaccines.

Mayor Petty asked if there were plans to get parents and family members vaccinated by scheduling night or after school clinics.

Superintendent Binienda, in collaboration with the Department of Public Health, is in the process of planning flu clinics along with vaccination clinics.

Ms. McCullough asked if there were any ways that the School Committee members could help to get the word out regarding vaccinations. She also asked if there were opportunities for families and students to come into the new South High Community School's Health Center to get vaccinated.

Superintendent Binienda stated, that due to the safety of the students, the vaccination clinics are and will continue to be administrated without the use of school buildings.

Dr. Michael Hirsh, Worcester Medical Director, discussed the COVID Delta variant cases in Massachusetts. He believes that the only way to fight off the variant is through a vaccine. He also stated that all students and staff should wear masks which will prevent bullying.

Dr. Jerry Gurwitz, Vice-chair of the Board of Health, reviewed the findings of the Board of Health's August 2<sup>nd</sup> meeting in which they unanimously endorsed the recommendations of the American Academy of Pediatrics relative to masking. He also stated that the Board of Health will be available to meet with the School Committee at any time.

Mr. Monfredo asked whether all public employees could be mandated to get the vaccine.

Dr. Castiel believes that it is a decision that the School Committee has to make in conjunction with DESE.

Dr. Hirsh believes that it will be difficult to mandate the vaccine until the FDA approves it.

Mayor Petty added that mandating all public employees to get the vaccine is a bargaining issue of the union.

Miss Biancheria made the following motions:

Request that the Administration provide vaccine information to area churches in order to promote and advocate for vaccinations.

Request that the Administration provide an update on the DESE's Test and Stay Program and how it will be implemented in all schools.

Request that the Administration provide a list of schools that have medical waiting rooms.

Request that the Administration study the feasibility of having small trailers at school sites in lieu of medical waiting rooms.

On a roll call of 7-0, the motions were approved.

Miss Biancheria suggested that members of the Worcester Public Schools' Health Department and local medical professionals speak at neighborhood meetings on the importance of vaccines.

Superintendent Binienda stated that the trailers are expensive and would have to have ionization units installed in them.

Ms. Novick made the following motion:

Request that the School Committee approve the updated version of the MASC Policy EBCFA- Face Masks which is contained in the backup for the item (Annex B).

On a roll call of 7-0, the motion was approved.

Ms. Novick requested that teachers, principals and district leaders provide outreach to anyone who is eligible to be vaccinated.

Ms. Novick made the following motions:

Request that the Administration provide a report on how to proceed with mandating vaccinations for all Worcester Public Schools' employees.

Request that the Administration work in collaboration with the Board of Health on ways to make vaccine mandates equitable to all students.

On a roll call of 7-0, the motions were approved.

Mayor Petty made the following amendment to Ms. Novick's motion:

Request that the Administration work in collaboration with the Board of Health and **the Worcester Health Department** on ways to make vaccine mandates equitable to all students.

On a roll call of 7-0, the motion as amended was approved.

#### EXECUTIVE SESSION

It was moved to recess to Executive Session and Mayor Petty stated that the committee would not be reconvening in Open Session.

On a roll call of 7-0, it was moved to recess to Executive Session at 5:55 p.m. to discuss the following items:

gb #1-201 - Administration  
(August 4, 2021)

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations –Educational Association of Worcester, Units A & B (Educators/ Administrators).

To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel – Superintendent of Schools.

On a roll call of 7-0, the meeting adjourned at 5:55 p.m.

Helen A. Friel, Ed.D.  
Clerk of the School Committee

VI. REPORT OF THE SUPERINTENDENT  
Administration  
(June 11, 2021)

ITEM - ros #1-9  
S.C. MEETING - 6-17-21

ITEM:

UPDATES ON WORCESTER PUBLIC SCHOOLS' BILINGUAL PROGRAMS

PRIOR ACTION:

6-17-21 - On a roll call of 7-0, the item was held for the meeting of Thursday, July 22, 2021.

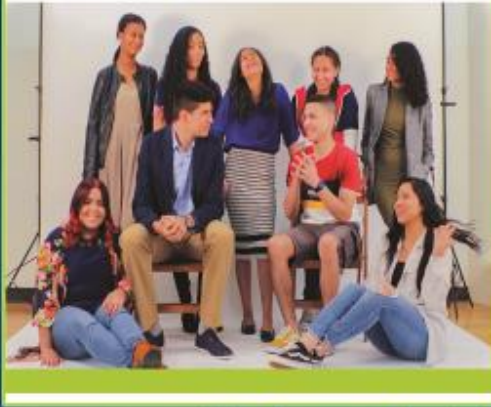
BACKUP:

Annex A (9 pages) contains a copy of the PowerPoint presentation.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.



## Updates on WPS' Bilingual Programs

*"The human brain is wired for multilingualism."*

(Thomas & Collier, 2017, p. 4)

## WPS Dual Language Program Vision

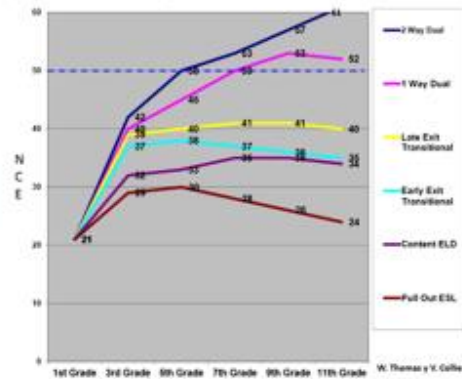
All students will **excel academically**,  
**become bilingual and biliterate**, and  
**develop sociocultural competence** in a  
community of diversity, inclusion, and equity.

## Academic Achievement for ELs

“Only dual language programs consistently close the more difficult half of English learners’ achievement gap.”

(Thomas & Collier, 2017, p. 2)

English Learners’ Long-Term Achievement by Program Model



## Strengthening Dual Language and TBE



- Alignment to Guiding Principles of Dual Language
- Expansion of professional learning opportunities
- Collaboration with Dr. Patrick Proctor and Dr. Mariela Páez from Boston College
- Collaboration with Phyllis Hardy from MABE



# Bilingual Education Certificate Program

- ▶ 1-year program
- ▶ 4 classes with BC professors
- ▶ 26 WPS educators participated in 1st cohort
- ▶ 26 more WPS educators will participate in 2nd cohort starting in July



The Massachusetts Department of Education (MDE) is excited to announce that it is pleased to announce a new program for WPS educators to earn a Bilingual Endorsement. This program is designed to help WPS educators gain the skills and knowledge needed to effectively teach in a bilingual classroom. The program is a 1-year program that includes 4 courses. The courses are: Foundations of Bilingual and Dual Language Education, Bilingualism, Second Language, and Literacy Development, Bilingual Literacy and Literature, and Teaching Writing. The program is designed to be completed in 1 year. The program is open to all WPS educators who are currently employed in a WPS school. The program is a requirement for all WPS educators who are currently employed in a WPS school. The program is a requirement for all WPS educators who are currently employed in a WPS school.

- BEC Courses**
- Foundations of Bilingual and Dual Language Education
  - Bilingualism, Second Language, and Literacy Development
  - Bilingual Literacy and Literature
  - Teaching Writing

# Embracing Multilingualism! Worcester's Own Conference for Bilingual Programs



- Second annual conference on August 25, 2021.
- Keynote Speaker: [Nelson Flores](#), Associate Professor at UPenn. Dr. Flores' research examines the intersection of language, race, and the political economy in shaping U.S. educational policies and practices.



*Dr. Nelson Flores*  
Award-winning Scholar



# Making Room for Dual Language Expansion



## One-Way and Two-Way Dual Language



We learn two languages through: math, reading, and role playing.

---

## Our Bilingual Programs - Elementary



**Chandler Magnet**  
PreK-6  
Two-Way Dual Language  
and TBE  
Principal: Noeliz Irizarry



**Roosevelt Elementary**  
K-6  
Two-Way Dual Language  
Principal: Kelly Williamson



**Woodland Elementary**  
Kindergarten-2  
One-Way Dual Language  
Principal: Patricia Padilla  
*Woodland Academy  
Neighborhood Only*

## Our Bilingual Programs - Secondary



**Burncoat Middle School**  
Grades 7-8  
Two-Way Dual Language  
Principal: Mary Scully



**Burncoat High School**  
Grades 9-10  
Two-Way Dual Language  
Principal: William Foley

# WPS' First Dual Language School



## Why create a new dual language school?

- **“School-wide programs tend to have better results for a number of reasons.”** (Soltero, 2016)
  - Shared vision, mission, and goals
  - Sense of unity across entire school
  - Common direction
  - Focus all school resources on dual language program
  - Bilingualism established as the norm across the entire school
- **Reduce instructional burden on teachers**
  - With two classes per grade level, teachers focus on teaching one grade level (self-contained or with partner teacher)
- **Increase the number of classrooms to welcome more students and enhance socialization opportunities**
  - Respond to increase demand
  - Increase access for all student groups
  - Provide access points for English learners who speak Spanish at all grade levels

# NEW

## DUAL LANGUAGE PROGRAM STRUCTURES



**Celebra a tu familia y a tus raíces.  
¡Comparte tu lengua materna!**

## Dual Language Program Registration



PreK and Kindergarten  
Lottery System

*Open to all students*

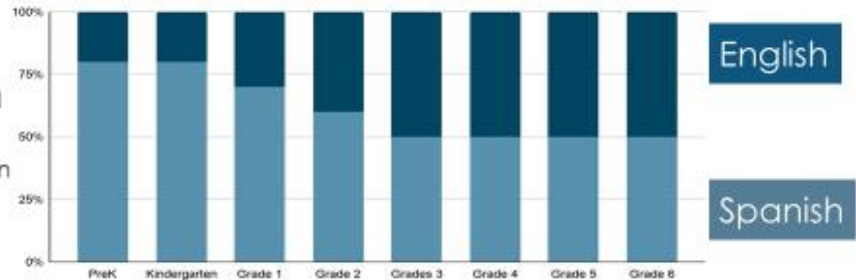


Gr. 1-10 Placement Based  
on Space Available

*Open to all who speak Spanish*

## Language Allocation for Dual Language Programs: 80/20 Model

- ▶ MA State Frameworks
- ▶ Curricular resources in English and Spanish for all subjects
- ▶ Distinct time for learning in each language with strategic connections between languages

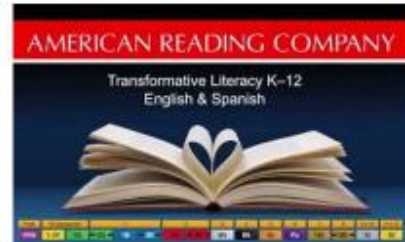


## Language Allocation for Dual Language Programs: 80/20 Model

	PreK & K	Grade 1	Grade 2	Grades 3-6	Grade 7-8	Grades 9-12
<b>Spanish</b>	80%	70%	60%	50%	3 classes	2 classes
<b>English</b>	20%	30%	40%	50%	4 classes	5 classes
<b>Teachers and Instruction</b>	Usually one teacher teaches both languages			Usually different teachers teach each language		
	<i>Dedicated time for instruction in each language with strategic bridging across languages</i>					

## Elementary Biliteracy Curriculum for Dual Language and TBE

ARC is “pushing us in new directions....pushing us higher to produce more in teaching.”  
-Bilingual Teacher



## Why Dual Language?: Hear from Our Families



*“For our family (Dual Language) has been a plus. Learning the Spanish language from the beginning, from kindergarten, has been a great experience for my children.”*

Harolyn Castillo, parent of WPS Dual Language students

VII. COMMUNICATION & PETITION  
Clerk  
(August 17, 2021)

ITEM - c&p #1-7  
S.C. MEETING - 8-26-21

ITEM:

To consider a communication from Alexandra Koukakis, President of NAGE 01-156, 52 Week Administrative Secretaries Local, to authorize a sick leave bank and allow its members to voluntarily donate sick days to a colleague.

PRIOR ACTION:

BACKUP:

Annex A (1 page) contains a copy of the communication.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Standing Committee on Governance and Employee Issues.

To the Worcester School Committee:

Alexandra Koukakis President of NAGE 01-156, 52 Week Administrative Secretaries Local respectfully requests that the Worcester School Committee authorize a sick leave bank for local member Gail Morgan who is out due to an illness for an extended period of time. We request that members be allowed to voluntarily donate up to five sick days per member and that the sick days may be used retroactively to the time Gail Morgan exhausted her leave and going forward until her return.

\_\_\_\_\_ Date: \_\_\_\_\_  
Alexandra Koukakis President of NAGE 01-156



Committee Members  
Laura Clancey, Chairman  
John Monfredo, Vice-chairman  
Tracy Novick

AGENDA #5  
G/EI  
8-10-21  
Page 1

## A C T I O N S

The Standing Committee on Governance and Employee Issues met virtually at 4:32 p.m. on Tuesday, August 10, 2021 in Room 410 at the Dr. John E. Durkin Administration Building.

There were present: Ms. Novick, Mr. Monfredo and Chairman Clancey

Representing Administration: Dr. O'Neil, Superintendent Binienda and Dr. Friel

Others in attendance: J. Davis Carey and E. Kneeland

ros #0-9 - Administration (September 23, 2020)

RENNIE CENTER FOR EDUCATION RESEARCH & POLICY – REPORT ON THE TECHNOLOGY SECTION FROM THE STRATEGIC PLAN

ros #1-7 - Administration (April 7, 2021)

RENNIE CENTER-PROGRESS ON STRATEGIC PLAN

### **(These items were considered together.)**

Jennifer Davis Carey and Eric Kneeland discussed the proposed plans to update the five subsections of the Strategic Plan.

Mr. Kneeland stated that one of the proposed objectives will be to:

- assign a Community Engagement Committee (CEC) which will incorporate lessons learned through the Strategic Plan
- reflect current circumstances caused and exacerbated by the pandemic and
- provide community engagement and input on appropriate benchmarking, outcomes and data metrics for each of the five subsections of the Strategic Plan.

He proposed that working groups be established for each of the five subsections which would include members of the Community Engagement Committee and one member of the Standing Committee on Governance and Employee Issues.

Ms. Davis Carey proposed that that WEC would provide summaries of each of the subsection in March 2022.

Ms. Novick requested that the Administration provide the school district data for each of the subsections of the Strategic Plan in order to be reviewed in meetings of the Standing Committee on Governance and Employee Issues.

Mrs. Clancey made the following motion:

Request that the Administration provide the school district data for each of the five subsections of the Strategic Plan.

Ms. Novick amended Mrs. Clancey's motion as follows:

Request that the Administration provide the school district data for each of the five subsections of the Strategic Plan and **work in collaboration with WEC and the Worcester Research Bureau.**

On a roll call of 3-0, the motion as amended was approved.

HELD

On a roll call of 3-0, the meeting adjourned at 4:55 p.m.

Helen A. Friel, Ed.D.  
Clerk of the School Committee

Committee Members  
John Foley, Chairman  
Molly McCullough, Vice Chairman  
Dianna Biancheria

AGENDA #3  
F/O  
8-18-21  
Page 1

## A C T I O N S

The Standing Committee on Finance and Operations met virtually at 4:33 p.m. on Wednesday, August 18, 2021 in Room 410 at the Dr. John E. Durkin Administration Building.

There were present: Miss Biancheria, Ms. McCullough and Chairman Foley

Representing Administration were: Mr. Allen, Superintendent Binienda and Dr. Friel

### gb #0-267 - Administration (August 18, 2020)

To review the status of the FY21 Budget and make appropriate transfers as required.

Mr. Allen provided a final summary of the FY21 in relation to the adopted budget. He stated that there were additional remote savings, but also additional costs incurred due to COVID resulting in a positive balance of \$3.00.

On a roll call of 3-0, the item was filed.

### gb 1-153.2 - Administration/Ms. Novick (June 28, 2020)

Response of the Administration to the request to hold C and D for discussion for the July 22, 2021 meeting:

C. Request that the Administration provide a report on the number of bus drivers needed in order to appropriately fill the district needs. (Ms. Novick)

D. Request that the Administration provide a report on whether Federal Grant funds may be used for the purchase of school buses. (Ms. Novick)

Mr. Allen stated that currently the shortage of Durham bus drivers is 19 for 87 big busses.

Chairman Foley asked the Administration to address its plans for the shortage.

Superintendent Binienda responded that she is continuing discussions with the Durham Regional Manager and Customer Service Manager and will be providing an update to the School Committee no later than Monday, August 23, 2021.

Mr. Allen stated that interviews to hire 5- 6 bus drivers are scheduled for this week.

Mr. Foley stated that with students returning full-time to schools, it will be difficult to re-route the busses and felt that there is not adequate time to assess the situation. He asked for an estimate of the absenteeism rate for Durham drivers to which Mr. Allen replied that the average is 10 drivers per day.

Mr. Allen reported that DESE has approved ESSER spending due to COVID as a justification to use those funds for bus transportation. He stated that the current status of the contract with Durham is a two year contract for FY21-22 with an option of a third year for FY23. Mr. Allen stated that the vote for the one year extension must be voted on by October 1, 2021.

Mr. Foley voiced his concerns regarding Durham management. He stated that some of the issues included but were not limited to:

- driver shortfalls
- not fulfilling route obligations
- lack of GPS software
- lack of communication with families

He also stated that if WPS had its own self-operating network, it would potentially:

- improve communication with families
- result in a 3 million dollar per year savings with potentially 4 million dollar savings if ESSER funds were used
- allow for a later start time for high schools
- result in a reduction of the current 2-mile requirement
- allow for an increase in funding other WPS programs
- reduce the cost of field trips

Mr. Foley made the following motion:

Request that the School Committee not exercise the third year option of the transportation contract with Durham School Services.

On a roll call of 2-1 (nay Miss Biancheria) the motion was approved.

Mr. Foley made the following motions:

Request that the Worcester Public Schools take responsibility for the operations of transportation services beginning with the end of the 2021-22 school year.

Request that the School Committee direct the Administration to immediately begin to build the additional support to effectively run the transportation network including the recruitment, hiring and training of bus drivers.

Request that the Worcester Public Schools use existing ESSER funding to acquire the vehicles necessary to run the transportation system.

On a roll call of 3-0, the motions were approved.

Miss Biancheria made the following motions:

Request that the Administration give Durham bus drivers priority when hiring WPS drivers.

Request that the Administration consider the feasibility of purchasing busses from Durham.

Request that the Administration utilize the Allegro building and provide a comprehensive cost analysis to include maintenance and fuel costs.

Request that the WPS understand that Durham drivers are represented by the Teamsters Local 170 and that WPS drivers will be represented by the Educational Association of Worcester.

Request that all Job Descriptions for prospective employees of the self-operating network be provided to the School Committee.

Mr. Foley made the following amendment to Miss Biancheria's motion:

Request that the Administration report back monthly to the Standing Committee on Finance and Operations on the progress being made to move to a self-operating system to include staffing, capital expenditures and location costs.

Superintendent Binienda stated that she did not agree with the way in which this information was introduced. She said that the School Committee voted against a self-operating bus system in 2019 and that motion saved the budget. She further indicated that Durham has been a good partner and that the shortage of busses is a nationwide issue. That issue would not change if WPS were to run its own system. She strongly indicated that ESSER funding should not be used for the purchase of busses but rather for much needed programs for students in the WPS.

She stated that Durham has offered to work with the WPS to make the transportation system successful. It recommended that the WPS could purchase one-half of the needed busses and Durham would purchase the other half of buses for one year.

On a roll call of 3-0, the meeting adjourned at 5:32 p.m.

Helen A. Friel, Ed.D.  
Clerk of the School Committee

X. GENERAL BUSINESS  
Administration/Mr. Monfredo/  
Miss Biancheria/Mrs. Clancey/  
Mr. Foley/Ms. McCullough  
(August 18, 2021)

CURRENT ITEM - gb #1-72.1  
S.C. MEETING - 8-26-21

1ST ITEM gb #1-72 S.C.MTG. 3-4-21  
2ND ITEM gb #1-72.1 S.C.MTG. 8-26-21

ITEM:

Response of the Administration to the request to inform parents of children who will be entering kindergarten about the importance of enrolling them in school for the 2021-22 school year.

**motion:**

Request that the Administration provide an update in July and August regarding the recruitment efforts. **(Mr. Monfredo)**

ORIGINAL ITEM: Mr. Monfredo/Miss Biancheria/Mrs. Clancey/Mr. Foley/  
Ms. McCullough (February 26, 2021)

Request that the Administration inform parents of children who will be entering kindergarten about the importance of enrolling them in school for the 2021-22 school year.

PRIOR ACTION:

3-4-21 - Mr. Monfredo made the following motion:  
Request that the Administration provide an update in July and August regarding the recruitment efforts.  
On a roll call of 7-0, the motion was approved.  
Dr. O'Neil stated that the kindergarten registration announcement, in all the major languages, is scheduled:  
- to go out on the first and third Monday of each month through August  
- to be posted on social media and  
- to be sent out via ConnectEd messages from the Parent Information Center.  
**(continued on Page 2)**

BACKUP:

Annex A (10 pages) contains a copy of the Administration's response to the item and motion.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file

PRIOR ACTION:

3-4-21 (cont.)

The Administration, with the help of Laurie Kuczka, Carmen Melendez and Maura Mahoney, will reach out to the community and early childhood agencies regarding the pre-school and kindergarten registration. There will also be a virtual Open House on the first Wednesday in July for parents who are registering their child(ren).

Ms. Novick stated that parents are getting inundated with ConnectEd messages and requested that the Administration try to limit them.

On a roll call of 7-0, the item was referred to the Administration.



**Response:**

**Registration information was posted on the WPS Social Media sites on the following dates:**

January 2021 through August 2, 2021 information was sent out using twitter analytics to compile the data requested:

<https://docs.google.com/spreadsheets/d/1vp0QYNPvnMzRhZU-VikGNsl1CdP6NXKBHaRyMeUIZ4/edit?usp=sharing>

Focusing on Column C and D. Column D contains the date and time that the tweet was posted while column C has the actual text used in the tweet.

This info came from twitter, but with regards to content and when it went out, it is identical to Facebook. WPS posts to twitter and Facebook at the same time with the same content.

The Tweet and Facebook were updated August 13 2021 through September 1, 2021 with 8:00 am and 7:00 pm delivery:

The Worcester Public Schools welcomes guardians of children turning 5 years old by December 31, 2021 to register for kindergarten!

Worcester Kindergarten classes start Thursday, September 2, 2021.

Appointments to meet the teacher are available Monday through Wednesday that week.

Students must be registered to come to school.

ID	Message	Type	Sender	School	Start Time	Status	Delivered	Total	Phone Delivered	Phone Attempted/C completed
3476730	Kindergarten Registration	Phone	Sue Obiero	WPS	8/3/2021 18:00	Complete	20435	24158	20435	24158
3476731	Kindergarten Registration	Phone	Sue Obiero	WPS	8/6/2021 17:00	Complete	20360	24158	20360	24158
3476732	Kindergarten Registration	Phone	Sue Obiero	WPS	8/10/2021 17:00	Complete	20332	24158	20332	24158
3476733	Kindergarten Registration	Phone	Sue Obiero	WPS	8/13/2021 17:00	Future	0	24158	0	0
3476734	Kindergarten Registration	Phone	Sue Obiero	WPS	8/17/2021 17:00	Future	0	24158	0	0
3476735	Kindergarten Registration	Phone	Sue Obiero	WPS	8/20/2021 17:00	Future	0	24158	0	0

Register online at:

<https://worcesterschools.org/academics/preschool-kindergarten/kindergarten-registration/>

Please call 508-799-3194, M-F, 8:30 am to 4:00 pm or email [Caraballo@worcesterschools.net](mailto:Caraballo@worcesterschools.net) for assistance registering online or to make an appointment to complete registration.

**James L. Garvey Parent Information Welcome Center (PIC) sent out or has scheduled Connect Ed messages to go out on these dates:**

**The James L. Garvey Parent Information Welcome Center (PIC) emailed the kindergarten registration information in multiple languages to the following community partners in the spring and again in July/August:**

Salvation Army  
 Worcester Public Library  
 Central Massachusetts Housing Alliance  
 Catholic Charities  
 Friendly House  
 Abby's House  
 South Bay Community Services  
 You INC  
 Interfaith Hospitality Network of Greater Worcester  
 Family Health Center  
 Boys and Girls Club of Worcester  
 Worcester Housing Authority  
 Department of Children and Families (DCF)  
 Community Legal Aid Central West Justice Center  
 African Community Education: ACE  
 Ascentria Care Alliance (formerly Lutheran Social Services of New England)  
 Family Services of Central Massachusetts  
 Worcester State University/Latino Educational Institute  
 Southeast Asian Coalition  
 WARM: Welcoming Alliance for Refugee Ministry  
 WRAP: Worcester Refugee Assistance Project  
 Central Association, MACUCC

Information is sent to area preschool childcare centers through the local network.

<b>Column A</b>	<b>Column B</b>
Tweet id	Tweet permalink
1422223992614756352	<a href="https://twitter.com/worcesterpublic/status/1422223992614756352">https://twitter.com/worcesterpublic/status/1422223992614756352</a>
1422223710182940672	<a href="https://twitter.com/worcesterpublic/status/1422223710182940672">https://twitter.com/worcesterpublic/status/1422223710182940672</a>
1417205214168371203	<a href="https://twitter.com/worcesterpublic/status/1417205214168371203">https://twitter.com/worcesterpublic/status/1417205214168371203</a>
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**Colum C**  
**Tweet text**

<p>Worcester Public Schools is now accepting registrations for Kindergarten. #WPSlearns #WPScares  <a href="https://t.co/X4nrgy2IDu">https://t.co/X4nrgy2IDu</a>          (Portuguese, Spanish, Twi, Vietnamese) <a href="https://t.co/7zuuRHqfAa">https://t.co/7zuuRHqfAa</a></p>
<p>Worcester Public Schools is now accepting registrations for Kindergarten. #WPSlearns #WPScares  <a href="https://t.co/daziLhn7QY">https://t.co/daziLhn7QY</a>          (English, Albanian, Arabic, Nepali) <a href="https://t.co/fFtCBaSmjy">https://t.co/fFtCBaSmjy</a></p>
<p>Worcester Public Schools is now accepting registrations for Kindergarten. #WPSlearns #WPScares  <a href="https://t.co/ie2CAtzxpL">https://t.co/ie2CAtzxpL</a>          (Portuguese, Spanish, Twi, Vietnamese) <a href="https://t.co/jEjuqhyMEf">https://t.co/jEjuqhyMEf</a></p>
<p>Worcester Public Schools is now accepting registrations for Kindergarten. #WPSlearns #WPScares  <a href="https://t.co/twty9pxdHi">https://t.co/twty9pxdHi</a>          (English, Albanian, Arabic, Nepali) <a href="https://t.co/WSubPJ6ZDp">https://t.co/WSubPJ6ZDp</a></p>
<p>Head Start Preschool applications for Fall 2021 are now being accepted by phone. #WPSlearns #WPScares  <a href="https://t.co/wZJuBhRZw8">https://t.co/wZJuBhRZw8</a> <a href="https://t.co/DrxWBjdOmn">https://t.co/DrxWBjdOmn</a></p>
<p>Worcester Public Schools is now accepting registrations for Kindergarten. #WPSlearns #WPScares  <a href="https://t.co/dcMAusiCpO">https://t.co/dcMAusiCpO</a>          (Portuguese, Spanish, Twi, Vietnamese) <a href="https://t.co/WQfCOfRu7g">https://t.co/WQfCOfRu7g</a></p>
<p>Worcester Public Schools is now accepting registrations for Kindergarten. #WPSlearns #WPScares  <a href="https://t.co/DLAum5T7tc">https://t.co/DLAum5T7tc</a>          (English, Albanian, Arabic, Nepali) <a href="https://t.co/a97zqQiwOm">https://t.co/a97zqQiwOm</a></p>
<p>Early Childhood Virtual Open House- June 2, 2021 <a href="https://t.co/CqOFnBDb2o">https://t.co/CqOFnBDb2o</a></p>
<p>REMINDER: Parent/guardian interested in preK and K Dual Language Programs must complete the Registration Form by April 16, 2021. #WPSlearns #WPScares  <a href="https://t.co/YPZsUVxfKc">https://t.co/YPZsUVxfKc</a> <a href="https://t.co/U1emSto5JH">https://t.co/U1emSto5JH</a></p>
<p>REMINDER: Parent/guardian interested in preK and K Dual Language Programs must complete the Registration Form by April 16, 2021. #WPSlearns #WPScares  <a href="https://t.co/YPZsUVxfKc">https://t.co/YPZsUVxfKc</a> <a href="https://t.co/EdMRL5E13Q">https://t.co/EdMRL5E13Q</a></p>
<p>REMINDER: Parent/guardian interested in preK and K Dual Language Programs must complete the Registration Form by April 16, 2021. #WPSlearns #WPScares  <a href="https://t.co/YPZsUVxfKc">https://t.co/YPZsUVxfKc</a> <a href="https://t.co/BFLCCnLUf0">https://t.co/BFLCCnLUf0</a></p>
<p>Enroll at Jacob Hiatt Magnet School! #WPSlearns #WPScares  <a href="https://t.co/BLSO9NMw3U">https://t.co/BLSO9NMw3U</a> <a href="https://t.co/cDcThWRC3x">https://t.co/cDcThWRC3x</a></p>
<p>REMINDER: Parent/guardian interested in preK and K Dual Language Programs must complete the Registration Form by April 16, 2021. #WPSlearns #WPScares  <a href="https://t.co/BVparqm3wD">https://t.co/BVparqm3wD</a> <a href="https://t.co/mkVx2uTsE5">https://t.co/mkVx2uTsE5</a></p>
<p>If you are interested in enrolling your child in the Dual Language Program, please join us for one of the following information sessions. #WPSlearns #WPScares  <a href="https://t.co/276CDnU2vu">https://t.co/276CDnU2vu</a> (Portuguese, Spanish, Twi, Vietnamese) <a href="https://t.co/4B44p28AO5">https://t.co/4B44p28AO5</a></p>
<p>If you are interested in enrolling your child in the Dual Language Program, please join us for one of the following information sessions. #WPSlearns #WPScares  <a href="https://t.co/3tNszMilMo">https://t.co/3tNszMilMo</a> (English, Albanian, Arabic, Nepali) <a href="https://t.co/d4fZYSjFtj">https://t.co/d4fZYSjFtj</a></p>
<p>If you are interested in enrolling your child in the Dual Language Program, please join us for one of the following information sessions. #WPSlearns #WPScares  <a href="https://t.co/rSrGuiKTL0">https://t.co/rSrGuiKTL0</a> (Portuguese, Spanish, Twi, Vietnamese) <a href="https://t.co/z0559hhdBO">https://t.co/z0559hhdBO</a></p>
<p>If you are interested in enrolling your child in the Dual Language Program, please join us for one of the following information sessions. #WPSlearns #WPScares  <a href="https://t.co/LLP2AplaZf">https://t.co/LLP2AplaZf</a>          (English, Albanian, Arabic, Nepali) <a href="https://t.co/hwayaph9XA">https://t.co/hwayaph9XA</a></p>
<p>If you are interested in enrolling your child in the Dual Language Program, please join us for one of the following information sessions. #WPSlearns #WPScares  <a href="https://t.co/rcRBYBpcv5">https://t.co/rcRBYBpcv5</a> (Portuguese, Spanish, Twi, Vietnamese) <a href="https://t.co/08S13ti8ke">https://t.co/08S13ti8ke</a></p>

<p>If you are interested in enrolling your child in the Dual Language Program, please join us for one of the following information sessions. #WPSlearns #WPScares  <a href="https://t.co/9GsqJPRNwk">https://t.co/9GsqJPRNwk</a> (English, Albanian, Arabic, Nepali) <a href="https://t.co/GPx8fyic5K">https://t.co/GPx8fyic5K</a></p>
<p>If you are interested in enrolling your child in the Dual Language Program, please join us for one of the following information sessions. #WPSlearns #WPScares  <a href="https://t.co/Z5jzVBVuBl">https://t.co/Z5jzVBVuBl</a> (Portuguese, Spanish, Twi, Vietnamese) <a href="https://t.co/nMzndyKoJ7">https://t.co/nMzndyKoJ7</a></p>
<p>If you are interested in enrolling your child in the Dual Language Program, please join us for one of the following information sessions. #WPSlearns #WPScares  <a href="https://t.co/aE3w8s9HdU">https://t.co/aE3w8s9HdU</a> (English, Albanian, Arabic, Nepali) <a href="https://t.co/Gn1AWjQG0t">https://t.co/Gn1AWjQG0t</a></p>
<p>Worcester Public Schools is now accepting applications for our half-day preschool program. #WPSlearns #WPScares  <a href="https://t.co/UDnskFyngw">https://t.co/UDnskFyngw</a> (Portuguese, Spanish, Twi, Vietnamese) <a href="https://t.co/JS19UB0TLG">https://t.co/JS19UB0TLG</a></p>
<p>Worcester Public Schools is now accepting applications for our half-day preschool program. #WPSlearns #WPScares  <a href="https://t.co/W9YYrd79v">https://t.co/W9YYrd79v</a> (English, Albanian, Arabic, Nepali) <a href="https://t.co/y3soHkxuzW">https://t.co/y3soHkxuzW</a></p>
<p>Worcester Public Schools is now accepting registrations for Kindergarten. #WPSlearns #WPScares  <a href="https://t.co/o3JBHMeu3H">https://t.co/o3JBHMeu3H</a>  (Portuguese, Spanish, Twi, Vietnamese) <a href="https://t.co/BsB6M3UKxZ">https://t.co/BsB6M3UKxZ</a></p>
<p>Worcester Public Schools is now accepting registrations for Kindergarten. #WPSlearns #WPScares  <a href="https://t.co/2JJW16q8Po">https://t.co/2JJW16q8Po</a>  (English, Albanian, Arabic, Nepali) <a href="https://t.co/umF9SYoe6f">https://t.co/umF9SYoe6f</a></p>
<p>Worcester Public Schools is now accepting applications for our half-day preschool program. #WPSlearns #WPScares  <a href="https://t.co/iPd2ApGkwD">https://t.co/iPd2ApGkwD</a>  (Portuguese, Spanish, Twi, Vietnamese) <a href="https://t.co/Cr7Wf6mO7I">https://t.co/Cr7Wf6mO7I</a></p>
<p>Worcester Public Schools is now accepting applications for our half-day preschool program. #WPSlearns #WPScares  <a href="https://t.co/jmA4XWAUkr">https://t.co/jmA4XWAUkr</a>  (English, Albanian, Arabic, Nepali) <a href="https://t.co/d4RXWbnAf0">https://t.co/d4RXWbnAf0</a></p>
<p>If you are interested in enrolling your child in the Dual Language Program, please join us for one of the following information sessions. #WPSlearns #WPScares  <a href="https://t.co/yXVVKVigHO">https://t.co/yXVVKVigHO</a>  (Portuguese, Spanish, Twi, Vietnamese) <a href="https://t.co/WV3OGHupwm">https://t.co/WV3OGHupwm</a></p>
<p>If you are interested in enrolling your child in the Dual Language Program, please join us for one of the following information sessions. #WPSlearns #WPScares  <a href="https://t.co/FC3nY31wAO">https://t.co/FC3nY31wAO</a>  (English, Albanian, Arabic, Nepali) <a href="https://t.co/Q1MocsaE7H">https://t.co/Q1MocsaE7H</a></p>
<p>Please see the attached flyer for information on a wonderful opportunity offered to WPS from the Worcester Chamber Music Society! Peter and the Wolf virtual family concert! #WPSlearns #WPScares  <a href="https://t.co/0FQALPs2MT">https://t.co/0FQALPs2MT</a></p>
<p>Worcester Public Schools is now accepting applications for our half-day preschool program. #WPSlearns #WPScares  <a href="https://t.co/QnR2oNDcGv">https://t.co/QnR2oNDcGv</a>  (Portuguese, Spanish, Twi, Vietnamese) <a href="https://t.co/v0eKxQ8ayq">https://t.co/v0eKxQ8ayq</a></p>
<p>Worcester Public Schools is now accepting applications for our half-day preschool program. #WPSlearns #WPScares  <a href="https://t.co/QoWp8i71Hx">https://t.co/QoWp8i71Hx</a>  (English, Albanian, Arabic, Nepali) <a href="https://t.co/ZmN4EkM3JG">https://t.co/ZmN4EkM3JG</a></p>
<p>Worcester Public Schools is now accepting registrations for Kindergarten. #WPSlearns #WPScares  <a href="https://t.co/biAgoay9th">https://t.co/biAgoay9th</a>  (Portuguese, Spanish, Twi, Vietnamese) <a href="https://t.co/L4dieFALWJ">https://t.co/L4dieFALWJ</a></p>
<p>Worcester Public Schools is now accepting registrations for Kindergarten. #WPSlearns #WPScares  <a href="https://t.co/mskuxQECPh">https://t.co/mskuxQECPh</a>  (English, Albanian, Arabic, Nepali) <a href="https://t.co/Y65Sq2hOpa">https://t.co/Y65Sq2hOpa</a></p>

<p>Worcester Public Schools is now accepting applications for our half-day preschool program. #WPSlearns #WPScares  <a href="https://t.co/5pXUE7MapE">https://t.co/5pXUE7MapE</a> (Portuguese, Spanish, Twi, Vietnamese) <a href="https://t.co/SU2ylyEJVb">https://t.co/SU2ylyEJVb</a></p>
<p>Worcester Public Schools is now accepting applications for our half-day preschool program. #WPSlearns #WPScares  <a href="https://t.co/oBAp9kOFJe">https://t.co/oBAp9kOFJe</a> (English, Albanian, Arabic, Nepali) <a href="https://t.co/OcJgXDf2ww">https://t.co/OcJgXDf2ww</a></p>
<p>Worcester Public Schools is now accepting applications for our half-day preschool program. #WPSlearns #WPScares  <a href="https://t.co/0p9o5eDBpI">https://t.co/0p9o5eDBpI</a> (Portuguese, Spanish, Twi, Vietnamese) <a href="https://t.co/rSdJW70NqH">https://t.co/rSdJW70NqH</a></p>
<p>Worcester Public Schools is now accepting applications for our half-day preschool program. #WPSlearns #WPScares  <a href="https://t.co/45RUSqyr1b">https://t.co/45RUSqyr1b</a> (English, Albanian, Arabic, Nepali) <a href="https://t.co/7alpqtjmn9">https://t.co/7alpqtjmn9</a></p>
<p>Worcester Public Schools is now accepting registrations for Kindergarten. #WPSlearns #WPScares  <a href="https://t.co/8Z8P2eTykO">https://t.co/8Z8P2eTykO</a>  (Portuguese, Spanish, Twi, Vietnamese) <a href="https://t.co/AptgiwKWBX">https://t.co/AptgiwKWBX</a></p>
<p>Worcester Public Schools is now accepting registrations for Kindergarten. #WPSlearns #WPScares  <a href="https://t.co/dCfufB9VGY">https://t.co/dCfufB9VGY</a>  (English, Albanian, Arabic, Nepali) <a href="https://t.co/VWWbCQNSk4">https://t.co/VWWbCQNSk4</a></p>
<p>Worcester Public Schools is now accepting applications for our half-day preschool program. #WPSlearns #WPScares  <a href="https://t.co/oL9x0fVoCi">https://t.co/oL9x0fVoCi</a> (Portuguese, Spanish, Twi, Vietnamese) <a href="https://t.co/BTjcwbfFa8c">https://t.co/BTjcwbfFa8c</a></p>
<p>Worcester Public Schools is now accepting applications for our half-day preschool program. #WPSlearns #WPScares  <a href="https://t.co/f4hPc33oIp">https://t.co/f4hPc33oIp</a> (English, Albanian, Arabic, Nepali) <a href="https://t.co/m4J9Qh0SVV">https://t.co/m4J9Qh0SVV</a></p>
<p>Worcester Public Schools is now accepting applications for our half-day preschool program. #WPSlearns #WPScares  <a href="https://t.co/88xRetCko3">https://t.co/88xRetCko3</a> (Portuguese, Spanish, Twi, Vietnamese) <a href="https://t.co/Phf1zZs9I6">https://t.co/Phf1zZs9I6</a></p>
<p>Worcester Public Schools is now accepting applications for our half-day preschool program. #WPSlearns #WPScares  <a href="https://t.co/88xRetCko3">https://t.co/88xRetCko3</a> (English, Albanian, Arabic, Nepali) <a href="https://t.co/YW4Q1KKxMw">https://t.co/YW4Q1KKxMw</a></p>
<p>Worcester Public Schools is now accepting registrations for Kindergarten. #WPSlearns #WPScares  <a href="https://t.co/nxBUF5j034">https://t.co/nxBUF5j034</a>  (Portuguese, Spanish, Twi, Vietnamese) <a href="https://t.co/oBnDwhE9WI">https://t.co/oBnDwhE9WI</a></p>
<p>Worcester Public Schools is now accepting registrations for Kindergarten. #WPSlearns #WPScares  <a href="https://t.co/nxBUF5j034">https://t.co/nxBUF5j034</a>  (English, Albanian, Arabic, Nepali) <a href="https://t.co/Y8XeDfznzo">https://t.co/Y8XeDfznzo</a></p>
<p>Attention parents of preschool aged children, Worcester Public Schools is now accepting applications for our half-day preschool program. <a href="https://t.co/88xRetCko3">https://t.co/88xRetCko3</a>  #WPSlearns #WPScares  (Portuguese, Spanish, Twi, Vietnamese) <a href="https://t.co/AnJFmnJ8tg">https://t.co/AnJFmnJ8tg</a></p>
<p>Attention parents of preschool aged children, Worcester Public Schools is now accepting applications for our half-day preschool program. <a href="https://t.co/88xRetCko3">https://t.co/88xRetCko3</a>  #WPSlearns #WPScares  (English, Albanian, Arabic, Nepali) <a href="https://t.co/KiaHGMas8X">https://t.co/KiaHGMas8X</a></p>
<p>ATTENTION PARENTS: Worcester Public Schools is now accepting registrations for Kindergarten.  <a href="https://t.co/nxBUF5j034">https://t.co/nxBUF5j034</a>  #WPSlearns #WPScares  (Portuguese, Spanish, Twi, Vietnamese) <a href="https://t.co/XHxm0SgV2V">https://t.co/XHxm0SgV2V</a></p>
<p>ATTENTION PARENTS: Worcester Public Schools is now accepting registrations for Kindergarten.  <a href="https://t.co/nxBUF5j034">https://t.co/nxBUF5j034</a>  #WPSlearns #WPScares  (English, Albanian, Arabic, Nepali) <a href="https://t.co/aqXcbg2vwww">https://t.co/aqXcbg2vwww</a></p>

<b>Column D</b>	<b>Column E</b>	<b>Column F</b>	<b>Column G</b>
time	impressions	engagements	engagement rate
2021-08-02 15:53 +0000	1247	50	0.040096231
2021-08-02 15:52 +0000	1123	31	0.02760463
2021-07-19 19:30 +0000	1888	15	0.007944915
2021-07-19 19:29 +0000	1367	20	0.014630578
2021-07-07 14:19 +0000	2330	25	0.010729614
2021-07-06 13:40 +0000	1697	34	0.020035357
2021-07-06 13:37 +0000	1635	35	0.021406728
2021-05-13 15:47 +0000	1999	35	0.017508754
2021-04-15 22:00 +0000	2330	34	0.014592275
2021-04-13 12:30 +0000	2488	24	0.009646302
2021-04-09 12:30 +0000	2196	16	0.007285974
2021-04-06 17:30 +0000	2517	71	0.028208184
2021-04-06 13:38 +0000	1995	27	0.013533835
2021-03-24 20:31 +0000	2004	30	0.01497006
2021-03-24 20:30 +0000	2064	30	0.014534884
2021-03-23 20:30 +0000	2088	32	0.01532567
2021-03-23 20:29 +0000	1897	28	0.014760148
2021-03-22 17:07 +0000	1834	20	0.010905125
2021-03-22 17:06 +0000	2883	30	0.010405827
2021-03-19 13:45 +0000	1841	30	0.016295492
2021-03-19 13:44 +0000	1581	14	0.008855155
2021-03-17 14:56 +0000	1397	15	0.010737294
2021-03-17 14:55 +0000	1383	20	0.014461316
2021-03-15 15:12 +0000	1456	20	0.013736264
2021-03-15 15:12 +0000	1729	14	0.008097166
2021-03-10 16:35 +0000	1502	32	0.021304927
2021-03-10 16:34 +0000	1663	23	0.013830427
2021-03-05 16:17 +0000	2306	32	0.013876843
2021-03-05 16:15 +0000	1703	32	0.01879037
2021-03-04 23:00 +0000	1707	25	0.014645577
2021-03-03 16:09 +0000	1396	24	0.017191977
2021-03-03 16:08 +0000	1441	19	0.013185288
2021-03-01 19:53 +0000	1517	35	0.023071852
2021-03-01 19:53 +0000	1503	29	0.019294744
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2021-02-24 13:48 +0000	1405	22	0.015658363
2021-02-17 16:57 +0000	1613	25	0.01549907
2021-02-17 16:56 +0000	1493	13	0.008707301
2021-02-15 13:30 +0000	1726	34	0.019698725
2021-02-15 13:30 +0000	1770	33	0.018644068

2021-02-10 14:41 +0000	1777	26	0.014631401
2021-02-10 14:41 +0000	1630	13	0.00797546
2021-02-03 14:20 +0000	2042	51	0.024975514
2021-02-03 14:17 +0000	2087	66	0.031624341
2021-02-01 20:45 +0000	2977	100	0.033590863
2021-02-01 20:43 +0000	2930	67	0.022866894
2021-01-15 20:06 +0000	2608	66	0.025306748
2021-01-15 20:04 +0000	2337	41	0.01754386
2021-01-15 15:53 +0000	2025	20	0.009876543
2021-01-15 15:52 +0000	2555	29	0.011350294

<b>Colum H</b>	<b>Colum I</b>	<b>Colum J</b>	<b>Colum K</b>	<b>Colum L</b>	<b>Colum M</b>
retweets	replies	likes	user profile clicks	url clicks	hashtag clicks
1	0	2	13	1	2
2	0	0	2	1	0
1	0	0	5	0	0
0	0	2	2	0	1
4	0	2	1	1	1
1	0	4	6	3	0
2	0	1	1	2	2
1	0	2	2	0	0
1	0	1	4	7	0
1	0	3	0	2	0
2	0	0	0	7	2
1	1	3	14	3	2
0	0	1	2	6	1
0	0	0	2	0	0
0	0	2	1	1	1
1	0	2	0	1	0
0	0	1	1	2	0
1	0	0	2	0	0
4	0	5	0	0	0
1	0	2	4	0	1
0	0	1	4	0	2
0	0	1	7	0	0
0	0	2	0	0	0
0	0	1	7	0	0
1	0	2	1	0	0
0	0	0	3	0	0
0	0	0	2	1	0
3	0	2	1	0	1
3	1	2	1	1	0
0	0	2	1	0	0
0	0	0	1	1	2
1	0	2	2	0	0



0	0	0	12	0	1
0	0	0	2	1	0
0	0	3	4	0	2
1	0	0	3	0	2
0	0	2	2	1	1
0	0	3	1	0	0
0	0	1	3	0	0
0	0	1	0	1	0
0	0	1	2	0	0
0	0	0	2	1	0
0	0	2	4	6	1
0	0	2	4	2	1
1	0	1	34	4	0
1	0	1	5	3	2
0	0	0	3	3	5
0	0	0	4	1	0
0	0	0	3	3	0
2	0	0	1	1	1

<b>Column N</b>	<b>Column O</b>	<b>Column P</b>
detail expands	media views	media engagements
10	21	21
7	19	19
3	6	6
7	8	8
6	10	10
4	16	16
5	22	22
8	22	22
15	6	6
11	7	7
3	2	2
14	33	33
11	6	6
7	21	21
8	17	17
15	13	13
11	13	13
9	8	8
5	16	16
15	7	7
1	6	6
2	5	5
7	11	11
6	6	6
1	9	9

20	9	9
9	11	11
7	18	18
6	18	18
7	15	15
7	13	13
5	9	9
15	7	7
6	20	20
16	7	7
12	4	4
4	15	15
6	3	3
14	16	16
14	17	17
13	10	10
7	3	3
20	18	18
21	36	36
38	22	22
28	27	27
29	26	26
11	25	25
7	7	7
6	18	18

X. GENERAL BUSINESS  
Administration/Mr. Monfredo/  
Miss Biancheria/Mrs. Clancey/  
Ms. McCullough/Ms. Novick  
(August 18, 2021)

CURRENT ITEM - gb #1-179.1  
S.C. MEETING - 8-26-21

1ST ITEM gb #1-179 S.C.MTG.  
2ND ITEM gb #1-179.1 S.C.MTG.

ITEM:

Response of the Administration to the request to provide a report in August on the Summer School Programs to include:

- academic progress
- attendance
- community involvement
- number of ELL students
- number of grades 1 and 2 students

ORIGINAL ITEM: Mr. Monfredo/Miss Biancheria/Mrs. Clancey/  
Ms. McCullough/Ms. Novick (June 21, 2021)

Request that the Administration provide a report in August on the Summer School Programs to include:

- academic progress
- attendance
- community involvement
- number of ELL students
- number of grades 1 and 2 students

PRIOR ACTION:

7-22-21 - It was moved and voice voted to refer the item to the Administration.

BACKUP:

Annex A (28 pages) contains a copy of the Administration's response to the item.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

## Secondary Summer School Programs

- Academic Progress:** 721 unique high school students participated in summer school. Of those students, 445 participated in one class, 224 students participated in two classes, 47 students participated in three classes and 5 students participated in 4 classes. Table 1 gives the number of students receiving course credit in Session 1 and Session 2.  
 There was both an in person and a remote option.
- Attendance:** See table 2 below for the Middle and High School summer program attendance summary.
- Community Involvement:** The secondary summer school partnered with Quinsigamond Community College and hosted three Early College interns. One student was a former WPS student now enrolled at QCC and she interned in the Worcester Technical High School summer program during Session1. Another student is a current Doherty High School senior and she interned at Burncoat Middle School. A third student is a current Worcester Technical High School student and she interned at Sullivan Middle School during Session 1 and Claremont Academy Session 2.
- Number of ELL Students:**  
 High School Session 1: 291 ELL Students  
 High School Session 2: 223 ELL Students  
 Middle School Program: 139 ELL Students

**TABLE 1: HIGH SCHOOL CREDIT EARNED**

Session 1	Number of Students Who Received Credit By Subject								
School	Math	ELA	Science	Spanish	ESL	PLATO	Total number of students who recovered credit	Total number of students enrolled	% of total students who received credit
Burncoat	39	40	11	x	5	16	111	153	72.55%
Claremont	27	16	4	x	x	9	56	91	61.54%
Doherty	21	14	16	x	x	6	57	63	90.48%
GCC	x	x	x	x	x		21	34	61.76%
North	20	20	9	21	13	5	88	168	52.38%
South	7	6	19	x	x	18	50	58	86.21%
WTHS	36	14	38	x	x	2	90	107	84.11%
All HS:	150	110	97	21	18	56	473	674	70.18%

Session 2	Number of Students Who Received Credit By Subject							
School	Math	ELA	Science	ESL	PLATO	Total number of students who recovered credit	Total number of students enrolled	% of total students who received credit
Burncoat	9	18	12	x	8	47	71	66.20%
Claremont	5	8	x	x	7	20	40	50.00%
Doherty	1	6	x	x	5	12	15	80.00%
North	11	23	x	2	13	49	87	56.32%
South	2	10	3	x	7	22	24	91.67%
WTHS	14	8	x	x	4	26	45	57.78%
Remote	28	11	x	x	12	51	140	36.43%
All HS:	70	84	15	2	56	227	422	53.79%

TABLE 2: SECONDARY SUMMER SCHOOL ATTENDANCE SUMMARY

Worcester Public Schools (Session 1)	
Summer School 2021 Attendance	
	Overall Average %
<b>Burncoat</b>	<b>Burncoat HS</b>
Math	63.04%
ELA	81.25%
ESL	80.22%
PLATO	72.00%
	<b>71.40%</b>
<b>Claremont</b>	<b>Claremont</b>
Math	65.00%
ELA	44.89%
Science	N/A
PLATO	52.69%
	<b>59.59%</b>
<b>Doherty</b>	<b>Doherty</b>
Math	84.69%
ELA	81.82%
Science	82.05%
PLATO	78.21%
	<b>82.85%</b>
<b>North</b>	<b>North</b>
Math	48.33%
ELA	50.16%
Spanish	35.14%
ESL	57.55%
Science	27.13%
PLATO	46.23%
	<b>42.65%</b>
<b>South</b>	<b>South</b>
Math	84.62%
ELA	78.21%
Science	93.27%
PLATO	85.71%
	<b>87.61%</b>
<b>GCC</b>	<b>GCC</b>
PLATO	82.35%
	<b>82.35%</b>
<b>Tech</b>	<b>WTHS</b>
Math	92.12%
ELA	85.03%
Science	92.58%
PLATO	51.92%
	<b>83.19%</b>
<b>Remote</b>	<b>Remote HS</b>
Math	80.67%
ELA	82.05%
Science	80.94%
PLATO	21.23%
	<b>77.85%</b>
<b>HS</b>	<b>High Schools</b>
<b>Total</b>	<b>64.78%</b>

Worcester Public Schools (Session 2)

Summer School 2021 Attendance

	Overall Average %
<b>Burncoat</b>	<b>Burncoat HS</b>
Math	38.17%
ELA	67.60%
Science	80.63%
PLATO	42.58%
	61.53%
<b>Claremont</b>	<b>Claremont</b>
Math	41.43%
ELA	48.75%
PLATO	100.18%
	55.92%
<b>Doherty</b>	<b>Doherty</b>
Math	50.00%
ELA	58.93%
PLATO	86.67%
	62.05%
<b>North</b>	<b>North</b>
Math	32.53%
ELA	46.67%
ESL	55.63%
PLATO	18.96%
	38.69%
<b>South</b>	<b>South</b>
Math	56.07%
SPED	78.33%
Science	49.33%
PLATO	84.29%
	69.03%
<b>Tech</b>	<b>WTHS</b>
Math	59.32%
ELA	47.86%
PLATO	72.07%
	56.51%
<b>Remote</b>	<b>Remote HS</b>
Math	76.29%
ELA	35.11%
PLATO	13.67%
	46.46%
<b>HS</b>	<b>High Schools</b>
<b>Total</b>	<b>46.97%</b>

MS	Middle Schools
Forest Grove	76.07%
Sullivan	53.64%
Worcester East	61.85%
Burncoat	92.48%
Remote	64.73%
<b>MS Total</b>	<b>68.81%</b>

### **WTHS MATH/CTE Connection Program, Pending FC 433 (CVTE Student Support—Impact and Recovery)**

The proposed summer program “Tech Connect” was designed to alleviate WTHS CTE student learning gaps that have emerged during the pandemic remote learning period. Vocational and academic teachers were to co-teach hands-on, authentic math learning experiences in vocational shops to improve the applied mathematics skills of our incoming 9th grade and rising 10th grade students. Unfortunately, there was very little interest from teachers and/or students for August to sustain the program design. We received the notice of award in July. It was difficult to promote the program in such a short period of time. However, our team is in the midst of planning to have the program after school throughout the year with the hope of having additional boot camps. We will be able to reach out directly to our students as well as be able to promote the program. We plan to include this as part of our accelerated accountability plan.

### **Sullivan Middle School hosted entering Grade 7 and 8 students to receive ELA and Mathematics intervention/targeted instruction for 2 weeks, 3 hours a day, for 4 days weekly**

- **Academic Progress:** Students received instruction in core subject Math, ELA, Science and PE
- **Attendance:** Approximately 28 students attended the program each day
- **Community Involvement:** Early College interns who are rising WPS seniors provided additional support to students
- **Number of ELL students:** 13 students

**Worcester East Middle School** hosted a summer transition program for entering Grades 7 and 8, Monday through Thursday, 4 weeks, with Math, Science, ELA and Social Emotional Learning

**Academic Progress:** 92% of participating students were successful

**Attendance:** 62% average daily attendance (73 total enrolled students)

**Community Involvement:** There was no element of community involvement in our program this summer (2021).

**Number of ELL students:** 22 students (all EPL 3.0-4.0)

### **Acceleration & Credit Recovery through College Coursework, Grant Funded ESSER II**

Funding was set aside for a pilot program to give rising 11th and 12th grade students the opportunity to take in-person summer courses at Worcester State University for the dual purpose of high school credit recovery and gaining transferable college credit (in English and/or mathematics). Anticipated budget, including full tuition for the two classes will be \$15,000. The program details could not be worked out for summer 2021. The District will look to revisit mid-year for summer 2022.

### **EARLY COLLEGE SUMMER ACADEMY**

#### **Early College Summer Academy Grant Funded by FC117 (Student Opportunity Act-Evidence Based Programs)**

Rising 9th and 10th graders engaged in one of two one-week summer academies hosted on the campus of Worcester State University on July 12 through 16 and July 19 through 23. The summer academy was run by faculty and staff from QCC, WSU, and WPS. DESE awarded the district a \$44,000 grant to fund this program.



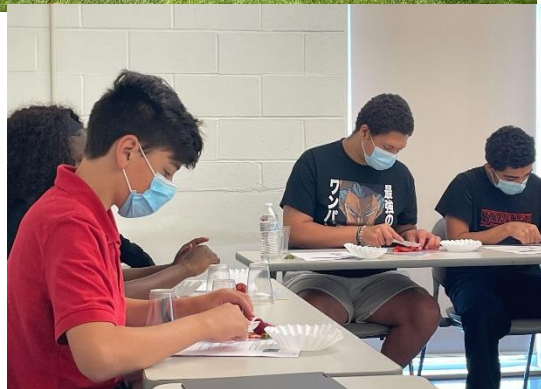
**Academic Progress:** Students attended full day, week-long sessions conducted at Worcester State University to engage in workshops facilitated by staff from Worcester State University, Quinsigamond Community College, Worcester Public Schools, and Worcester Polytechnic Institute. Students were assigned to pods for the week and were supported by college-age mentors trained by staff from the Latino Education Institute. Content sessions ranged from robotics and forensics, to campus tours, to college readiness and team building. All students were provided with breakfast and lunch and bus transportation. Each week culminated with a special luncheon in the student dining hall. Students gave very positive feedback regarding their experiences and expressed the desire for the program to be expanded to two weeks per session in the future.

**Attendance:** 43 students attended the Summer Academy during week 1 (July 12-16) and 48 attended week 2 (July 19-23).

**Community Involvement:** Administration and staff from Worcester State University, Worcester Public Schools, and Quinsigamond Community College collaborated on the planning and implementation of this program, including the project design, recruitment, logistics, staffing, and evaluation.

**Number of ELL Students:** 17 English Learners attended Week 1; 21 English Learners attended Week 2.

*Photos showing a small sample of the diverse activities in which students participated during the Early College Summer Academy at WSU.*



## **21st Century Community Learning Centers (CCLC)**

### **21st Century program: Burncoat Middle School**

The 21st Century summer program at Burncoat Middle School ran from Monday-Thursday, June 28, 2021-July 22, 2021 during the hours of 9:00 AM-2:00 PM. The program served incoming 7th Graders from feeder elementary schools and rising 8th Grade students who attend Burncoat Middle School. The program ran fully in-person at the school site, but also offered pre-recorded activities for students/parents who opted not to participate in-person.

- I. **Academic Progress:** Per grant requirements, Burncoat Middle School's 21st Century program primary academic focus is in English Language Arts (reading, verbal communication and written communication). In addition, social emotional learning (SEL) outcomes include engagement in learning (staying on task, interested in learning new things, and participants in classroom activities) as well as perseverance (goal setting, identifies manageable steps to achieving goals, sticks to a plan to complete a task). Worcester Public School staff who worked in the program were required to complete a grant required Survey of Academic and Youth Outcomes (SAYO) for each student who participated in the program. The SAYO has staff rate students based on performance on a scale of 1-4, with one being a rating of poor to four being a rating of very good. Out of 42 students, the average score for English Language Arts was a 2.88 indicating most students need improvement or performed somewhat below grade level standards. In regards to engagement in learning and perseverance, the average scores were a 3, indicating students sometimes indicate this behavior, but need strong adult support.
- II. **Attendance:** A total of 42 students participated in Burncoat Middle School's 21st Century summer program including 29 students entering Grade 7 and 13 students entering Grade 8. 12% of students were SPED. On average there were 34 students who attended each day per week.
- III. **Community Involvement:** The 21st Century summer program at Burncoat Middle School included a combination of Worcester Public School teachers/staff and community partners. The following activities were offered:

## **Worcester Public School teacher/staff activities**

### *Character in Our Community: The Positivity Project*

Students created a video that showcased how people in the local community demonstrated various mindsets. Essential questions included how can we promote and celebrate how individuals in our school and the Worcester community use their character strengths to be successful in life and inspire others to maximize their own strengths in similar ways?

### *Culinary Arts*

Students researched specific foods, viewed cooking demonstrations and learned how to make healthy substitutes in recipes utilizing vegetables in the Burncoat Middle School community garden as well as learning how to tend to the garden. As part of the program, students participated in a field trip to the Community Harvest Project (Brigham Hill Community Farm) in Grafton, MA where students participated in a community harvest day of service including collecting more than 597 lbs of fresh veggies and produce!

### *Why We Eat What We Eat*

Students gained knowledge pertaining to marketing about how individuals are influenced by commercial/social media and how it can impact what they choose to eat. As a final activity, students created an infomercial promoting healthy food choices.

### *eSports*

Students improved their teamwork, self-awareness, growth mindset and problem solving skills through the use of gaming and planning through eSports tournaments utilizing Minecraft, Madden, SuperSmash Brothers and Mario Kart. Students used the strategies and plays they learned in eSports games and translated those to real-life games such as flag football.

### *Fueling the Mind and Body*

Students read, discussed and analyzed the thrilling novel *Million Dollar Throw* including applying the lessons taught in the novel to their own lives. This was accomplished through self-reflection, positive self-talk and students setting measurable goals with attainable steps. Students also took the lessons the characters learned in the novel and applied them on the Burncoat sports fields as they learned the skills, teamwork and rules needed to be successful playing flag football. As a culminating activity, students attended a Worcester Bravehearts baseball game where they not only watched the game, but met players and received autographs.

### *Mindful Fitness*

Students actively participated in fitness strategies and utilized a daily fitness journal to monitor their progress towards their fitness goals. As a result, students learned how to identify a useful stretching routine, proper cardio, weightlifting and circuit workouts.

## **Community partner activities**

### *Technicopia-Light it Up!*

Offered in a pre-recorded format only, community partner Technicopia provided a project-based art marking class where students learned and experimented with paper art techniques using various forms and types of paper to create art pieces. Students extended their learning by incorporating mixed media and lighting to elevate their work. Over the course of the four weeks, students learned techniques to make papercut light boxes, multi-fold simple circuit cards, lit torn paper collages and small paper mache sculptures. All students were provided art kits in order to participate in activities.

### *Make Music Count*

Offered in-person at the school site and led by a WPS teacher, Make Music Count offered a mathematical skill development app which utilized online piano playing to reduce math anxiety and increase math academic achievement outcomes. By incorporating music into each lesson, each note is derived through a mathematical equation that varies from addition, subtraction to algebraic equations. Therefore, solving math equations leads directly to learning how to play the piano and a more positive attitude towards math.

### *Art Reach-Sun Prints, Moon Prints, Fish Prints, Oh My!*

Offered in-person at the school site and in a pre-recorded format, students learned the significance of printmaking as an art form and many of its utilitarian uses in different cultures and throughout history. Working with printmaking artists from throughout the community, students had the opportunity to experiment with different shapes, inks, color combinations, nature and other materials and tools to create a suite of prints which they were able to keep and trade prints with their classmates. All students were provided art kits in order to participate in activities.

### *Hobby Quest-Robotics*

Offered in-person and in a pre-recorded format, robotics included activities such as creating robotic arms, solar robots and solar rovers. All students were provided robotics kits in order to participate in activities.

### *WildChild Art Doors-Dynamic Design*

Offered in a pre-recorded format only, activities focused upon the Elements of Art and Principles of Design when creating a successful and dynamic composition. Students began by examining their surroundings for inspiration, identifying symbols, motifs and patterns. All students were provided art kits in order to participate in activities.

### *UMASS Extension Nutrition Education Program*

Offered in a pre-recorded format only, activities included learning about healthy food and beverage choices, food preparation, food safety and fitness/physical activities.

IV. **Number of ELL students:** There were 20 ELL students (48%) who participated in Burncoat Middle School's 21st Century summer program.

**1st Century program: Vernon Hill School**

The 21st Century summer program at Vernon Hill School ran from Monday-Thursday, June 28, 2021-July 22, 2021 during the hours of 9:00 AM-2:00 PM. The program served students entering Grades 2-5 at Vernon Hill School. The program ran fully in-person at the school site, but also offered pre-recorded activities for students/parents who opted not to participate in-person.

- I. **Academic Progress:** Per grant requirements, Vernon Hill School's 21st Century program primary academic focus is in English Language Arts (reading, verbal communication and written communication). In addition, social emotional learning (SEL) outcomes include engagement in learning (staying on task, interested in learning new things, and participants in classroom activities) as well as self regulation (work independently, regain control of behavior). Worcester Public School staff who worked in the program were required to complete a grant required Survey of Academic and Youth Outcomes (SAYO) for each student who participated in the program. The SAYO has staff rate students based on performance on a scale of 1-4, with one being a rating of poor to four being a rating of very good. Out of 41 students, the average score for English Language Arts was a 3 indicating a satisfactory rating or students performed at grade level standards. In regards to engagement in learning and self regulation, the average scores were a 4, indicating youth initiate and implement these behaviors very often, with reminders and/or support from adults.
- II. **Attendance:** A total of 41 students participated in Vernon Hill School's 21st Century summer program including seven students entering Grade 2, twelve students entering Grade 3, seven students entering Grade 4 and fifteen students entering Grade 5. 12% of students were SPED. On average there were 30 students who attended each day per week.
- III. **Community Involvement:** The 21st Century summer program at Vernon Hill School included a combination of Worcester Public School teachers/staff and community partners. The following activities were offered:

**Worcester Public School teacher/staff activities***Leveled Literacy Instruction (LLI)*

A powerful, short-term intervention that provides daily, intensive, small-group instruction, *LLI* supplements classroom literacy teaching. *LLI* turns struggling readers into successful readers with engaging leveled books and fast-paced, systematically designed lessons.

*Poetry*

Students wrote, read and shared their own poems including learning how to identify a theme, learn rhyme schemes and repetition. In addition, students utilized a camera to take a picture to be used as a visual representation of their poem. As a culminating activity students produced a book of literature and visuals that represented the poetic devices that students learned.

*Pet Store Math Project*

Students practiced a variety of math skills including arithmetic, multiplication, solving word problems, measurement and time to solve real-world problems as they worked on setting-up and running a pet store business. As a culminating activity, students presented their store projects to peers and parents (via Zoom).

*Hess Towing Vehicles*

Through a Hess grant, student teams were provided with Hess toy trucks as a means to discover how vehicles work. Weekly challenges included mastering towing procedures, powering the boom (hydraulic systems), stuck in a rut (environmental challenges) and help wanted (pass truck driver test).

*All in the Game*

Students developed social skills and critical thinking strategies by playing a variety of games (Checkers, Battleship, Guess Who, Jenga, Bingo). As a culminating activity, students planned and designed their own game to present to peers and parents (via Zoom).

*Wilderness Survival*

Students developed skills to work independently and collaboratively with peers while researching camping skills, animals, weather conditions and building a sturdy home to survive in the wilderness. As a culminating activity, students presented to their peers and parents (via Zoom) reflecting on what they had learned.

*Become a Travel Agent*

Students pretended to be travel agents and created a travel brochure/flyer/postcards. By completing research online they learned about geography and culture/history of a location. As a culminating activity, students presented to their peers and parents (via Zoom) reflecting on what they had learned.

## **Community partner activities**

### *Drama Out of the Box*

Offered in an in-person and pre-recorded format, activities included playmaking, improv and theater games, filmmaking, stagecraft and puppet making. All students were provided supplies in order to participate in activities.

### *Regional Environmental Council-Summer Gardening*

Offered in-person at the school site only, students spent the summer taking close observations on the school garden. Each session began with a mindfulness activity with students sitting in their "sit spot" where they saw, smelled, and observed plants and documented changes from the week prior. In addition, students watered, weeded and harvested produce from the garden. Students also participated in a painting activity for the garden and planted a pollinator garden.

### *Art Reach-Mixed Media Mania!*

Offered in-person at the school site and in a pre-recorded format, students learned about different artists, throughout history and present day, who incorporated different mediums and techniques to create their incredible works. Students in the program created micro inspired clay, wire and bead inspired animal sculptures, paper Mache birds inspired by Matisse and the book about his young life *The Iridescence of Birds*, pour painting and nature weaving. All students were provided supplies in order to participate in activities.

### *Hobby Quest-Aviation*

Offered in-person and in a pre-recorded format, aviation included activities for students to build and fly their own hand-crafted airplanes. All students were provided supplies in order to participate in activities.

### *WildChild Art Doors-Nature Art*

Offered in an in-person and pre-recorded format, activities focused upon the connection between art and nature to explore, document and create nature mandalas, shadow drawings, mud portraits, nature weavings, interactive art, earth art and fairy houses. All students were provided supplies in order to participate in activities.

### *UMASS Extension Nutrition Education Program*

Offered in a pre-recorded format only, activities included learning about healthy food and beverage choices, food preparation, food safety and fitness/physical activities.

**IV. Number of ELL students:** There were 23 ELL students (56%) who participated in Vernon Hill School's 21st Century summer program.

**V. Number of Grade 1 and Grade 2 students:** No students from Grade 1 were eligible to participate in the program. There were seven students entering Grade 2 that participated in the program.

## **Special Education, Extended School Year Program**

### **I. Academic Progress**

School based IEP teams recommend extended school year (ESY) services based on individualized students' progress and/ or recoupment of skills learned. As a result, identified students with disabilities receive specialized IEP services during the summer based on targeted IEP goals and objectives. Individualized student progress is measured during ESY and documented by the completion of IEP progress reports.

### **II. Attendance**

A total of 524 students attended ESY program sites. Specific program numbers for each site are listed in Table 1 for students attending Worcester Public Schools. Table 2 consists of students in attendance at the Central Massachusetts Collaborative sites.

The SAIL Program at Nelson Place School, which services students on the Autism spectrum, had the highest number of students (144 students) in attendance.

### **III. Community Involvement**

Agency and community involvement included the following: the Franklin Street Fire Station, the Pumpernickel Puppets, and Jerry's Ice Cream Truck.

### **IV. Number of ELL Students**

There were a total of 229 English Learner (EL) students across ESY programming. (See Tables 5 and 6.) The majority of EL students (58%) had an English Language Proficiency (EPL) level of 1.

### **V. Number of Grade 1 and Grade 2 Students**

A total of 32 Grade 1 students and 40 Grade 2 students were serviced across all ESY programs. The majority of students in grades 1 (72%) and 2 (58%) were in the SAIL program at Nelson Place. The SAIL program services students on the Autism spectrum.



**Table 1**  
**Summer 2021 Special Education Extended School Year (ESY) Grade Level Attendance for Students within Worcester Public Schools**

Summer 2021 SpEd ESY - Grade Level for All Students Attending a SpEd Summer Program																
Site	Program	1K	0K	1	2	3	4	5	6	7	8	9	10	11	12	Grand Total
NELSON PLACE	Elementary STEP & ACT			2	5	5		3	1							16
	Other LD Elementary		1		1	2	7	8	8		1					28
	PreSch-SAIL-NelsonPlace	9	20													29
	SAIL - Nelson Place		1	23	23	31	24	23	19							144
	Young Voices	6		2	2	2										12
NORTH HIGH	AU/LS									2	6	4		2	4	18
	High School Life Skills									8	10	9	7	6	16	56
	Other LD Secondary									2	3	2		1	1	9
	Secondary COAST									11	2	1	11	5	5	35
	Secondary STEP													1		1
	Transition														19	19
ROOSEVELT	Elementary Life Skills	3		4	6	3	9	7	8	3						43
	Other - Itinerant	1	1	1	3		3	2	2	1	1	2	1			18
Grand Total		19	23	32	40	43	43	43	38	27	23	18	19	15	45	428

**Table 2**  
**Summer 2021 Special Education Extended School Year (ESY) Grade Level Attendance for Students in Central Massachusetts Collaborative Programs**

Summer 2021 SpEd ESY - Grade Level for All Students Attending a SpEd Summer Program												
Site	Program	3	4	5	6	7	8	9	10	11	12	Grand Total
CMC	CENTRAL MASS ACADEMY							2	1	1		4
CMC	CENTRAL MASS PREP					9	7	6				22
CMC	HARTWELL LEARNING CENTER	6	3	7	2							18
CMC	ROBERT GODDARD ACADEMY								6	5	4	15
CMC	THRIVE			2	4	3	2	6	2	3	15	37
Grand Total		6	3	9	6	12	9	14	9	9	19	96

**Table 3**

**Summer 2021 Special Education Extended School Year (ESY) Disability Category for Students in Worcester Public Schools**

Summer 2021 SpEd ESY - Grade Level for All Students Attending a SpEd Summer Program															
Site	Program	Autism	Communication	Developmental Delay	Emotional	Health	Intellectual	Multiple Disabilities	Neurological	Physical	Referral	Sensory/Hearing	Sensory/Vision	Specific Learning	Grand Total
NELSON PLACE	Elementary STEP & ACT	4		2	10										16
	Other LD Elementary		2	1		1	1							23	28
	PreSch-SAIL-NelsonPlace	14	2	13											29
	SAIL - Nelson Place	108	5	24		1	2	2					2	144	
	Young Voices										12				12
NORTH HIGH	AU/LS	16					1	1							18
	High School Life Skills	5	1			1	37	9	2		1				56
	Other LD Secondary												1	8	9
	Secondary COAST	32					1	2							35
	Secondary STEP				1										1
	Transition	6					10	2	1						19
ROOSEVELT	Elementary Life Skills	2		9			17	12	3						43
	Other - Itinerant		5	1	2		3	1	1	1			1	3	18
Grand Total		214	15	51	61	5	77	39	7	1	1	13	2	38	524

**Table 4**

**Summer 2021 Special Education Extended School Year (ESY) Disability Category for Students in Central Massachusetts Collaborative**

Summer 2021 SpEd ESY - Grade Level for All Students Attending a SpEd Summer Program															
Site	Program	Autism	Communication	Developmental Delay	Emotional	Health	Intellectual	Multiple Disabilities	Neurological	Physical	Referral	Sensory/Hearing	Sensory/Vision	Specific Learning	Grand Total
CMC	CENTRAL MASS ACADEMY				4										4
CMC	CENTRAL MASS PREP	1			13	1	2	4						1	22
CMC	HARTWELL LEARNING CENTER	1		1	14	1								1	18
CMC	ROBERT GODDARD ACADEMY	1			12		1	1							15
CMC	THRIVE	24			5		2	5			1				37
Grand Total		214	15	51	61	5	77	39	7	1	1	13	2	38	524

**Table 5**

**Summer 2021 Special Education Extended School Year (ESY) English Proficiency Level for Students in Worcester Public Schools that Attended**

Summer 2021 SpEd ESY - EPL Level for ELL Students Attending a SpEd Summer Program								
Site	Program	0	1	2	3	4	5	Grand Total
NELSON PLACE	Elementary STEP & ACT		4	1	2			7
	Other LD Elementary		1	2	5			8
	PreSch-SAIL-NelsonPlace	4	9	3				16
	SAIL - Nelson Place		57	16	9	1		83
	Young Voices	5	3		1			9
NORTH HIGH	AU/LS		5					5
	High School Life Skills		20	4				24
	Other LD Secondary			1	1		1	3
	Secondary COAST		3	6	1			10
	Transition		1	3				4
ROOSEVELT	Elementary Life Skills	2	17	3		1		23
	Other - Itinerant			3	3	1		7
Grand Total		13	132	50	28	5	1	229

**Table 6**

**Summer 2021 Special Education Extended School Year (ESY) English Proficiency Level for Students in Central Massachusetts Collaborative that Attended**

Summer 2021 SpEd ESY - EPL Level for ELL Students Attending a SpEd Summer Program								
Site	Program	0	1	2	3	4	5	Grand Total
CMC	CENTRAL MASS ACADEMY		1					1
CMC	CENTRAL MASS PREP			4	2	2		8
CMC	HARTWELL LEARNING CENTER		1	3	2			6
CMC	ROBERT GODDARD ACADEMY			1	2			3
CMC	THRIVE	2	10					12
Grand Total		13	132	50	28	5	1	229

**Multilingual Summer School Programs**

## 2021 In-Person MASA (MULTILINGUAL ACCELERATED SUMMER ACADEMIES) OVERVIEW

The English Learner Department hosted 5 different summer programs at 4 different sites to target the needs of our diverse students<sup>1</sup>. All programs were 4-week in person programs. Student recruitment began in mid-May and was ongoing until the program started. The EL Department connected with many community agencies to support student recruitment as well as utilizing translated flyers and messaging to inform parents of summer program opportunities.

Below is an overview of student participation for all 5 programs.

MASA Program	# of Students Recruited/Participated	# of Students who Participated that had an 75% or Higher Attendance Rate	# of English Learner Students	# of Grade 1 & 2 Students
<b>Secondary Spanish Math Support</b>	16 recruited/14 participated	50% of participating students	16	Not applicable
<b>Secondary ESL</b>	41 recruited/35 participated	63% of participating students	41	Not applicable
<b>NCC Secondary/Young Adult</b>	42 recruited/ 35 participated	69% of participating students	42	Not applicable
<b>NCC Elementary</b>	11 recruited/11 participated	100% of participating students	11	Not applicable
<b>Bilingual Elementary</b>	<b>70 recruited/65 participated</b>	66% of participating students	44	28
<b>Total Enrollment</b>	180 recruited /160 participated	67% of participating students	154	28

Staff were provided with a feedback survey at the close of the program regarding the experience of both staff and students. 100% of staff surveyed reported that the "summer program was enjoyable for students." Some benefits for students of the EL Department summer programs noted by the teacher were; confidence building, peer relationships formed, community building, Spanish immersion, small group settings, themed instruction, and structured daily routines. Additionally, 100% of teachers surveyed reported that students made progress during the summer program.

## 2021 In-Person MASA PROGRAM SPECIFIC SUMMARIES

<sup>1</sup> In addition to these programs, EL students were also enrolled in the Regular Education Elementary and Secondary Summer Programs. These programs also included ESL teachers who supported EL students in those programs.

MASA Program	# of Students	# of English Learners	# of Grade 1 & 2 Students	Program Description	Community Involvement	Academic Summary
<b>Secondary Spanish Math Support</b> @ Forest Grove	16	16	Not applicable	This program was open to any middle/high school Spanish speaking student (grade 7-11) districtwide. Students engaged in learning opportunities in Spanish that focused on math competency to support student's knowledge and command of grade-level math. Instruction was interactive and also focused on building mathematical confidence and connecting math to everyday life.	Through this program the staff connected with various agencies/programs to support students: <ul style="list-style-type: none"> <li>• YMCA gave a presentation on opportunities and facilities and offered students a free one year membership.</li> <li>• Emails, conversations and connections with community agencies such as ACE, WARM, Ascentria, SEACC, etc. to support students with attending the program.</li> <li>• Teachers connected students with fall athletic coaches and club liaisons to assist them in learning and registering about fall activities and sports.</li> </ul>	A key component of this program was to build confidence and excitement for math. In addition to an academic goal, another goal was to have students self-discover the positivity of mathematics. Instead of a formalized pre/post assessment the teachers did ongoing formative assessments embedded in the daily activities, as well as used educational platforms app.edulastic.com and thatquiz.org in which students could monitor individual progress, see where they have errors and self-correct them. <p>In a student survey at the end of the program, 90% of students reported having learned "quite a bit or a lot" and 100% of students would recommend this program to other students. One student wrote "I loved this class, mathematics is an open subject and has many things to learn this class and this teacher are perfect, the truth is that I would repeat this a thousand times more." More information is detailed in this teacher report below:</p> <p><a href="#">Secondary Spanish Math Summer Program Teacher Report</a></p>

<p><b>Secondary ESL</b> @ Forest Grove</p>	<p>41</p>	<p><b>41</b></p>	<p>Not applicable</p>	<p>This program was open to any middle/high school student (grade 7-11) districtwide. ESL teachers provided language and literacy instruction based on WIDA standards and targeted all language domains. Instruction was contextualized around themed units and/or book studies. Additionally, this program incorporated guidance counselors who co-taught with ESL teachers and gave direct instruction and support on deepening student's understanding of college and career readiness and developing a personal vision of their future beyond high school.</p> <p>An additional focus was on social/emotional opportunities and community building to develop peer relationships.</p>		<p>While a standardized assessment tool was not used with all students, teachers used various assessment tools within their classrooms to meet the unique needs of their set of English Learner students. ESL teachers used formative assessments to determine progress and to inform instruction on a daily/weekly basis. Oral presentations and feedback were used to promote oral language development. Collected work samples allowed teachers to monitor and provide ongoing feedback to students.</p> <p>In addition, the students logged into Naviance daily to do research and developed individualized goal setting.. This tool allowed for the guidance counselors to see ongoing growth and needs of students.</p> <p>As noted in our staff survey 100% of teachers surveyed indicated that students made progress.</p>
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<p><b>NCC Secondary and NCC Young Adult @NCC Secondary</b></p>	<p>42</p>	<p>42</p>	<p>Not applicable</p>	<p>This program was open to all current NCC Secondary or NCC Young Adult Students. Instruction was focused on English language and literacy development and numeracy. An additional focus was on social/emotional opportunities and oral language development.</p>	<p>This program made regular contact with community agencies affiliated with their students to support student attendance (ACE, WARM, LEI, Ascentria, etc.)</p>	<p>In this program teachers used various assessment tools within their classrooms to meet the unique needs of their set of English Learner students.. ESL teachers used formative assessments to determine progress and to inform instruction on a daily/weekly basis at an individualized level. In addition, the NCC Staff created an adapted WIDA rubric with friendly student language. The rubric was consistently used across all classrooms to provide students with regular ongoing feedback in relation to work samples submitted. In addition teachers used this rubric for collaboration and vertical planning.</p> <p>As noted in our staff survey 100% of teachers surveyed indicated that students made progress.</p>
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<p><b>NCC Elementary</b> @ Clark Street</p>	<p>11</p>	<p>11</p>	<p>Not applicable</p>	<p>This program was open to all current NCC Elementary students. Instruction was focused on English language and literacy development and numeracy. An additional focus was on social/emotional opportunities and oral language development.</p>	<p>This program made regular contact with community agencies affiliated with their students to support student attendance (ACE, WARM, Ascentria, etc.)</p>	<p>Through a themed unit of fairy tales in literacy students read fairy tales from multiple perspectives and compared and contrasted themes, point of view, characters, plot, and story elements. Through this process ongoing formative assessments were used to assess language growth in reading, writing, and oral development. During reading instruction running records and anecdotal notes provide ongoing data to the teacher to inform instruction.</p> <p>As noted in our staff survey 100% of teachers indicated that students made progress.</p>
<p><b>Bilingual Elementary: TBE and Dual Language</b> @ Chandler Magnet</p>	<p>70</p>	<p>44</p>	<p>28</p>	<p>This program was open to any incoming 1st to 7th grade students currently enrolled in a TBE or a Dual Language Program. This program focused on language and literacy development in Spanish and content was contextualized through science concepts and natural world themes. Spanish was the primary language of instruction and all four language domains were addressed and translating was encouraged.</p>	<p>This program made regular contact with community agencies during the recruitment and program duration to affiliate with their students to support student attendance (ACE, WARM, Ascentria, etc.)</p>	<p>Ongoing formative assessments, running records, and anecdotal notes were used to assess progress. Teacher designed pre and posts assessments allowed teachers to design targeted instruction based on their individual group of students.</p> <p>As noted in our staff survey 100% of teachers indicated that students made progress. Students demonstrate learning in a variety of ways as demonstrated by this teacher created PowerPoint: <a href="#">Bilingual Elementary Summer Program Presentation.pdf</a></p>



## ELEMENTARY ELT SUMMER SCHOOL

**City View** hosted a school-based summer program as part of the Extended Learning Time (FC 225 ELT) Enhancement Grant. The dates for this program were June 21 through July 1 from 8:30 a.m. to 12:30 p.m. City View Stakeholders created a unique learning opportunity for our current Kindergarten, Grade 1, and Structured Therapeutic Education Program (STEP) students. This 10 day program consisted of Leveled Literacy, Math, Science, and Technology. In addition to core instructional learning opportunities, the Massachusetts Audubon Society (Broad Meadow Brook) worked daily with students to connect our budding scientists with the natural world through experiential learning. Teachers, Instructional Assistants, and staff from Massachusetts Audubon society worked collaboratively to enhance learning opportunities for all students. Student performance was measured by running records (LLI), and student portfolios.

**Academic Progress:** Measured by running records (LLI progress monitoring; ST Math usage; Student Portfolios)

**Attendance:** 41 students attendant this program with an avg daily attendance rate of 94%

**Community Involvement:** Mass Audubon Society; Family Gallery Walk and Luncheon on the last day of the program (Student portfolios were presented to families)

**Number of ELL students:** 23

**Number of SPED Students:** 19

**Total number of students:** 41 (K-14; 1st-16; STEP 11)

### Jacob Hiatt. JHMS Summer Camp, June 21 – July 1, 8:30 – 12:30

- Transportation, Breakfast, and Lunch was provided
- **Academic Progress:**
  - Benchmark Assessment (BAS) from end-of-year (June 2021) was used to inform groupings and guide instruction for literacy blocks of 1 hour. (Students will be assessed using BAS in Fall 2021)
  - The second hour was devoted to math instruction with hands-on manipulatives and “math talk” to strengthen number sense for rising first and second graders. Additional standards were embedded into learning activities as well.
  - Third hour was devoted to the Mass Audubon Broad Meadow Brook partnership.
- **Attendance:** 88% Absences were carefully monitored and were owing to COVID protocols.
- **Community Involvement:**
  - Partnership with Massachusetts Audubon Broad meadow Brook consisting of daily hands on learning/enrichment lessons.
  - Families were invited to visit school to share in a culminating celebration of learning. They were able to meet with MA Audubon staff and see first-hand what their children had experienced and learned.
- **ELLs:** 17
- **Students:**
  - Rising First: 17 students
  - Rising Second: 25

## ELEMENTARY SUMMER SCHOOL

### I. Academic Progress

The fall STAR administration in Reading and Math will be used to assess progress from Spring 2021.

### II. Attendance

The overall attendance rate was 82%. See Table 1 for details.

### III. Community Involvement

- Students were bused to designated Recreation Worcester sites after lunch with guardian permission/enrollment.
- Beck College donated summer school materials and supplies..
- The Worcester Public Library was used as a resource for materials.
- Rice Square School partnered with the Girls Scouts for an after school program 7/12-7/15. 21 girls attended.
- Worcester Arts Magnet participated in the Kennedy Center’s Mo Willems Artist in Residence, Lunch Doodles and Slopera.

### IV. Number of ELL Students

468 English Language Learners were enrolled. Students received ESL instruction.

### V. Number of Grade 1 and Grade 2 Students

267 first graders and 244 second graders attended elementary summer school.

**TABLE 1: ELEMENTARY SUMMER SCHOOL ATTENDANCE**

School	Enrollment	X 14 days	# Absences	Attendance Rate
Burncoat	34 Students	476	120=25%	75%
Canterbury	46 Students	644	102=15%	85%
Chandler Elem	48 Students	672	159=23%	77%
Clark Street	57 Students	798	91=12%	88%
Elm Park	31 Students	434	96=22%	78%
Goddard	129 Students	1806	421=23%	77%
Grafton	88 Students	1232	196=15%	85%
May St	147 Students	2058	339=16%	84%
Nelson Place	50 Students	700	81=11%	89%
Quinsigamond	56 Students	784	78=10%	90%
Rice Square	132 Students	1848	289=15%	85%
WAMS	74 Students	1036	189=18%	82%
Woodland	44 Students	616	151=23%	77%

**AVERAGE ATTENDANCE RATE OF ALL SITES: 82%**

### **ELEMENTARY CAMP INVENTION: Remote STEM Camp**

#### **I. Academic Progress**

Engagement and exploration were the primary goals.

#### **II. Attendance**

The program was in two sessions. Each session was 5 days.

218 students participated

Session 1: 98 students total 64 students enrolled and received materials at home, 14 from Boys and Girls Club, 20 from the Guild of St. Agnes

Session 2: 120 students total 30 students enrolled and received materials at home, 10 from SEAC, 80 from Friendly House

**III. Number of ELL Students:** 78 students

**IV. Number of Grade 1 and Grade 2 Students:** Students K-2 = 33 students

#### **V. Community Involvement**

In addition to students enrolled from home, Worcester Public School Students enrolled in The Southeast Asian Coalition(SEAC), The Guild of St. Agnes and Friendly House (Wall St. and Lakeside sites), and The Boys and Girls Club participated in the online work with materials and live remote support,

**ELEMENTARY CAMPERSHIPS**

Summer Community Camp Partnerships and the Number of Students Attending (In Person)			
Site	Program Description	Grade Level	Number of Students
Camp Art Reach	Art Reach is a working art studio where painting, drawing, ceramics, sculpture, paper making and stained glass were taught to students ages 5-11.	Grades 1-6	30 students
Broadmeadow Brook	Broadmeadow Brook partnered with Rice Square School as an extension of their summer school program. Broadmeadow Brook is a Nature Camp where students investigate habitats, ecosystems, and wildlife.	Grades 3-4	15 students
Ecotarium	Ecotarium is a summer day camp where students explore and become immersed in hands on Science activities including: Earth/Science, STEM, Nature, Ecosystems, and Earth and Space	Grade 2-6	20 students
Hanover Theatre	Hanover Theater offered a musical theater program where students learned and explored the world of musical theater. Classes featured dance, music appreciation, theater games, singing and visual arts.	Grade 1-3	30 students
Technotopia	Technotopia provided a makerspace which is a place where people get together to create, design and learn. This hands-on experience introduced the students to the Maker Concept.	Grade 5-6	10 students
Tower Hill	Tower Hill offered a full day camp experience with a creative focus; the titles of the camps were Nature's Studio and Mad Science. Students explored and worked on projects.	Grades 3-5	36 students
Worcester Center for Crafts	The Worcester Center for Crafts offered a summer program for students called Summer Stage. Students were introduced to the art of performing. Each week ended in a theatrical performance.	Grade 5-6	5 students

**Waterford Learning, Remote (No cost to District)**

**Rising Kindergarten Students: WPS is partnering with Waterford Learning (No cost to District)**

Families of children entering Kindergarten were eligible for a free, at-home summer learning program to give kids a boost before starting school. The [Waterford Upstart Summer Learning Path](#) includes:

- Personalized online learning in reading, math, and science filled with activities, songs, books, and resources
- A family coach (English or Spanish) to guide the caregivers through the learning process and offer ideas for creating routines
- A free computer and internet for qualifying families

20 incoming kindergarten students signed up.

**WORCESTER UNITES Grades 4 - 12 Grant funded**

The Summer UNITES program, funded by the WPS and the Massachusetts Cultural Commission ran from June ,21,22,23,24,28,29,30 from 9AM-2PM at North High for the in-person program and through Google Meet for the virtual session.

**Academic Progress**

UNITES students participated in small group sectionals, full ensemble rehearsals and had the opportunity to perform in two concerts over 7 days. They worked on increasing their technical knowledge, expressive abilities and ensemble playing skills.

**Attendance**

**By Grade level**

Grade 3	10	Grade 8	7
Grade 4	18	Grade 9	5
Grade 5	17	Grade 10	7
Grade 6	13	Grade 11	10
Grade 7	3	Grade 12	5

**Community Involvement:**

7 High School students volunteered or were paid staff ( part of the UNITES mission) for the program working 42 hours each.

<b>English Language Learners</b>	16	Speak another language at home 34	Albanian 1 Arabic 2 Bengali 1 Chinese 1 Creole 1 Nepalese 1 Portuguese 2 Russian 1 Spanish 6 Swahili 2 Tagalog 2 Twi 8 Vietnamese 6
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Photos



X. GENERAL BUSINESS  
Administration/Miss Biancheria  
(August 17, 2021)

CURRENT ITEM - gb 1-153.3  
S.C. MEETING - 8-26-21

1ST ITEM	gb #0-153	S.C. MTG. 6-3-21
2ND ITEM	gb #0-153.1	S.C. MTG. 6-17-21
3RD ITEM	gb #0-153.2	S.C. MTG. 7-22-21
4 <sup>TH</sup> ITEM	gb #0-153.3	S.C. MTG. 8-26-21

ITEM:

Response of the Administration to following motions from the FY22 Budget:

500146-92000 Building Utilities

Request that the Administration provide a report on the number employees by department who have cell phones provided by the Worcester Public Schools and indicate who is using the long-distance services. (Miss Biancheria)

540103-92000 Transportation

Mr. Foley asked that the Administration keep the School Committee informed over the summer as to the number of Durham bus drivers available for the beginning of school. **(Mr. Foley)**

500-92204 Instructional Materials

Request that the Administration provide a report in August regarding the supplies the principals have purchased to date using the \$1 per pupil for elementary recess supplies in line A-Instructional Materials. **Miss Biancheria**

PRIOR ACTION:

BACKUP:

Annex A (2 pages) contains a copy of the Administration's response to the motion.  
Annex B (1 page) contains a copy of the Administration's response to the motion.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

File the motions relative to the FY22 Budget.

**WORCESTER PUBLIC SCHOOLS  
 NUMBER OF CELLPHONES BY DEPARTMENT  
 JULY 2021**

<b>Department</b>	<b>Count of Cellphones</b>	<b>Department</b>	<b>Count of Cellphones</b>
Alternative School	1	New Citizen Center	1
Belmont Street	2	Night Life	1
Burncoat High	6	Norrback Ave	1
Burncoat Middle	4	North High	2
Canterbury Street	1	Nursing Department	10
Challenge and Reach	1	Nutrition Department	10
Chandler Elementary	1	Parent Info Center	1
Chandler Magnet	4	Professional Development	1
Child Study	24	Quadrant Office	17
City View	3	Rice Square	1
Claremont Academy	1	Roosevelt Elementary	1
Clark Street	1	Safety Office	3
Columbus Park	2	School & Student Performance	2
Creamer Center	2	School Adjustment Cnslr	60
Deputy Superintendent	2	School Committee	6
Doherty High	1	School Psychologists	28
Elm Park	1	School Shop	27
English Learners	14	South High	3
Facilities Administration	5	Special Education	69
Family Ties	1	Sullivan Middle	4
Finance & Operations	4	Superintendent	2
Flagg Street	1	Systemwide	1
Forest Grove Middle	2	Tatnuck Magnet	1
Gates Lane	2	Thorndyke Road	1
Goddard Elementary	1	Transportation Department	3

Grafton Street	2	TV/Media	4
Grants Management	1	Union Hill	3
Heard Street	1	University Park	1
Help Desk	2	Utility Crew	3
Human Resources	2	Vernon Hill	1
Information Systems	9	Wawecus Road	1
Information Technology	15	West Tatnuck	1
Instructional Technology	8	Worcester Arts Magnet	2
Jacob Hiatt Magnet	1	Worcester East Middle	5
Lake View	2	Worcester Police Dept	7
Lincoln Street	2	Worcester Tech	4
May Street	1	<b>Grand Total</b>	<b>420</b>
McGrath Elementary	1		
Midland Street	1	COVID Temporary (disconnected May 21)	60
Nelson Place	2	COVID Temporary (disconnected June 21)	97

There are no long distance charges for calls with Verizon wireless.



**WORCESTER PUBLIC SCHOOLS  
 BUS DRIVER AVAILABILITY FROM DURHAM SCHOOL SERVICES\***

as of: 7/13/2021 7/20/2021 7/27/2021      8/3/2021 8/10/2021 8/17/2021

**Big Bus Drivers Available**

On Payroll	65	66	66	65	66	63
In Training /Pending License	6	6	6	7	7	2
Temporary from other service areas - In-State	0	0	0	6	4	4
Temporary from other service areas - Out of State**	0	0	0	0	9	9
<b>Total</b>	<b>71</b>	<b>72</b>	<b>72</b>	<b>78</b>	<b>86</b>	<b>78</b>
FY22 Contracted Amount	87	87	87	87	87	87
Difference	-16	-15	-15	-9	-1	-9

**Special Education Bus Drivers Available\*\*\***

On Payroll	54	56	56	54	54	54
In Training /Pending License	0	0	0	0	0	0
Temporary from other service areas - In-State	0	0	0	0	0	0
Temporary from other service areas - Out of State**	0	0	0	0	0	0
<b>Total</b>	<b>54</b>	<b>56</b>	<b>56</b>	<b>54</b>	<b>54</b>	<b>54</b>
FY22 Contracted Amount	54	54	54	54	54	54
Difference	0	2	2	0	0	0

\*As reported by Durham School Services during weekly planning call with District Administration. \*\*Pending Massachusetts bus driver licensing

\*\*\*Includes Mid-Size and Wheelchair Buses

School Name	Total Budget	Please provide a list of everything you have purchased to date using the \$1 per pupil for recess supplies in line A- Instructional Materials.
Belmont Street Community School	\$600.00	Chalk, good basketballs, hula hoops
Burncoat Prep Elementary	\$250.00	Jump ropes - 15 @ \$2 a piece, Soccer balls - 12 @ \$10 a piece, Basketballs - 10 @ \$10 a piece
Canterbury	\$300.00	Jump ropes, hula hoops, sidewalk chalk, basketballs, nerf footballs
Chandler Elementary	\$400.00	Basketballs, Chalk, Hula Hoops, Jump Ropes, Nerf Footballs
Chandler Magnet	\$480.00	Basketballs, soccer balls, hula hoops, sidewalk chalk, bins, jump ropes, bouncy balls, indoor games that were socially distant for indoor recess
City View	\$496.00	Due to the Pandemic, City View did not spend money directly from the budget on recess materials. One of our Teacher's received a Donor's Choose for playground equipment.
Clark St. Community School	\$250.00	Outdoor: Soccer balls, basketballs, kick balls, noodles, jump ropes, storage bins, 4-square balls, parachutes, chalk etc. Indoor: various board games, art and crafts materials
Columbus Park	\$372.00	Basketballs, Soccer Balls, Soccer Net, Kick balls, Parachute, Sidewalk Chalk
Elm Park	\$352.00	Football (2), basketball (2), soccer ball (2), jump ropes (6), double Dutch ropes (2), Card game set (3), Connect 4 (6), Bingo (6), playground ball (2)
Flagg Street School	\$350.00	Flagg Street School purchased new playground balls, jump ropes, hula hoops and bean bags for recess play.
Gates Lane	\$563.00	Basketballs, footballs, recess equipment, grade level equipment bags for storage of equipment.
Goddard	\$400.00	The materials purchased were a part of a larger order: We ordered floor/seating stickers for recess supplies including outdoor markers. In total, it came to approx. 60.00.
Grafton Street School	\$400.00	Sidewalk chalk, jump ropes, sport balls
Heard Street School	\$250.00	Soccer Balls, Basket Balls, Bean Bags, Outside Paint for the playground, Rocks/Paint/for Rock Garden
Jacob Hiatt Magnet School	\$443.70	Basketballs, jump ropes, footballs, and soccer balls

La Familia- Dual Language School	\$200.00	Outside recess equipment
Lake View	\$320.00	Basketballs, basketball pump, playground balls, bases, cones , sidewalk chalk, tennis balls, equipment bags, 4 footballs, beanbags
May Street	\$280.00	Kick balls, footballs, basketballs, tennis balls, soccer balls, jump ropes, hula hoops, sidewalk chalk.
McGrath	\$220.00	Chalk, Extra jump ropes, Hula hoops, Ball air pump, Basketballs, Frisbees
Midland Street	\$230.00	We bought recess equipment (jump ropes, balls, hula hoops etc.)
Nelson Place	\$600.00	School specialty recess equipment: primary grade kit 158.00, Intermediate kit 158.00, Storage ball bin (2) 123.00  Kit includes: Recess Pack Includes: 3 Playground Balls, 1 Nylon Jump Ropes, 2 Deluxe Skip-N-Hops, 6 Grade Stuff Jump Ropes, 2 Max Footballs (Number 7 Size), 1 Laminated Soccer Ball (Number 5 Size), 2 Grade Stuff Flying Discs, 2 Intermediate Max Basketballs, 1 Oversized Mesh Duffle Bag
Norrback	\$33,276.00	Purchased from 2020-2021 budget for 2021-2022 school year \$120.74 - super spot marker, \$332.33 - speed stack cups, \$48.49 - speed stack cups, \$32.33 - speed stack cups, Purchased from 2019-2020 budget for 2020-2021 school year, \$76.99 - tennis balls, \$91.98 - soft vinyl balls, \$36.99 - playground balls, \$15.99 - basketball, \$18.99 - fitness dice, \$45.99 - stretch rope 8ft, \$34.99 - twirl and jump set, \$105.99 - heavy hoops, \$89.99 - super hoops 36", \$59.99 - economy hoop pac, \$179.88 - foam soccer ball, \$44.99 - bucket stilts, \$87.45 - pogo jumper, \$23.94 - 16ft jump rope
Quinsigamond	\$1,000.00	Softball, large bins, various ball, pins, pvc goals, large foam dice
Rice Square	\$543.51	Assorted playground balls, Set of cones with wire rack holder, Assorted Dodge balls, 4 inch yarn ball set, Poly spots, Set of soccer balls, 2 sets of bean bags, Set of basketballs
Roosevelt	\$512.00	Kick balls, Soccer balls, Sidewalk Chalk, Jump ropes
Tatnuck	\$400.00	Nothing has been ordered for this year yet. We plan on buying recess supplies though.

Tatnuck	\$400.00	Nothing to date
Thorndyke Road	\$355.00	Recess Ball packs- 18 playground balls, 6 Kick balls, 6 foursquare balls, 12 utility balls and bags; 12 jump ropes
Union Hill	\$0.00	We have not purchased supplies. A lot of the material was donated to our school.
Vernon Hill	\$460.00	Flag Football Set, Jump Ropes, Plastic Hoops, Soccer Balls, Basketballs, Playground Ball Sets, Indoor/Outdoor Base Set
Wawecus	\$130.00	Basketballs, kick balls, jump ropes and swing ball set
West Tatnuck School	\$337.00	Recess balls, hula hoops, jump ropes, sidewalk chalk
Woodland Academy	\$525.00	Jump ropes, Tennis balls, Tennis rackets
Worcester Arts Magnet	\$370.00	Jump rope 7 ft set 12 \$18.20, Jump rope 8 ft set of 12 \$21.24, Jump rope 9 ft set of 12 \$ 22.70, Playground balls set of 24 \$120.36, Scoop ball set of 6 \$28.18, Hula hoops set of 24 \$128.42, Bean bags set of 12 \$23.75

X. GENERAL BUSINESS  
Administration  
(July 21, 2021)

ITEM - gb #1-202  
S.C. MEETING - 8-26-21

ITEM:

To accept the Project Lead the Way Launch Program Grants awarded to:

- Elm Park Community School - \$16, 765, over three years
- Tatnuck Magnet School - \$16,598, over three years
- West Tatnuck School- \$16,918, over three years

PRIOR ACTION:

BACKUP:

Annex A (8 pages) contains a copy of the PLTW Grant Acceptance Form.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

**Grant Acceptance Form**

<b>Name of Grant:</b>	Project Lead the Way Launch Program
<b>Type of Funder:</b>	One8, STEM Council, and Skills Capital
<b>Awarded Amount:</b>	Three-year funding period  Elm Park - \$16, 765, total over three years Tatnuck - \$16,598, total over three years West Tatnuck - \$16,918, total over three years
<b>Grant Funding Period:</b>	May 10, 2021 through June 30, 2024
<b>Project title:</b>	Project Lead the Way Launch Program
<b>Program coordinator:</b>	O'Neil
<b>Purpose:</b>	The PLTW Grant Program provides PreK-12 districts and schools with competitive grants to support the implementation or expansion of PLTW programs through our partnerships with leading organizations across the country.
<b>Description of the program:</b>	PLTW Launch seeks to inspire and attract members of underrepresented student populations to become involved in STEM disciplines. This is done through the PLTW training of teachers and that create an engaging classroom environment. The program seeks to empower students to develop and apply in-demand, transportable skills by exploring real-world challenges. Allowable expenses include core training and related expenses; required computers and/or tablets; program required equipment and supplies.
<b>Program location:</b>	Elm Park, West Tatnuck and Tatnuck
<b>Outcomes and Measures:</b>	PLTW teachers are prepared to infuse a new way of teaching into the classroom. PLTW students will outperform their peers in school, are better prepared for post-secondary studies, and are more likely to consider careers as scientists, technology experts, engineers, mathematicians, healthcare providers, and researchers compared to their non-PLTW peers.

# Project Lead the Way

## Funding Snapshot

School Name	Total Amount	Total 21 - 22	Total 22 - 23	Total 23 - 24
<b>Elm Park</b>	\$16,765	\$6,706	\$5,030	\$5,029
<b>Tatnuck</b>	\$16,598	\$6,639	\$4,980	\$4,979
<b>West Tatnuck</b>	\$16,918	\$6,767	\$5,076	\$5,075

We are excited to share Elm Park Community has been selected to receive the following PLTW grant:  
**Grantee Name:** Elm Park Community

**Program:** PLTW Launch

**Total Grant Award:** \$16,765

**Grant Amount by School Year:**

2021-2022: \$6,706

2022-2023: \$5,030

2023-2024: \$5,029

This grant was made possible by generous support from our partner, One8, STEM Council, and Skills Capital.

**Next Steps:**

Please sign the grant agreement which was sent to the primary grant contact via DocuSign. If the primary grant contact does not have signing authority, the document can be reassigned to another party by clicking on "Other Actions" and then "Assign to Someone Else."

In addition to signing the grant agreement, your grant may require additional grant tasks to be completed to receive either the initial payment or subsequent annual payments. To manage your school's grant and view grant tasks, please log into your [myPLTW](#) account:

1. Log into [my.pltw.org](#).
2. Click on the Grants icon.
3. Click on Awarded Grants located on the top left section of the page.
4. Click on Manage Grant to view the grant details and grant tasks.

If you do not have a myPLTW account, please follow the steps below to create an account:

1. Visit [my.pltw.org](#)
2. Click **Create Educator Account**.
3. Complete all form fields.
4. Read the terms of service and click the "I have read and agree to the terms of service" checkbox.
5. Click **Create Educator Account**.
6. Verify your email and login to myPLTW.

**Payment information**

Payments are sent to the entity and address listed on the W-9 submitted to PLTW. Checks will be sent to the attention of the primary grant contact. If the payment needs to be mailed to a different address, please email [grants@pltw.org](mailto:grants@pltw.org).

If you have any questions, please contact the PLTW Solution Center at [solutioncenter@pltw.org](mailto:solutioncenter@pltw.org) or 877.335.7589.

Project Lead The Way

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**ELM PARK**

**Project Lead The Way – PLTW  
Budget Page**

	Year 1 (School Year 2021-22)	Year 2 (School Year 2022-23)	Year 3 (School Year 2023-24)
Total Classroom teacher training fees Number of teachers x \$500 (Launch training fee)	\$2,000	\$2,000	\$1,500
Classroom Teacher Room and Board Number of teachers x \$280 (2- day lodging at WPI)	\$0	\$0	\$0
Lead Teacher Training (Teachers must attend Classroom training first) Number of teachers x \$700 (Launch Training Fee)	\$0	\$2,100	\$0
Lead Teacher Training Room and Board Number of teachers x \$280 (2-day lodging at WPI)	\$0	\$0	\$0
Course Specific Durable Equipment and Grade Level Kits	\$4,706	\$930	\$3,529
Computer Hardware	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$6,706</b>	<b>\$5,030</b>	<b>\$5,029</b>
<b>TOTAL AMOUNT AWARDED</b>		<b>\$16,765</b>	



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We are excited to share Tatnuck has been selected to receive the following PLTW grant:

**Grantee Name:** Tatnuck

**Program:** PLTW Launch

**Total Grant Award:** \$16,598

**Grant Amount by School Year:**

**2021-2022:** \$6,639

**2022-2023:** \$4,980

**2023-2024:** \$4,979

This grant was made possible by generous support from our partner, One8 Foundation.

**Next Steps:**

Please sign the grant agreement which was sent to the primary grant contact via DocuSign. If the primary grant contact does not have signing authority, the document can be reassigned to another party by clicking on "Other Actions" and then "Assign to Someone Else."

In addition to signing the grant agreement, your grant may require additional grant tasks to be completed to receive either the initial payment or subsequent annual payments. To manage your school's grant and view grant tasks, please log into your [myPLTW](#) account:

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3. Click on Awarded Grants located on the top left section of the page.
4. Click on Manage Grant to view the grant details and grant tasks.

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3. Complete all form fields.
4. Read the terms of service and click the "I have read and agree to the terms of service" checkbox.
5. Click **Create Educator Account**.
6. Verify your email and login to myPLTW.

**Payment information**

Payments are sent to the entity and address listed on the W-9 submitted to PLTW. Checks will be sent to the attention of the primary grant contact. If the payment needs to be mailed to a different address, please email [grants@pltw.org](mailto:grants@pltw.org).

If you have any questions, please contact the PLTW Solution Center at [solutioncenter@pltw.org](mailto:solutioncenter@pltw.org) or 877.335.7589.

**Project Lead The Way**

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**Tatnuck**  
**Project Lead The Way – PLTW**  
**Budget Page**

	Year 1 (School Year 2021-22)	Year 2 (School Year 2022-23)	Year 3 (School Year 2023-24)
Total Classroom teacher training fees Number of teachers x \$500 (Launch training fee)	\$2,000	\$500	\$500
Classroom Teacher Room and Board Number of teachers x \$280 (2- day lodging at WPI)	\$0	\$0	\$0
Lead Teacher Training (Teachers must attend Classroom training first) Number of teachers x \$700 (Launch Training Fee)	\$1,400	\$700	\$700
Lead Teacher Training Room and Board Number of teachers x \$280 (2-day lodging at WPI)	\$0	\$0	\$0
Course Specific Durable Equipment and Grade Level Kits	\$3,239	\$3,780	\$3,779
Computer Hardware	\$0	\$0	\$0
<b>Total</b>	<b>\$6,639</b>	<b>\$4,980</b>	<b>\$4,979</b>
<b>Total Award</b>		<b>\$16,598</b>	

**From:** Grants

**Sent:** Friday, May 7, 2021 3:14 PM

**To:** [jyoung@worcesterschools.net](mailto:jyoung@worcesterschools.net); [hastingsc@worcesterschools.net](mailto:hastingsc@worcesterschools.net)

**Subject:** PLTW Grant Award Notification

Congratulations! We are excited to share West Tatnuck has been selected to receive the following PLTW grant:

**Grantee Name:** West Tatnuck

**Program:** PLTW Launch

**Total Grant Award:** \$16,918

**Grant Amount by School Year:**

2021-2022: \$6,767

2022-2023: \$5,076

2023-2024: \$5,075

This grant was made possible by generous support from our partner, One8 Foundation.

**Next Steps:**

Please sign the grant agreement which will be sent to the primary grant contact via DocuSign. If the primary grant contact does not have signing authority, the document can be reassigned to another party by clicking on "Other Actions" and then "Assign to Someone Else."

In addition to signing the grant agreement, your grant may require additional grant tasks to be completed to receive either the initial payment or subsequent annual payments. To manage your school's grant and view grant tasks, please log into your [myPLTW](#) account:

1. Log into [my.pltw.org](http://my.pltw.org).
2. Click on the Grants icon.
3. Click on Awarded Grants located on the top left section of the page.
4. Click on Manage Grant to view the grant details and grant tasks.

If you do not have a myPLTW account, please follow the steps below to create an account:

1. Visit [my.pltw.org](http://my.pltw.org)
2. Click **Create Educator Account**.
3. Complete all form fields.
4. Read the terms of service and click the "I have read and agree to the terms of service" checkbox.
5. Click **Create Educator Account**.
6. Verify your email and login to myPLTW.

**Payment information**

Payments are sent to the entity and address listed on the W-9 submitted to PLTW. Checks will be sent to the attention of the primary grant contact. If the payment needs to be mailed to a different address, please email [grants@pltw.org](mailto:grants@pltw.org).

If you have any questions, please contact the PLTW Solution Center at [solutioncenter@pltw.org](mailto:solutioncenter@pltw.org) or 877.335.7589.

Project Lead The Way, Inc.

**West Tatnuck**

**Project Lead The Way – PLTW  
Budget Page**

	Year 1 (School Year 2021-22)	Year 2 (School Year 2022-23)	Year 3 (School Year 2023-24)
Total Classroom teacher training fees Number of teachers x \$500 (Launch training fee)	\$2,400	\$1,000	\$1,000
Classroom Teacher Room and Board Number of teachers x \$280 (2- day lodging at WPI)	\$0	\$0	\$0
Lead Teacher Training (Teachers must attend Classroom training first) Number of teachers x \$700 (Launch Training Fee)	\$0	\$700	\$700
Lead Teacher Training Room and Board Number of teachers x \$280 (2-day lodging at WPI)	\$0	\$0	\$0
Course Specific Durable Equipment and Grade Level Kits	\$4,367	\$3,376	\$3,375
Computer Hardware	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$6,767</b>	<b>\$5,076</b>	<b>\$5,075</b>
<b>TOTAL AMOUNT AWARDED</b>		<b>\$16,918</b>	

X. GENERAL BUSINESS  
Administration  
(July 26, 2021)

ITEM - gb #1-203  
S.C. MEETING - 8-26-21

ITEM:

To approve the following donations:

- 3 AEDs with a cash value of \$5,283 from the Josh Thibodeau Helping Hearts Foundation
- \$200.00 from Marjorie & David Cohen to the South High Community School Food Pantry

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS  
Administration  
(July 30, 2021)

ITEM - gb #1-204  
S.C. MEETING - 8-26-21

ITEM:

To consider approval of the Building Use Fees Policy.

PRIOR ACTION:

BACKUP:

Annex A (4 pages) contains a copy of the Building Use Fees.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

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**SOUTH HIGH SCHOOL - BUILDING USE**

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AREA	NON-	PROFI	BENEFACTO
<b>Brian A. O'Connell</b>	\$400.00 per	\$500.00 per	\$300.00 per
<b>John Whalen</b>	\$350.00 per	\$400.00 per	\$300.00 per
<b>Conference</b>	\$200.00 per	\$250.00 per	\$150.00 per
<b>Librar</b>	\$150.00 per	\$200.00 per	\$100.00 per
<b>Cafeteria</b>	\$250.00 per	\$300.00 per	\$200.00 per
<b>Music</b>	\$100.00 per	\$150.00 per	\$60.00 per
<b>Music Practice</b>	\$100.00 per	\$150.00 per	\$60.00 per
<b>Computer</b>	\$100.00 per	\$150.00 per	\$70.00 per
<b>Art Room (No Supplies)</b>	\$150.00 per	\$200.00 per	\$100.00 per
<b>Multi Purpose</b>	\$180.00 per	\$105.00 per	\$60.00 per
<b>Classroom</b>	\$50.00 per	\$80.00 per	\$40.00 per

Note: A/V Tech, Site Administrator and Custodial Services will be billed at a flat hourly rate determined annually by the Business Office.

Currently charges are: \$40.00 per hour for A/V Tech and Site Administrator and \$50.00 per hour for

\*Recognized individuals or entities that provide financial resources for the construction of or equipment for NHS.

\*\*If kitchen equipment is to be used, an additional \$100 per hour will apply for equipment usage, utilities, and



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**NORTH HIGH SCHOOL - BUILDING USE**

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<b>ARE</b>	<b>NON-</b>		<b>PROFI</b>		<b>BENEFACTOR</b>	
<b>Auditorium</b> (Seating	\$200.00	per	\$300.00	per	\$100.00	per
<b>Gymnasium</b> (1000 Seat	\$250.00	per	\$300.00	per	\$200.00	per
<b>Cafeteria</b> *** (Student seating space only}	\$100.00	per	\$150.00	per	\$75.00	per
<b>Library</b> (BO Seat	\$75.00	per	\$100.00	per	\$50.00	per
<b>Music Room</b> (40 Seat	\$50.00	per	\$75.00	per	\$30.00	per
<b>Music Practice Room</b> (4 Rooms capacity 1 per	\$50.00	per	\$75.00	per	\$30.00	per
<b>Art Room</b> (No supplies	\$75.00	per	\$100.00	per	\$50.00	per
<b>Drama</b> <b>Classroom</b> {Capacity	\$50.00	per	\$75.00	per	\$30.00	per
<b>All Other</b>	\$20.00	per	\$30.00	per	\$15.00	per

Note: A/V Tech, Site Administrator and Custodial Services will be billed at a flat hourly rate determined annually by the Business Office.

Currently charges are: \$40.00 per hour for A/V Tech and Site Administrator and \$50.00 per hour for

•Recognized individuals or entities that provide financial resources for the construction of or equipment for NHS.

\*\*\*If kitchen equipment is to be used, an additional \$100 per hour will apply for equipment usage, utilities, and

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**WORCESTER TECHNICAL HIGH SCHOOL - BUILDING**

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<b>ARE</b>	<b>NON-</b>	<b>PROFI</b>	<b>BENEFACTO</b>
<b>The George F. and Sybil H. Fuller Auditorium</b>	\$300.00 per	\$400.00 per	\$200.00 per
<b>Gymnasium (1000 Seat</b>	\$250.00 per	\$300.00 per	\$200.00 per
<b>The Harrington Conference Center</b> {5	\$150.00 per	\$200.00 per	\$100.00 per
<b>Conference Center</b> Ful	\$100.00 per	\$150.00 per	\$75.00 per
<b>Conference Center</b> Hal	\$50.00 per	\$75.00 per	\$35.00 per
<b>Cafeteria</b>	\$150.00 per	\$200.00 per	\$100.00 per
<b>Computer</b>	\$50.00 per	\$75.00 per	\$35.00 per
<b>Multi Purpose Room</b> {50	\$40.00 per	\$55.00 per	\$30.00 per
<b>Classroo</b>	\$25.00 per	\$40.00 per	\$20.00 per

Note: A/V Tech, Site Administrator and Custodial Services will be billed at a flat hourly rate determined annually by the Business Office.

Currently charges are: \$40.00 per hour for A/V Tech and Site Administrator and \$50.00 per hour for

\*Recognized individuals or entities that provide financial resources for the construction of or equipment for NHS.

\*\*If kitchen equipment is to be used, an additional \$100 per hour will apply for equipment usage, utilities, and

## LICENSING FEES

The schedule of the fees will be as follows:

AREA	NON-PROFIT	PROFIT	OTHER*
<b>Auditoriums</b>			
<b>All Junior and Senior High School's Auditoriums</b>	\$55.00 per hour plus custodial service.	\$80.00 per hour, plus custodial services.	\$100.00 per hour, plus custodial services.
<b>Elementary Auditorium</b>	\$40.00 per hour plus custodial service	\$65.00 per hour, plus custodial services.	\$85.00 per hour, plus custodial services
<b>All "All Purpose Rooms"</b>	\$42.00 first two hours, plus custodial service. \$20.00 each additional hour.	\$63.00 first two hours, plus custodial services. \$30.00 each additional hour.	\$75.00 first two hours, plus custodial services. \$45.00 each additional hour.
<b><u>Gymnasium</u></b>			
<b>All Senior, Junior and Community School Gymnasium (Games)</b>	\$70.00 per hour, plus custodial services.	\$100.00 per hour, plus custodial services.	\$125.00 per hour, plus custodial services.
<b>Elementary Gymnasium</b>	\$30.00 per hour, plus custodial services.	\$46.00 per hour, plus custodial services.	\$60.00 per hour, plus custodial services.
<b><u>Basketball Practice (two hours only)</u></b>	\$20.00 Monday-Friday, plus custodial services.	\$28.00 Monday-Friday, plus custodial services.	\$40.00 Monday-Friday, plus custodial services.
<b><u>All Classrooms</u></b>	\$8.00 per hour, per room plus custodial services.	\$12.00 per hour, per room plus custodial services.	\$15.00 per hour, per room plus custodial services.
<b><u>Cafeterias, Libraries, Music &amp; Art Rooms</u></b>	\$38.00 per hour, plus custodial services.	\$60.00 per hour, plus custodial services.	\$75.00 per hour, plus custodial services.
<b><u>Dressing Rooms</u></b>	\$20.00 per hour, plus custodial services		

\*Groups which schedule continuous regular use for periods exceeding six months in duration.

CUSTODIAN: \$50/HR.      SITE ADMINISTRATOR: \$40/HR.      AV TECH SUPPORT: \$40/HR.

X. GENERAL BUSINESS  
Mr. Monfredo  
(July 30, 2021)

ITEM - gb #1-205  
S.C. MEETING - 8-26-21

ITEM:

To congratulate the students, staff and Administration for the many successes of the 2021 graduating class who were accepted at over 140 different institutions in 26 states, Washington, D.C. Puerto Rico, Canada and Scotland.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Congratulate and file.

X. GENERAL BUSINESS  
Miss Biancheria  
(July 30, 2021)

ITEM - gb #1-206  
S.C. MEETING - 8-26-21

ITEM:

Request that the Administration determine how our high school students can help with landscaping/yard work for seniors in the community and receive credit for their documented work.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration.

X. GENERAL BUSINESS  
Administration  
(August 5, 2021)

ITEM - gb #1-207  
S.C. MEETING - 8-26-21

ITEM:

To approve the following prior fiscal year payments:

- \$547.47 to a nurse for back pay
- \$120.00 to a nurse for license renewal
- \$2,475.36 to the Worcester Police Department for the security at South High Community School
- \$1,237.68 to the Worcester Police Department for graduation details
- \$267.72 to Northeast Electrical
- \$358.75 to Jostens
- \$472.16 to Great America Financial Services
- \$1,535.60 to Boston Children's Hospital (Neurology Foundation)
- \$1,591.29 to Joseph E. Moldover, Psy.D., PC
- \$6,694 to three employees for calculation errors

PRIOR ACTION:

BACKUP:

**Northeast Electrical** – WPS AP was instructed to close out PO by school; however, they did not realize there was an invoice that was not paid.

**Jostens** – The change order processed for the Purchase Order and invoice was not paid in error.

**Great America Financial Services** - The requisition was submitted with the payment being sent to an incorrect vendor. The error was not realized until after the previous fiscal close.

**Boston Children's Hospital** (Neurology Foundation) - The invoice was received after the close of the fiscal year.

**Joseph E. Moldover, Psy.D., PC** - The vendor failed to communicate with the Special Education Department to establish an Independent Evaluation Contract Agreement prior to administering the Independent Evaluation for the student. Upon receipt of the invoice, additional information was necessary in order to process for payment. This documentation did not arrive to the office prior to the fiscal year-end

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS  
Administration  
(August 10, 2021)

ITEM - gb #1-208  
S.C. MEETING - 8-26-21

ITEM:

To review the status of the FY22 Budget and make appropriate transfers as required.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Standing Committee on Finance and Operations.

X. GENERAL BUSINESS  
Mr. Monfredo  
(August 10, 2021)

ITEM - gb #1-209  
S.C. MEETING - 8-26-21

ITEM:

Request that the Administration forward a letter of appreciation to the Worcester Woo Sox for participating in the Worcester: The City that Reads book drive in which over 2000 books were collected that will be given to new teachers.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Forward letter.



X. GENERAL BUSINESS  
Ms. Novick  
(August 16, 2021)

ITEM - gb #1-210  
S.C. MEETING - 8-26-21

ITEM:

Request the administration list all those whose contracts are with the superintendent who are currently:

1. on automatic one year renewals of their contract;
2. beyond one year renewals;
3. beyond the renewal language of their contract otherwise and
4. have no written contract at all.

Report to be current to the filing date of this item (8/16/21).

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Administration for a report back on September 2, 2021.

RECOMMENDATION OF ADMINISTRATION:

The Administration concur with the maker.

X. GENERAL BUSINESS  
Ms. Novick  
(August 16, 2021)

ITEM - gb #1-211  
S.C. MEETING - 8-26-21

ITEM:

Request administration outline the process, timeline, and specific funding sources for any WPS acquisition of former Becker College buildings, including how any such acquisition fits into the district's facilities master plan, what options are available to the Committee in considering this, and how the administration intends to fund maintenance of any such additional buildings.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Administration.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

X. GENERAL BUSINESS  
Ms. Novick  
(August 16, 2021)

ITEM - gb #1-212  
S.C. MEETING - 8-26-21

ITEM:

Request administration report on the process and timeline for the security plan reportedly being created by the city administration for the Worcester Public Schools, including names and positions of those involved and consulted, and timeline for reporting out for consideration of the Committee.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the City Manager.

X. GENERAL BUSINESS  
Mr. Monfredo  
(August 16, 2021)

ITEM - gb #1-213  
S.C. MEETING - 8-26-21

ITEM:

Request that the Administration work with the EAW to follow the lead of the NEA and support mandatory vaccinations and have regular COVID testing for those who are unable to receive the vaccine.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Administration for implementation.

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration.

X. GENERAL BUSINESS  
Mr. Monfredo  
(August 17, 2021)

ITEM - gb #1-214  
S.C. MEETING - 8-26-21

ITEM:

Request that the Administration reach out to the EAW to join the MTA and the NEA in mandating that all EAW members receive vaccinations by the middle of September.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Administration for implementation.

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration.

X. GENERAL BUSINESS  
Miss Biancheria  
(August 18, 2021)

ITEM - gb #1-215  
S.C. MEETING - 8-26-21

ITEM:

Request that the Administration review the feasibility of utilizing retired IA staff as part time employees in areas of need such as reading and math at specific school sites under request of these services.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration.

X. GENERAL BUSINESS  
Miss Biancheria  
(August 18, 2021)

ITEM - gb #1-216  
S.C. MEETING - 8-26-21

ITEM:

Request that the Administration provide a spreadsheet of all costs for accommodations at the new facilities/transportation site of Allegro including number of staff and departments who will be occupying site part time and full time.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration.

X. GENERAL BUSINESS  
Administration  
(August 18, 2021)

ITEM - gb #1-217  
S.C. MEETING - 8-26-21

ITEM:

To accept the Career and Technical Education Partnership Implementation Grant in the amount of \$213,314.

PRIOR ACTION:

BACKUP: This Grant supports the implementation of programs that were supported previously through planning grants. This award is for the implementation of a postsecondary diesel training course at South High School under the direction of the Worcester Night Life program.

Annex A (22 pages) contains a copy of the Grant Acceptance Form.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.



Worcester Public Schools  
Grants Office

**Grant Acceptance Form**

**Name of Grant:** Career and Technical Education Partnership Implementation Grant

**Type of Funder:** Massachusetts Department of Elementary and Secondary Education – State and Federal funds

**Awarded Amount:** Total Award = \$213,314  
Fund Code 406 = \$62,500  
Fund Code 412 (State) = \$150,814

**Grant Funding Period:** Fund Code 406 (Federal) July 1, 2021 through August 31, 2022  
Fund Code 412 (State) July 1, 2021 through June 30, 2022

**Project title:** Worcester Night Life – Postsecondary Diesel

**Program coordinator:** Seward/Sippel

**Purpose:** Funding supports the implementation of programs that were supported previously through planning grants. This award is for the implementation of a postsecondary diesel training course at South High School under the direction of the Worcester Night Life program.

**Description of the program:** Graduates of this 10-month, 900-hour Diesel Technology Program will be prepared to be placed as entry-level technicians in the bus and truck mechanics industry. The Diesel Technology will prepare students for a rewarding career in an evolving industry. Diesel Technology becomes more challenging every year as vehicles are equipped with increasingly sophisticated equipment.

**Program location:** Worcester Public Schools – South High School

**Outcomes and Measures:** The goal of this project is to increase the availability and utilization of facilities and equipment to serve adults who are training to enter the workforce or advance their careers. This new Chapter 74 Postsecondary Diesel Technician programs will help more residents gain the credentials, education and job skills needed for successful careers within high-demand career pipelines.

## FY2022: Career and Technical Education Partnership Implementation Grant

Fund Codes: 406/412

### Purpose:



The purpose of this competitive Career and Technical Education (CTE) Partnership Implementation Grant is to support regional and local partnerships to expand existing and/or develop new CTE programs and initiatives that increase student access to CTE opportunities, primarily through more effective use and integration of existing capacity and resources. Eligible students include secondary and other students served under the Strengthening Career and Technical Education in the 21st Century Act, PL 115-224, commonly known as Perkins V. Services provided are to supplement currently funded local, state, and federal programs.

### Priorities:

Priority will be given to applicants that:

- Provide students access to Chapter 74 level programming at vocational technical education districts serving Gateway Cities\* where access to admittance into the regional vocational technical high school that serves that Gateway City is limited by oversubscription relative to capacity.
- Establish and implement program models and action plans that will increase student seats and access to Career Technical Education (CTE) training for jobs that are in demand and aligned with current labor market data.
- Demonstrate current and future active collaboration with secondary and postsecondary as well as industry and workforce development partners.
- Convene regional/local partners to expand existing and/or develop new CTE programs and initiatives that increase student access to CTE opportunities.
- Leverage the use of existing resources among the participating partners, in order to maximize capacity, impact, and sustainability.
- Serve traditionally underserved populations.
- Provide students with a sequence of courses that will lead to technical skill proficiency, an industry-recognized credential, and/or an associate degree.
- Propose a concrete strategy for sustainability **as an educational option for students upon conclusion of the Implementation grant.**
- Propose new or expanded partnerships.

### Eligibility:

Only recipients of **FY2020** Perkins Career and Technical Education Partnership Planning Grants (Fund Code 405 and 405B) and/or **FY2021** Perkins Career and Technical Education Partnership Planning Grants (Fund Code 405  and 405B ) are eligible to apply for funding for a Career and Technical Education Partnership Implementation Grant.

**Please note** that DESE will prioritize funding those recipients of FC405 and FC405B funding that have not yet received FC406/412 funding. However, we will consider applications from those that did receive FC406/412 funding, subject to the availability of FY2022 funds, **if those applications expand access to additional Chapter 74 programs and/or to additional numbers of students from the same or different partnering school districts.**

### Application

#### Requirements:

The Lead Applicant must submit the application through a submission portal.

The application consists of online responses and uploads of specific documents listed below. Additional attachments are permitted but will not factor into final scoring.

**Funding Type:**

Fund Code 406: Federal CFDA: 84.048

Fund Code 412: State

**Funding:**

Eligible applicants may apply for funds for one (1) Implementation grant, depending on the number of students served. DESE anticipates that the total amount available for Implementation grants will be up to \$2,000,000, contingent on funding availability and proposal quality. Maximum Individual award amounts for implementation grants will be based on per pupil costs to operate proposed programs. The Strengthening Career and Technical Education in the 21st Century Act, PL 115-224 (Perkins V) and the state-funded Career and Technical Education Program (FY22 appropriation 7035-0001) are the funding source for these grants. Grantees must spend Perkins V funds in accordance with Perkins Guidelines. For allowable uses of Perkins funds, please refer to the Perkins Postsecondary Quick Reference Guide on Allowable and Unallowable Costs and the Perkins Secondary Quick Reference Guide on Allowable and Unallowable Costs, available at Federal Grant Programs: Perkins webpage.

**Please note** that only FY2020 and FY2021 recipients of FC405 and FC405B Career and Technical Education Partnership Planning Grant funds are eligible for this grant funding.

Funding is contingent upon availability. All dollar amounts listed are estimated/approximate and are subject to change. If more funding becomes available, it will be distributed under the same guidelines that appear in the RFP document.

**Fund Use:**

Grant funds must be used to implement programs/activities/initiatives that will increase student seats and student access to CTE pathways/programs, particularly for underserved populations and student residing in Gateway Cities where the regional vocational technical high school serving that Gateway City is oversubscribed. All implementation activities must be appropriate and consistent with all applicable state and federal requirements.

Funds may be used for:

1. Staffing costs necessary to implement the proposed program/activity;
2. Consultant and contract fees necessary to implement the proposed program/activity;
3. Supplies and equipment necessary to implement the program;
4. Transportation costs that are not otherwise reimbursed via the regional school transportation program (subject to Massachusetts legislative appropriation); and
5. Other costs that are negotiated with the Department.

Grantees may not use funds to supplant local resources.

**Project Duration:**

Upon Approval (no earlier than July 1, 2021) – June 30, 2022. Applicants that plan to provide services in July and August 2022 may request an alternate end date of August 31, 2022.

All funds must be obligated and activities completed by June 30, 2022 or August 31, 2022 respectively, with a final report completed and submitted via the submission portals referenced elsewhere in this request for proposals by September 30, 2022.

**Program Unit:**

8/17/2021 FY2022 Fund Codes 406/412: Career and Technical Education Partnership Implementation Grant - Grants and Other Financial As:  
Office for College, Career, and Technical Education

**Contact:**

Larry DeSalvatore

**Phone Number:**

(781) 338-3953

**Date Due:**

Completed grant proposals must be submitted to the Department via an online submission portal by **5:00 p.m. on Friday, April 16, 2021.**

**Required Forms:**

As Part of the online submission, applicants will upload the following forms:



Part I — General — Program Unit Signature Page — (Standard Contract Form and Application for Program Grants)



Part II — Budget Detail Pages (Include both pages)



Schedule C — Statement of Participation and Support (see Additional Information below)

Signed letters of commitment from any partners not included in FC405/405B applications

Part III — Required Program Information  is embedded in the online submission form.

**Additional**

**Information:**

Schedule C should be submitted only if any changes have occurred since the Perkins Fund Code 405 or 405B Career and Technical Education Partnership Planning Grant submission. Partners must meet the same criteria established in the Planning Grant.

**Final Report** Recipients of Implementation funds will be required to submit a final report on or before September 30, 2022, via the online application submission portals referenced elsewhere in this request for proposals. The final report must include:

- A summary of implementation outcomes, including the number of seats added; expected long-term program outcomes; and potential for replication;
- Challenges encountered during implementation;
- Any plans to institutionalize, continue or scale up the program or project;
- A description of the how the implementation grant addressed the eight (8) priorities identified in this Request for Proposals;
- What support/resources might be necessary to replicate or expand these programs/activities; and
- How the grantee used the funds.

**Submission**

**Instructions:**

Grant applications are submitted via an online submission portal.

8/17/2021 FY2022 Fund Codes 406/412: Career and Technical Education Partnership Implementation Grant - Grants and Other Financial Assistanc...

**Please note** that this portal is the same one used for FY2021 Planning Grant (FC405 and FC405B) submissions. Recipients of **FY2021** FC405 or 405B Planning Grants should sign in using the username and password initially established for your FC405 or FC405B submissions.

Recipients of **FY2020** FC405 or 405B Planning Grants should sign in first time as a **new user**, complete a brief Profile, and then contact us at [Lawrence.DeSalvatore@mass.gov](mailto:Lawrence.DeSalvatore@mass.gov) for further assistance.

**Awarded Recipients:** Upon award, recipients will be required to enter the approved budget, Part I and required documents in EdGrants. Once selected, recipients will be contacted with further instructions on the process.

\*The Massachusetts Legislature defines 26 Gateway Cities in the Commonwealth: Attleboro, Barnstable, Brockton, Chelsea, Chicopee, Everett, Fall River, Fitchburg, Haverhill, Holyoke, Lawrence, Leominster, Lowell, Lynn, Malden, Methuen, New Bedford, Peabody, Pittsfield, Quincy, Revere, Salem, Springfield, Taunton, Westfield, and Worcester.



**CHARLES D. BAKER**  
GOVERNOR

OFFICE OF THE GOVERNOR  
**COMMONWEALTH OF MASSACHUSETTS**  
STATE HOUSE • BOSTON, MA 02133  
(617) 725-4000

**KARYN E. POLITO**  
LIEUTENANT GOVERNOR

May 24, 2021

Ms. Maureen Binienda, Superintendent  
Worcester Public School District  
Durkin Administration Building  
20 Irving Street  
Worcester MA 01609

Dear Superintendent Binienda:

Congratulations! We are pleased to notify you that Worcester Public School District has been awarded a Career and Technical Education (CTE) Partnership Implementation Grant of \$213,314.

We want to thank you for your commitment to expand or develop programs and initiatives that increase student access to CTE opportunities. Through this funding and your continued support, we hope to expand access to great educational opportunities in the Commonwealth.

You will be receiving further instructions from the Department of Elementary and Secondary Education on next steps, and please feel free to contact Associate Commissioner for College, Career, and Technical Education Elizabeth Bennett at [Elizabeth.L.Bennett@mass.gov](mailto:Elizabeth.L.Bennett@mass.gov) if you have any questions.

Sincerely,

Handwritten signature of Charles D. Baker in blue ink.

Governor Charles D. Baker

Handwritten signature of Karyn E. Polito in blue ink.

Lt. Governor Karyn E. Polito

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
STANDARD CONTRACT FORM AND APPLICATION FOR PROGRAM GRANTS**

**PART I - GENERAL**

<b>A. APPLICANT:</b> Worcester Public Schools	District Code:   0 1 3 1 4   a
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**B. APPLICATION FOR PROGRAM FUNDING**

ADDRESS: 20 Irving Street				
<b>FUND CODE</b>	Worcester, MA 01609	<b>PROJECT DURATION</b>		<b>AMOUNT REQUESTED</b>
<b>TELEPHONE:</b>	508-799-3108			
<b>FY2022</b>	<b>FEDERAL - COMPETITIVE GRANT administered by COLLEGE, CAREER, and TECHNICAL EDUCATION</b>	<b>FROM</b>	<b>TO</b>	<b>\$213,314</b>
406	Competitive Career and Technical Education Partnership Planning Grant	Upon Approval	8/31/2022	<b>\$62,500</b>
412			6/30/2022	<b>\$150,814</b>

C. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS CORRECT AND COMPLETE; THAT THE APPLICANT AGENCY HAS AUTHORIZED ME, AS ITS REPRESENTATIVE, TO FILE THIS APPLICATION; AND THAT I UNDERSTAND THAT FOR ANY FUNDS RECEIVED THROUGH THIS APPLICATION, THE AGENCY AGREES TO COMPLY WITH ALL APPLICABLE STATE AND FEDERAL GRANT REQUIREMENTS COVERING BOTH THE PROGRAMMATIC AND FISCAL ADMINISTRATION OF SUCH FUNDS.

**AUTHORIZED SIGNATORY:** *M.F. Bienda* / **TITLE:** Superintendent

<b>TYPED NAME:</b> Maureen F. Bienda	<b>DATE:</b> <i>5/19/21</i>
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**DATE DUE: Friday, April 16, 2021**

**Competitive proposals must be received at the Department by 5:00 p.m. on the date due.** This is accomplished via the submission portal referenced below.

Submit this Contract Form and all other requested information via the application portal at [https://webportalapp.com/s\\_p/2021-cte-partnership](https://webportalapp.com/s_p/2021-cte-partnership)

Applicant Agency: Worcester Public Schools      Applicant Number: 348  
 Fiscal Year: 2022      Fund Code: FC406  
 Program Name: Career & Technical Education Partnership Implementation Grant

Budget Line Item Category				Amount		COMMENTS
	# of staff	FTE	MTRS	Total	Amount	
<b>1 ADMINISTRATOR SALARIES:</b>						
			<input type="checkbox"/>	\$	-	
			<input type="checkbox"/>	\$	-	
<b>SUB-TOTAL</b>					\$ -	
<b>2 INSTRUCTIONAL/PROF STAFF SALARIES:</b>						
Coordinator of Night Life	1	0.18	<input type="checkbox"/>	\$	11,735	For coordination of program
			<input type="checkbox"/>	\$	-	
			<input type="checkbox"/>	\$	-	
			<input type="checkbox"/>	\$	-	
			<input type="checkbox"/>	\$	-	
<b>SUB-TOTAL</b>					\$ 11,735	
<b>3 SUPPORT STAFF SALARIES:</b>						
			<input type="checkbox"/>	\$	-	
			<input type="checkbox"/>	\$	-	
<b>SUB-TOTAL</b>					\$ -	
<b>4 STIPENDS:</b>						
			<input type="checkbox"/>	\$	-	
			<input type="checkbox"/>	\$	-	
			<input type="checkbox"/>	\$	-	
<b>SUB-TOTAL</b>					\$ -	
<b>5 FRINGE BENEFITS:</b>						
<b>5a MTRS</b> (automatically calculates if MTRS box is checked)				\$	-	
<b>5b Other</b>				\$	-	
Health Insurance				\$	-	
Other Retirement Systems				\$	-	
Federal Insurance Contributions (FICA)				\$	-	
<b>SUB-TOTAL</b>				\$	-	



Applicant Agency: Worcester Public Schools

Applicant Number: 348

Fiscal Year: 2022

Fund Code: FC406

6 CONTRACTUAL SERVICES:		Rate	Rate Type	Total Amount	COMMENTS
Instructional Services Up to \$50 per hour		\$50	per hour	\$ 50,000	Diesel Instructor
				\$ -	
				\$ -	
				\$ -	
				\$ -	
				\$ -	
				\$ -	
SUB-TOTAL				\$ 50,000	
7 SUPPLIES AND MATERIALS:				Total Amount	COMMENTS
				\$ -	
				\$ -	
				\$ -	
				\$ -	
				\$ -	
SUB-TOTAL				\$ -	
8 TRAVEL:				Total Amount	COMMENTS
				\$ -	
				\$ -	
				\$ -	Massachusetts Department of Elementary Secondary Education
				\$ -	
SUB-TOTAL				\$ -	
9 OTHER COSTS:				Total Amount	COMMENTS
				\$ -	
				\$ -	
				\$ -	

Applicant Agency: Worcester Public Schools

Applicant Number: 348

Fiscal Year: 2022

Fund Code: FC412

Program Name: Career & Technical Education Partnership Implementation Grant

Budget Line Item Category					Amount		
<b>1 ADMINISTRATOR SALARIES:</b>					<b>Total</b>	<b>Amount</b>	<b>COMMENTS</b>
	# of staff	FTE	MTRS				
<b>SUB-TOTAL</b>							
<b>2 INSTRUCTIONAL/PROF STAFF SALARIES:</b>					<b>Total</b>	<b>Amount</b>	<b>COMMENTS</b>
	# of staff	FTE	MTRS				
Coordinator of Night Life	1	0.15		\$	10,000	For coordination of program activities	
				\$	-		
				\$	-		
				\$	-		
				\$	-		
<b>SUB-TOTAL</b>							
<b>3 SUPPORT STAFF SALARIES:</b>					<b>Total</b>	<b>Amount</b>	<b>COMMENTS</b>
	# of staff	FTE	MTRS				
<b>SUB-TOTAL</b>							
<b>4 STIPENDS:</b>					<b>Total</b>	<b>Amount</b>	<b>COMMENTS</b>
	# of Staff	Rate	Rate Type	MTRS			
OSHA 10 Training	1	\$250	flat		\$	250	Stipend for training
Computer Training	1	\$350	flat		\$	350	Stipend for training
Administrator	2	\$40	per hour		\$	36,000	Site Administration
Other (please describe)	1	\$40	per hour		\$	36,000	Custodial overtime
<b>SUB-TOTAL</b>							
<b>5 FRINGE BENEFITS:</b>					<b>Total</b>	<b>Amount</b>	<b>COMMENTS</b>
<b>5-a MTRS</b> (automatically calculates if MTRS box is checked)							
<b>5-b Other</b>							
Health Insurance					\$	3,750	
Other Retirement Systems					\$	2,250	At agreed upon rate
Federal Insurance Contributions (FICA)					\$	1,500	At agreed upon rate
<b>SUB-TOTAL</b>							
					\$	3,750	

Applicant Agency: Worcester Public Schools

Applicant Number: 348

Fiscal Year: 2022

Fund Code: FC412

6 CONTRACTUAL SERVICES:		Rate	Rate Type	Total Amount	COMMENTS
Other (student recruitment services)		\$3,000	flat	\$ 3,000	For program recruitment
				\$ -	
				\$ -	
				\$ -	
				\$ -	
General Classroom Supplies				\$ -	
Textbooks/Related Software Media Materials				\$ -	
Office Supplies				\$ -	
<b>SUB-TOTAL</b>				<b>\$ 3,000</b>	
7 SUPPLIES AND MATERIALS:				Total Amount	COMMENTS
				\$ 1,033	Supplies needed for program
				\$ 45,824	Instructional Materials
				\$ 500	General office supplies for program
<b>SUB-TOTAL</b>				<b>\$ 47,357</b>	
8 TRAVEL:				Total Amount	COMMENTS
				\$ -	
				\$ -	
				\$ -	
				\$ -	
				\$ -	
<b>SUB-TOTAL</b>				<b>\$ -</b>	
9 OTHER COSTS:				Total Amount	COMMENTS
				\$ -	
				\$ -	
				\$ -	
				\$ -	

Massachusetts Department of Elementary Secondary Education

### PART III – REQUIRED PROGRAM INFORMATION

#### IDENTIFICATION INFORMATION

This application requires the participation of multiple partners. Working in collaboration, the partners will decide together which shall serve as the Lead Applicant.

A. Name of Lead Applicant Organization: Worcester Public Schools, Night Life Division

B. Program Coordinator: Ruth Seward, Coordinator

C. Lead Applicant Address: 1 Skyline Drive Worcester, MA 01605

D. Coordinator Email Address: [sewardr@worcesterschools.net](mailto:sewardr@worcesterschools.net)

E. Coordinator Phone #: 508-751-7612

F. Coordinator Fax #:

G. Total Funds Requested: \$213,314

H. Total Increase in Number of CTE Students to Be Served per Year: 15

#### NARRATIVE SECTION

Sections I through IV of Part III comprise the narrative section of the grant proposal. Applicants complete these sections via an online submission portal.

Applications are eligible to earn **150 points**.

##### I. PROGRAM OVERVIEW: (15 points)

1. **Provide the name of the proposed project and an overview, describing briefly the increase in access to career and technical education that the project will provide, the number of new seats you aim to create, and the population(s) that will be targeted, primarily through more effective use and integration of existing capacity and resources. Indicate which partner will serve as project lead (if different from lead applicant/fund recipient). (5 points)**

After working with a Program Advisory Committee (PAC) that consists of workforce development leaders, industry leaders and other diesel technology educators, Worcester Public Schools has committed to run a **Night Life Postsecondary Diesel Technology Program** that follows Chapter 74 guidelines, at South High Community School from September 2021 through June 2022. Funds granted to WPS Night Life Adult Education Division will be utilized to implement Chapter 74 level postsecondary education and workforce training for this industry. This program augments our successful secondary Chapter 74 approved Diesel Technology High School Program at South High Community School. Diesel Technology is identified as priority training and listed as a critical field in the Central Massachusetts Regional Workforce Blueprint (2018-2022). Our program will provide increased access to career and technical training by providing 15 new seats for the adult population residing in Worcester and surrounding areas. This number of seats aligns with DESE recommended shop square footage and teacher-student ratio for this particular Chapter 74 program.

The Diesel Technology program will be designed to prepare students for a rewarding career in an evolving industry. Diesel Technology becomes more challenging every year as vehicles are equipped with increasingly sophisticated equipment. Each module will consist of related theory in a classroom

setting and hands-on, practical application using live vehicles or “mock-ups” to support completion of the task requirements as outlined by NATEF (National Automotive Technicians Education Foundation). At the end of the program, students will have the opportunity to receive industry recognized ASE Certifications for each NATEF module taught. Students will also receive their OSHA 10-hour General Industry certification (Occupational Safety and Health Administration) and a CPR, AED, and First Aid Certification. Industry leaders recommended that we provide basic electrical and computer technology training to position students to learn sophisticated diagnostics for diesel technology. Graduates of this 10-month, 900-hour Diesel Technology Program will be prepared to be placed as entry-level technicians in the bus and truck mechanics industry.

Worcester Public Schools has worked diligently to meet the needs of all its community populations. Historically, the district has paid great attention to the barriers to education of the community; specifically, those barriers outlined in the Central Massachusetts Blueprint. These barriers include, transportation, limited English language acquisition, and lack of social emotional support systems. The District has partnered with industry, economic, and workforce development to address and lay actionable plans. A highlight of those plans is the revitalization of the Worcester Night Life Program. This revitalization adds another dimension of vocational and lifelong learning opportunities to the adult population of this City.

Worcester Public Schools has worked in partnership with the MassHire Central Region Workforce Board (MCRWB) and Chapter 74 Program Advisory Board industry leaders. This funding will benefit unemployed adults and incumbent workers to support the demand for jobs and career opportunities with the development of entry-level training. Through effective use and integration of existing Worcester Public Schools (WPS) equipment, facilities and human capital, this project will build instructional capacity and significantly close the skills gap as identified by the Central Massachusetts Workforce Investment Board.

**2. Describe each of the partners, their anticipated role in the collaboration to increase access to career and technical education, and their experience with respect to career and technical education and/or their experience with the industry and occupation(s) being proposed. (10 points)**

**Worcester Public Schools:** As the lead applicant, Worcester Public Schools Night Life Continuing Education Division is well-positioned to coordinate activities to maximize the opportunities presented through partnerships with workforce development organizations, community-based organizations, and employers. As a district, Worcester Public Schools has been successful in leveraging Career and Technical Education to transform the schools' overall academic performance. Each of the district's 25 CTEs has a program advisory board composed of business/industry, labor union, post-secondary education, and parent representatives who provide leadership and expertise in developing a curriculum that anticipates the leading edge of each industry. The district's director of Night Life Adult Continuing Education will act as project coordinator and the high schools will be the physical sites for the delivery of program offerings as a result of this infusion of funding.

**MassHire Central Region Workforce Board:** As the region's public/private partnership serving needs of both employers and employees, the MassHire Central Region Workforce Board (MCRWB) collaboratively develops and implements strategies for job readiness and skills advancement, leveraging community resources that promote economic wellness within the region's 38 cities and towns. The Board is made up of individuals from the private sector, labor, education, community-based organizations, and several state agencies. The MCRWB recently completed a revised regional workforce blueprint with partners throughout the Central and North Central MA Workforce Development Areas (WDA) to identify priority industries and occupations. The result of this extensive review of labor market information and stakeholder engagement is occupations and occupational groups in which the region is facing the most significant employee shortages. The MCRWB will offer ongoing support as these new programs are developed, including inclusion of these programs into their regional blueprint implementation efforts and outreach to employers.

**Chapter 74 Program Advisory Committee:** The Program Advisory Committee consists of representatives of local business, such as A. Duie Pyle, diesel technician employers from the city of

Worcester DPW which are industry representatives related to the diesel program, organized labor, Qunsigamond Community College, a postsecondary institution that offers Auto Tech programs, parents/guardians, students, and representatives from registered apprenticeship programs such as Advantage Truck Group. Every effort shall be made to ensure that membership on the Advisory Committee includes females, racial and linguistic minorities, persons with disabilities and individuals in occupations nontraditional for their gender who are representative of the district or community served by the school. It is the responsibility of the program advisory committee to advise, assist and support school personnel to improve planning, operation and evaluation in its program area. Such advice shall be based on adequate and timely information as to workforce and job development demands or job market trends, technological developments, training alternatives and other factors affecting the quality of the program. The roles of each of our partners includes but is not limited to industry and workforce expertise, externship educational opportunities, curriculum growth, in-kind funds, matching funds, and potential employment.

**II. PROPOSED PROGRAM STATEMENT OF NEED: (30 points)**

1. Explain how the proposed project addresses local, regional, and/or statewide labor market needs, providing credible labor market demand data and research, including information from [MassHire Regional Blueprints](#), to support your assertion. (20 points)

Your response should include:

- (a) An identification of the high-demand career pathways, instructional program(s), and target occupation(s) for which the applicant will provide training programs. [Please include a Classification of Instructional Programs (CIP 2000) code for each program and the primary Standard Occupational Classification (SOC) code(s) for each targeted occupation. A CIP/SOC code crosswalk may be found at <http://nces.ed.gov/ipeds/cipcode/resources.aspx?v=55>.
- (b) Local labor market information and data for each target occupation to document a sufficient number of local vacancies in these occupations to meet placement goals. Identify the source of the data, using links to the data source or attached documentation provided on employer or agency letterhead.

The proposed project addresses regional and local labor market needs as supported by the below research and data.

From the Central MA Regional Workforce Blueprint (2018-2022)

The top occupational groups in which the Central region is facing the most significant employee shortages are:

Occupation Group 4: Transportation, Warehousing and Logistics Occupations – Diesel Technicians

- High employer need, good wages (\$53,200 for Diesel Technicians), low educational barrier, strong pool of candidates
- The supply to demand ratio indicates there are only .51 qualified candidates for each Diesel Technician position

U.S. Bureau of Labor Statistics for Worcester MA-CT Metropolitan NECTA

Occupation Title	Occupation Code	Employment 2018	Employment 2028	Employment Change 2018-2028	Employment Percent Change 2018-2028	Occupational Openings 2018-2028 Annual Average
Bus and Truck Mechanics and Diesel Engine Specialists	49-3031	5.3	299.1	13.8	4.83	28.4

Occupation Title	Median Annual Wage 2019	Typical Entry-Level Education	Work Experience in Related Occupation	Typical on-the-job Training
<b>Bus and Truck Mechanics and Diesel Engine Specialists</b>	48,500	High school diploma or equivalent	None	Long-term on-the-job training

(As narrative)

U.S. Bureau of Labor Statistics for Worcester MA-CT Metropolitan NECTA

Bus and Truck Mechanics and Diesel Engine Specialists: Occupation Code:49-3031 Employment (2018): 5.3; Employment (2028) 299.1; Employment Change (2018-2028)13.8; Employment Percent Change (2018-2028)4.8 and Occupational Openings 2018-2028 Annual Average 28.4.

Bus and Truck Mechanics and Diesel Engine Specialists: Median Annual Wage 2019, \$48,500; Typical Entry-Level Education – High school diploma or equivalent; Work Experience in Related Occupations, None; Typical on-the-job training – Long term on-the-job training.

**2. Explain how the proposed project aligns with regional economic development plans, citing relevant economic development planning documents. (5 points)**

The plans for our program are centered in the Central Massachusetts Blueprint. The four goals set by the Blueprint planning team were:

1. Align and coordinate regional Education, Workforce Development, and Economic Development systems
2. Provide industry with a training system responsive to workforce needs
3. Improve the foundational and work readiness/soft skills of our region's labor force
4. Close the skills gap for priority industries and occupations

The proposed project aligns with the Workforce Skills Cabinet Central Massachusetts Planning Blueprint in the following ways:

The planning group determined that the **number one challenge** facing businesses in the region is finding and retaining talent. Employers reported the loss of older workers as they retire is creating larger supply gaps within our priority industries and this is bolstered by the data that 25.5% of our region's workforce is aged 55 or older. The added challenge is that these workers are often the most experienced so when they retire, it is difficult to replace them with workers with the same level of knowledge and skill set.

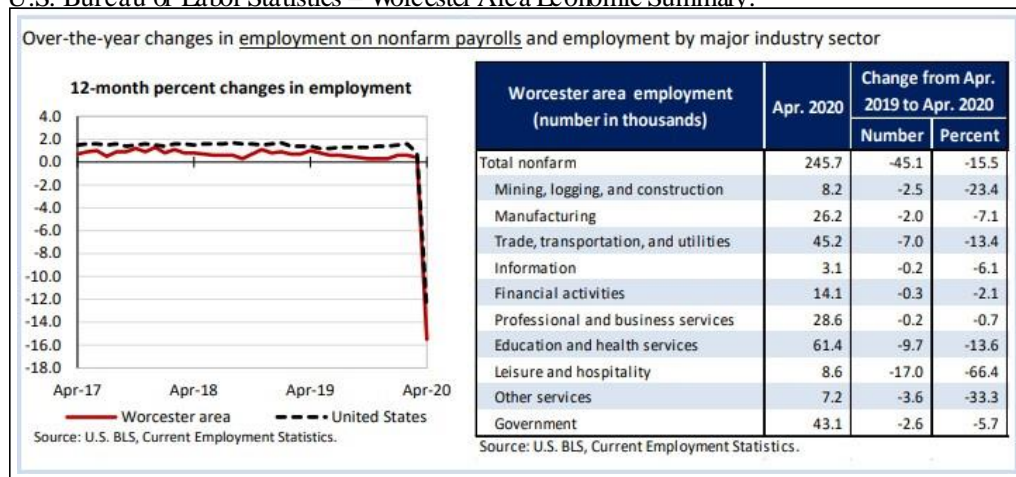
The top labor supply opportunities facing the region over the next five years based on our existing workforce in the region include integration of New Americans into the workforce, incumbent staff development and expansion of the labor pool to non-traditional workers (including expanded career opportunities for older workers seeking a second career). This describes the majority of Night Life's student demographic.

In listing assets of the region's existing pipeline of new workers, the report noted that Worcester Public Schools is playing an important role in the design and implementation of several programs that will help to fill the pipeline for qualified workers. Night Life is listed specifically as one of Worcester Public Schools (WPS) numerous efforts to expand access to high quality, in demand, affordable, short-term CTE for residents. Diesel technicians and electricians were deemed critical and priority industries for the region.

**Explain how the proposed project responds to an unmet student need or unmet student demand in relation to the population(s) you intend to target. (5 points)**

In terms of employment rates, the Central MA region appears to mirror the state economically. This rate, however, masks some of the challenges our region's workforce faces. This includes the fact that the official unemployment rate as announced by the United States Bureau of Labor Statistics (BLS), the "U-3" rate, only includes those who are in the labor force and actively looking for work within the previous four weeks. If a person is unemployed and was looking for work in the last year, but not in the past four weeks, the individual is considered a "discouraged worker" by the BLS, and not counted in the U-3 rate. If you were to broaden the U-3 measure to count these discouraged workers (plus those working part time who wish full-time work) as the BLS does in its U-6 measure, the unemployment rate in Central MA climbs to fully double the statewide U-3 rate. Yet even this statistic, as broad as it is, only includes those who have looked for work in the past year. If you were to measure those who have given up looking for work for more than one year, the statistic no doubt climbs much higher still -- but it is difficult to measure since this population, being much harder to define from available data, is not tracked by the BLS and has thus been largely made invisible in official statistics. It stands to reason that many potentially productive members of our community have simply fallen off the radar of unemployment statistics altogether.

**U.S. Bureau of Labor Statistics – Worcester Area Economic Summary:**



The goal of this project is to increase the availability and utilization of facilities and equipment to serve adults who are training to enter the workforce or advance their careers. New Chapter 74 Postsecondary Diesel Technician programs will help more residents gain the credentials, education and job skills needed for successful careers within high-demand career pipelines.

**III. TARGETED POPULATION(S) (30 points)**

**1. Explain how the proposed project will provide students access to Chapter 74-level programming at vocational technical education districts serving Gateway Cities. (10 points)**

The proposed project will add a Chapter 74 post-secondary level program at South High Community School, a comprehensive high school with an approved Chapter 74 Diesel Technology program for high school students during the day. South High Community School received a Massachusetts School Building Authority grant to support the design and construction of a new \$215-million-dollar facility to be ready for



occupancy in the fall of 2021. All of the vocation technical programs at South High Community School serve the Gateway City of Worcester.

**2. Provide evidence demonstrating that access to admittance into the regional vocational technical high school that serves that Gateway City is limited by oversubscription relative to capacity. (10 points)**

The waitlist for the Worcester Public School's vocational technical high school has been greater than 400 seats for more than five years. The Chapter 74 High School Diesel Technology Program at South High Community School runs at full capacity. Additionally, any post-secondary Diesel Technology training programs exists beyond a 30-mile radius of Worcester. Given the unique challenges of our city's population, which include transportation limitations, accessing programs within our city's limits will provide a reasonable training option for individuals interesting in Diesel Technology Training.

**3. Explain how the proposed project will target one or more of the following populations: out-of-school youth/young adults without high school diplomas or the equivalent; linguistic and/or racial minority students; students with disabilities; English language learners; economically disadvantaged students; students pursuing career paths that are nontraditional for their gender; students in rural or otherwise isolated communities. Explain how the targeted population(s) was/were selected for targeting. (5 points)**

Worcester Public Schools families include underserved students, English Language acquisition students, disadvantaged youth, and transitional adult populations. Target populations include day Chapter 74 CVTE and afternoon Innovation Pathways high school students as well as adults who will be participating through Night Life. Worcester Public Schools is a diverse community; 43% of the student body is Hispanic (the largest group in the district). White students are just under 30% of the population. The remaining students are 16% African American, 7% Asians and 4% multi-race non-Hispanic. 58% of our students are First Language Not English; 33% are English Learners; 20% are students with disabilities; 79% are high needs and 58% are economically disadvantaged.

Our WPS demographics mirror the community demographics and, by drawing on students from our WPS population, we are well equipped to service youth and adults without high school diplomas or the equivalent, linguistic and/or racial minorities, individuals with disabilities, English learners, economically disadvantaged individuals and those pursuing career pathways that are not traditional for their gender.

**4. Explain the expertise of project partners in working with the targeted population(s) from the above list. Explain how project partners intend to ensure the participation of those targeted students. (5 points)**

WPS Night Life Continuing Education partners with MassHire Career Center to provide focused career advisement and work readiness skills to support transitional adults. The MassHire Career Center offers job seekers comprehensive resources and information to learn about the options for possible re-training. The Career Center also provides guidance in determining student eligibility suitable for training opportunities. Workshop topics include Career Assessments, Resume Writing, Interview Techniques, Networking, Introduction to the Personal Computer, Online Job Search, Using Social Media, such as LinkedIn and many more.

An example of MassHire's expertise and participation in working with economically disadvantages students is a connection that was deliberately developed between Worcester Public School's Night Life and MassHire's Worcester Jobs Fund. This year, the directors of both programs worked together to create a new joint training for Clinical Medical Assistants granting 10 adult income eligible residents from the City of Worcester the opportunity to participate in a spring 2020 training free of charge. This involved

collaborating to hire a Clinical Medical Assistant instructor, adopt a curriculum, arrange externships in alignment with the UMass Memorial's Anchor Mission, and provide soft skills training to students. Both organizations are committed to having this partnership grow to include future career technical offerings to residents at no cost.

Furthermore, Night Life is approved through Veterans Affairs to offer GI Bill funding and recruits students for those programs through the City of Worcester Veterans' Services, MassHire's veterans' representative and the Central Mass Veterans Coalition members. Night Life also provides vocational rehabilitation training for individuals with disabilities through Massachusetts Rehabilitation Commission.

#### IV. PROGRAM DESIGN (65 points)

Explain how the proposed project design will meet each of the following criteria:

**1. A synopsis of steps program partners anticipate taking during the Implementation Phase of the project in order to initiate the program. (10 points)**

June 2021- Submit Planning Grant Final Report to MDESE

June 2021-Hire a qualified instructor for the 900-hour, 10-month Post-secondary Diesel Technology Program

July 2021- Solidify program curriculum outline with PAC and instructor input.

July 2021- Confirm instruction partners whose instruction will augment Diesel Technology.

June, July, August 2021: Recruit Diesel Tech students for fall 2021 program

September 2021- Begin implementation of Post-secondary Diesel Technology Program

September 2021 – Submit Intent to Apply

November 2021 – Submit Preliminary Part A

Criterion:

1. Evidence of Regional Consultation – MassHire and school districts
2. Student and Labor Market Demand – Minutes and evidence from recent PAC meeting
3. Program Advisory Committee for VTE (initial)
4. Total Hours of Instruction

March 2022 – Submit Concluding Part B

Criterion:

1. Program Advisory Committee for VTE (all required members)
2. Location (Facilities) and Equipment
3. Program of Studies and Method of Instruction
4. Qualifications of Personnel
5. Admission of Students
6. Employment of Students (Cooperative Education)
7. Expenditures (Financial Resources)
8. Program Outcomes
9. Unpaid, Off-Campus Construction and Maintenance Projects

Invite DESE rep for:

1. A safety inspection of the facilities where the program will operate, and remediation of all items identified as a result of that inspection;
2. A meeting between the proposed program's Advisory Committee and DESE staff during which the Advisory Committee will demonstrate knowledge of and engagement with various aspects of the program; and
3. Evidence that personnel in the vocational technical education program have an appropriate educator license and endorsement, if needed, in accordance with the requirements set forth in 603 CMR 4.00

<b>Name of Grant Program:</b> Career and Technical Education Partnership Implementation Grant	<b>Fund Code:</b> 406/412
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- Work Ethic and Professionalism

Diesel Technology Industry Recognized Credentials:

1. National Institute for Automotive Service Excellence (ASE)
2. Occupational Safety and Health Administration (OSHA) 10-hour General Industry Card

**A structure that includes secondary and postsecondary elements and/or facilitates a smooth transition to further education (5 points)**

This project aligns with Governor Baker's Career Technical Initiative to provide additional career training opportunities for both young people and adults by operating three teaching shifts a day. These new Night Life Chapter 74 postsecondary programs for adults in collaboration with the high school day students and afternoon Innovation Pathways students is the culmination of that vision.

The Career Technical vision to have multiple programs running in 3 shifts to take advantage of the facilities allows students in complementary programs to participate in our current relationships. For example, this year a high school welding student at Worcester Technical High School was able to work as the Night Life welding instructor's assistant, showing skills learned during the day program to the adult students while sharing institutional knowledge about the shop's equipment with the evening part-time instructor.

Expanding the successful South High Community School Diesel Technical Program by offering a post-secondary Diesel Technology program allows Worcester Public Schools (WPS) to utilize a state-of-the-art facility and provide adult students valuable technical education that will position them to gain entry level career opportunities that offer a livable wage. Providing such education in the city of Worcester, offers easy access to a population that has disproportionate barriers to attaining higher education. Additionally, WPS will help provide trained entry level employees to local industry employers. These companies face critically low numbers of skilled entry workers in the diesel industry while simultaneously experiencing an exodus of long-time employees who are retiring at a steady rate. Diesel Technology programming in Worcester is a seamless solution that will match trained employees with local industries who need them.

**3. A coherent and rigorous academic and technical curriculum that includes competency-based applied learning (5 points)**

The academic and technical curriculum will include competency-based applied learning per the Massachusetts Education Reform Act that established the Certificate of Occupational Proficiency. The statute – M.G.L.c.69 s. 1D (iii) states: "The certificate of occupational proficiency shall be awarded to students who successfully complete a comprehensive education or training program in a particular trade or professional skill area and shall reflect a determination that the recipient has demonstrated mastery of a core of skills, competencies and knowledge comparable to that possessed by students of equivalent age entering the particular trade or profession from the most educationally advanced education systems in the world. No student may receive said certificate of occupational proficiency without also having acquired a competency determination". The Chapter 74 Postsecondary Diesel Technician curriculum will include 900 hours of technical instruction. Each student will also participate in co-op placements in the industry, thereby receiving critical applied learning skills.

<b>Name of Grant Program:</b> Career and Technical Education Partnership Implementation Grant	<b>Fund Code:</b> 406/412
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Working with our PAC, we have learned that there is a need for students to understand basic electrical theory and be computer literate. We are incorporating this supplemental instruction to our curriculum design so our students will have basic skills needed for diagnostics testing in the workplace.

**4. An increased use of existing capacity and resources (i.e., current facilities and equipment) (10 points)**

During the day, Worcester Public Schools currently offer high school students Chapter 74 Diesel Technology at South High Community School. The District and State have supported both the Innovation Pathways afternoon program and the Night Life evening program with staffing. This has allowed significantly more students to pass through the halls of these public educational institutions with their incredible vocational shops. This project will support learners during the day, afternoon, and evening.

The availability and utilization of equipment outside of the normal school day is the essence of this project. The community has agreed to support a vision of the total utilization of Worcester Public Schools. It is projected that the equipment and building will be accessible from 7 am - 10 pm and on Saturdays.

**5. An absolute increase in the availability of career and technical education for prospective students who would otherwise not be served (10 points)**

There is a need in the Central MA region to offer defined career pathways for residents that face barriers to employment, such as the long-term unemployed, people lacking formal education credentials, criminal backgrounds, or limited English skills.

Jobs in the skilled trades require little formal education for entry. These occupations are often more flexible when reviewing candidates with past missteps, language barriers or other challenges job seekers face. Workers in the skilled trades are often affiliated with organized labor unions and employer-sponsored associations which offer apprenticeship opportunities leading to strong post-secondary education and long-term formal (and portable) industry credentialing, along with the chance to earn living wages.

**6. Sustainability of the project as an educational option for students upon conclusion of Implementation Phase funding (20 points)**

Current practices in place at Worcester Public Schools to sustain enrollment levels and credentials awarded include members of administration and teachers committed to the success of each program. The superintendent supported the development of a team that includes the directors of Night Life, Innovation Pathways, and Worcester Public Schools Chapter 74 vocational programs to work together on learning for the Worcester community. The vision is to provide more access to vocational technical education and give learners workplace credentials needed within the central Massachusetts area. These programs have commitments from the District, local employers, and the workforce development board.

Worcester Public Schools – Night Life  
Diesel Technology  
10

<b>Name of Grant Program:</b> Career and Technical Education Partnership Implementation Grant	<b>Fund Code:</b>
	406/412

Worcester Public Schools is committed to short- and long-term sustainability and development plans. The capacity to sustain a fully functioning program is grounded in the skills and experiences of the team members who have had a history of successful collaboration. We are confident that this program is responsive to industry workforce requirements and to the needs of our students who require training. As part of the sustainability plan, partners have been able to identify funding streams that can be accessed to create a continuous revenue flow to help in maintaining the programs and services associated with this initiative. To meet these goals, the program looks to grants like this one as well as industry matching donors, philanthropic support, and the Worcester Technical Skyline Fund to fulfill needs.

**NOTE:** Receipt of Planning funds (FC405; FC405B) does not guarantee Implementation (FC406/412) funding.

**V. BUDGET (10 points)**

Applicants are advised to refer to the ESE [Grants Management Procedural Manual](#), the Fund Use section of the RFP, and the documents Perkins Postsecondary Quick Reference Guide on Allowable and Unallowable Costs and Perkins Secondary Quick Reference Guide on Allowable and Unallowable Costs, available at <http://www.doe.mass.edu/federalgrants/perkins/> for guidance in preparing the budget.

- 1. Budget Narrative:** Submit a detailed budget narrative that provides an explanation for each proposed expenditure.

At the top of the budget narrative, clearly indicate how the applicant agency defines full-time, in terms of the hours per week and weeks per year that determine the total number of annual paid hours for full-time staff.

The budget narrative must correspond to the line item sequence in the Part II Project Expenditures budget detail pages (see Required Forms section of the RFP). The budget narrative must clearly explain each expenditure in the budget forms. For example, the narrative should: briefly summarize the scope of work, hourly rate of pay and annual paid hours for each staff person, with more detail regarding paid staff for which job descriptions are not provided; itemize the specific costs included in the fringe rate; and, fully explain each proposed non-personnel expenditure.

- 2. Required Budget Forms:** Enter the dollar values of the proposed grant expenditures onto the appropriate budget lines in the Part II Project Expenditures budget detail pages. Round all figures to whole dollar amounts. See the Required Forms section of the RFP.

Use the applicant agency's definition of full-time employment as a basis for calculating Full Time Equivalents (FTEs) for all salaried staff on both forms.

The partii Required Budget Form has been submitted.

Name of Grant Program: Career and Technical Education Partnership Implementation Grant

Fund Code:  
406/412

VI. BUDGET (10 points)

Applicants are advised to refer to the ESE [Grants Management Procedural Manual](#), the Fund Use section of the RFP, and the documents Perkins Postsecondary Quick Reference Guide on Allowable and Unallowable Costs and Perkins Secondary Quick Reference Guide on Allowable and Unallowable Costs, available at <http://www.doe.mass.edu/federalgrants/perkins/> for guidance in preparing the budget.

3. **Budget Narrative:** Submit a detailed budget narrative that provides an explanation for each proposed expenditure.

At the top of the budget narrative, clearly indicate how the applicant agency defines full-time, in terms of the hours per week and weeks per year that determine the total number of annual paid hours for full-time staff.

The budget narrative must correspond to the line item sequence in the Part II Project Expenditures budget detail pages (see Required Forms section of the RFP). The budget narrative must clearly explain each expenditure in the budget forms. For example, the narrative should: briefly summarize the scope of work, hourly rate of pay and annual paid hours for each staff person, with more detail regarding paid staff for which job descriptions are not provided; itemize the specific costs included in the fringe rate; and, fully explain each proposed non-personnel expenditure.

X. GENERAL BUSINESS  
Administration  
(August 18, 2021)

ITEM - gb #1-218  
S.C. MEETING - 8-26-21

ITEM:

To accept the American Rescue Plan (ARP) Homeless Children/ Youth (HCY) I Implementation Grant in the amount of \$393,008.

PRIOR ACTION:

BACKUP: Supported by the McKinney Vento Homeless Education Act, the goal of who are homeless enroll in and attend school, and have racially equitable and culturally responsive opportunities to succeed in school through the following grant program purposes:

- A. To address the immediate basic needs of students who are homeless;
- B. To ensure students who are homeless have access to the educational programming, services, and opportunities they need due to gaps created by COVID-19 and homelessness;
- C. To support districts in locating and identifying students who are homeless; and
- D. To ensure district staff are trained and have the capacity to support students who are homeless.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS  
Administration  
(August 18, 2021)

ITEM - gb #1-219  
S.C. MEETING - 8-26-21

ITEM:

To accept the Early Literacy Screening Assessment and Professional Development Grant in the amount of \$5,511.

PRIOR ACTION:

BACKUP: The purpose of the competitive Early Literacy Screening Assessment and Professional Development grant is to increase the use of valid, reliable early literacy screening assessments to inform instructional decision-making and planning in the early elementary grades. The grant provides funding to purchase professional development which focuses on using results from an approved early literacy screener to make data-based instructional decisions for students in K through Grade 2 or K through Grade 3.

Annex A (12 pages) contains a copy of the Grant Acceptance Form.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.



**Grant Acceptance Form**

**Name of Grant:** Early Literacy Screening Assessment and Professional Development

**Type of Funder:** Massachusetts Department of Elementary and Secondary Education - Governor's Emergency Education Relief (GEER) Fund, authorized by the Coronavirus Aid, Relief, and Economic Security (CARES) Act.

**Awarded Amount:** Fund Code 576 = \$5,511

**Grant Funding Period:** July 30, 2021 through June 30, 2022

**Project title:** Early Literacy Screening Assessment and Professional Development

**Program coordinator:** Melendez Quintero/O'Neil

**Purpose:** The purpose of the competitive Early Literacy Screening Assessment and Professional Development grant is to increase the use of valid, reliable early literacy screening assessments to inform instructional decision-making and planning in the early elementary grades. The grant provides funding to purchase professional development which focuses on using results from an approved early literacy screener to make data-based instructional decisions for students in K through Grade 2 or K through Grade 3.

**Description of the program:** Funding from this grant will be used to provide professional development for teachers in our dual language programs. Our vision is to learn how to better use the data from STAR Early Literacy Screener (English and Spanish): how to use it to monitor student progress, and how it can be used in conjunction with grade level assessments tied to the classroom reading instruction, Dual Language and TBE, to create a robust continuum of literacy assessments informing teaching and monitoring student progress.

**Program location:** Chandler Magnet; Woodland and new Dual Language School

**Outcomes and Measures:** Funds would supplement and enhance our current work as we would be building a coordinated district assessment system for our early biliteracy.

## FY2022: Early Literacy Screening Assessment and Professional Development

Fund Code: 576

### Purpose:

The purpose of the competitive Early Literacy Screening Assessment and Professional Development grant is to increase the use of valid, reliable early literacy screening assessments to inform instructional decision-making and planning in the early elementary grades.

This grant will provide funding to purchase and implement an approved early literacy screening assessment in grades K–2 or K–3.

The grant also provides funding to purchase professional development which focuses on using results from an approved early literacy screener to make data-based instructional decisions for students in grades K–2 or K–3.

The Center for Instructional Support (CIS) at the Department of Elementary and Secondary Education has vetted and approved several early literacy screening assessments, which meet criteria including validity, reliability, and usefulness. The list of approved assessments and criteria used can be seen here: [Early Literacy Screening Assessments](#)

### Priorities:

There are two possible paths to receive this award.

Districts that **do not have** an approved screener should consider **Path One**. Districts that **do have** an approved screener and are seeking professional development to support data-based instructional decision-making should consider **Path Two**.

#### **Path One: For LEAs without an approved screener:**

Using funding from this grant, LEAs that do not have an approved screener may purchase one of the approved assessments and a training and support (professional development) package for teachers who will be using the assessment.

LEAs must also commit to:

- Provide grant-funded, initial training to K–2/K–3 teachers: to support the implementation of an approved early literacy screener **by October 1, 2021**; and use the assessment's data to determine instructional decisions for K-2/K-3.
- Assess all students in grades K–2 or K–3 in the participating schools using an approved screening assessment **no later than October 8, 2021**;
- Make this screening assessment a permanent piece of the participating schools' early literacy program.
- Participate in future research and data collection efforts. See "Additional Information" below for more details.

#### **Path Two: For LEAs already using an approved screener**

Using funding from this grant, LEAs may purchase professional development that focuses on using results from an approved early literacy screener to make data-based instructional decisions for students in grades K–2 or K–3.

LEAs must also commit to:

- Provide grant-funded, initial training to K–2/K–3 teachers to: support the implementation of an approved early literacy screener, if needed, **by October 1, 2021**; and/or provide training in using the assessment's data to determine instructional decisions for K–2/K–3 by **October 29, 2021**.
- Assess all students in grades K–2 or K–3 in the participating schools using an approved screening assessment **no later than October 8, 2021**;

4/15/2021 FY2022 Fund Code 576: Early Literacy Screening Assessment and Professional Development - Grants and Other Financial Assis

- Make this screening assessment a permanent piece of the participating schools' early literacy program
- Participate in future research and data collection efforts. See "Additional Information" below for more details.

**Districts and Charter Schools may *Not* use funding from this grant to replace an existing approved screener.** This grant is intended to increase the number of districts using an approved screener and provide professional development for implementation and data-based instructional decision making.

**Eligibility:**

Public school districts, charter schools, collaboratives, and approved special education programs that serve students in grades K–2 or K–3 are eligible to apply. LEAs may determine the number of schools, and which schools, within the district will participate.

Competitive priority will be given to LEAs based upon demonstrating one or more of the following:

- at least one elementary school identified as requiring assistance in the state accountability system based upon 2019 data
- a majority of participating K–2 or K–3 classrooms are currently using high-quality core curricular materials for ELA/Literacy, as defined by a rating of "Partially Meets Expectations" or "Meets Expectations" on EdReports or CURATE

**Funding Type:**

Federal (GEER Funds) CFDA: 84.425

**Funding:**

A total of approximately \$600,000 is projected to be available and will be distributed based on the number of quality proposals submitted and the total cost of the training and support packages chosen.

*The maximum award for any LEA is \$100,000. LEAs must identify which schools would participate in receiving funding in their proposal.*

Funding is contingent upon availability. All dollar amounts listed are estimated/approximate and are subject to change. If more funding becomes available, it will be distributed under the same guidelines that appear in this RFP document.

**Fund Use:**

***Path One:***

Funds may be used to purchase:

- materials for an approved early literacy screening assessment, including necessary hard-copy materials and/or site licenses, for use with all K–2 or K–3 students in participating schools.\*\*
- a one-year training and support package from the assessment vendor, which typically includes introductory training for staff and ongoing consultation and support throughout the first year of assessment use.

\*\* If the materials are hard-copy, a two-year supply may be purchased. If the materials are digital, a two-year subscription may be purchased.

***Path Two:***

Funds may be used to purchase:

- a one-year professional development package which focuses on implementing an approved early literacy screener assessment and/or using the assessment's results to make data-based instructional decisions to support K–2 or K–3 students

4/15/2021

FY2022 Fund Code 576: Early Literacy Screening Assessment and Professional Development - Grants and Other Financial Assistance

**Funds for substitutes are *not allowable* under this grant.**

**Funds for stipends are *not allowable* under this grant.**

**Funds may not be used** to purchase technology (e.g., iPads, headphones), data systems (e.g., a subscription to an assessment's database or data analysis tool if such systems cost extra), or instructional resources (e.g., instructional materials, student activity materials, or digital resources associated with the assessment).

**Project Duration:**

Upon approval through 6/30/2022

**Program Unit:**

Office of Literacy and Humanities,  
Center for Instructional Support

**Contact:**

Dr. Mary Brown

**Date Due:**

Tuesday, June 1, 2021

Proposals must be received at the Department by 5:00 p.m. on the date due. Applicants are encouraged to submit proposals before the grant deadline.

**Required Forms:**



Part I — General — Program Unit Signature Page — (Standard Contract Form and Application for Program Grants)



Part II — Budget (Costs for Screeners and Professional Development: Please review the information in the Universal Screening Assessment Guidance and Purpose document.)



Part III — Applicant Information and Narrative Responses



Part IV — School Assurance from each participating school



Part V — School District Assurance

**Additional**

**Information:**

**Universal screening and dyslexia**

An approved early literacy screener will measure students' risk for experiencing reading challenges, including but not limited to their risk of dyslexia, as referenced in Chapter 272 of 2018. Dyslexia is defined by difficulties with accurate and/or fluent word reading that are unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Universal screening assessments are not intended to determine eligibility for specific learning disabilities including dyslexia. Rather, they inform instructional planning at the Tier 1, Tier 2, and Tier 3 levels. DESE's forthcoming guidelines for screening for risk of dyslexia and related neurobiological conditions will provide additional details.

**Participation in future research**

LEAs receiving this award will be required to participate in future research efforts related to early literacy assessment, including:

4/15/2021

FY2022 Fund Code 576: Early Literacy Screening Assessment and Professional Development - Grants and Other Financial Ass

- Providing student-level assessment data from the early literacy screening assessment acquired under this grant program to DESE on an ongoing basis for research purposes. Analyses will only be reported in the aggregate (e.g., by grade-level, region, etc.) in order to meet state and federal confidentiality laws. The identities of districts and schools will not be reported. All reporting will protect the identities of students, educators, schools, and districts.
- Participating in DESE's future research efforts to understand early literacy assessment, achievement, and instructional practices, which may involve surveys, interviews, and/or focus groups with LEA and school staff, including, but not restricted to district and school leaders, literacy and reading specialists, and classroom teachers.
- Designating an individual to be responsible for data submission and to serve as a liaison between the LEA and DESE for communication about data collection and evaluation efforts.

DESE will work with districts and schools to set consistent reporting formats and schedules for submitting student-level assessment data. Typically, DESE contracts with third-party, independent researchers selected as part of an open competitive bidding process. In some cases, Department staff conducts research directly. It is possible that Department research staff may access and analyze submitted data. The specific research strategy and research partner for this work has not yet been identified.

Any grant related questions must be emailed to Dr. Mary Brown. *Responses will not be sent directly to the questioner.* All Questions and Answers will be posted to the Early Literacy Screening Assessments page on the DESE website.

#### **Submlsslon**

#### **Instructions:**

Please email the required documents as listed above, attached to a single email, to [mary.l.brown@mass.gov](mailto:mary.l.brown@mass.gov) using the subject line **EARLY LITERACY SCREENING GRANT**. Please use the provided filetypes (word and excel). Signature pages should be sent as word or pdf documents.

Applicants will receive a confirmation when the materials are received. **Early submission is strongly encouraged** to ensure the complete application is received and confirmed by 5pm on the due date.

**Awarded Recipients:** Upon award, recipients will be required to enter the approved budget and Part I in EdGrants. Once selected, recipients will be contacted with further instructions on the process.



**CHARLES D. BAKER**  
GOVERNOR

OFFICE OF THE GOVERNOR  
**COMMONWEALTH OF MASSACHUSETTS**  
STATE HOUSE • BOSTON, MA 02133  
(617) 725-4000

**KARYN E. POLITO**  
LIEUTENANT GOVERNOR

July 20, 2021

Dear Dr. O'Neill,

Congratulations! We are pleased to inform you that Worcester Public Schools has been awarded a Governor's Emergency Education Relief (GEER) FC576: *Early Literacy Screening Assessment and Professional Development Grant* of \$5,511.

We thank you for your commitment to use valid, reliable early literacy screening assessments to inform instructional decision-making and planning in the early grades. Through this funding and your continued support, we hope to realize our vision of an excellent education in English Language Arts and Literacy for all students in Massachusetts.

You will be receiving instructions from the Department of Elementary and Secondary Education on next steps. Please contact Dr. Mary L. Brown at [mary.l.brown@mass.gov](mailto:mary.l.brown@mass.gov) if you have any questions.

Sincerely,

A handwritten signature in blue ink that reads "Charles Baker".

Governor Charles D. Baker

A handwritten signature in blue ink that reads "Karyn Polito".

Lt. Governor Karyn E. Polito

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
STANDARD CONTRACT FORM AND APPLICATION FOR PROGRAM GRANTS


PART I - GENERAL

A. APPLICANT: Worcester Public Schools	District Code: 034a
ADDRESS: 20 Irving Street	
Worcester MA 01609	
TELEPHONE: (508) 799-3108	

B. APPLICATION FOR PROGRAM FUNDING

FUND CODE	PROGRAM NAME	PROJECT DURATION		AMOUNT REQUESTED
		FROM	TO	
FY2022	TRUST- COMPETITIVE administered by the CENTER FOR INSTRUCTIONAL SUPPORT			\$5,511
576	Early Literacy Screening Assessment	Upon Approval	6/30/2022	

C. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS CORRECT AND COMPLETE; THAT THE APPLICANT AGENCY HAS AUTHORIZED ME, AS ITS REPRESENTATIVE, TO FILE THIS APPLICATION; AND THAT I UNDERSTAND THAT FOR ANY FUNDS RECEIVED THROUGH THIS APPLICATION THE AGENCY AGREES TO COMPLY WITH ALL APPLICABLE STATE AND FEDERAL GRANT REQUIREMENTS COVERING BOTH THE PROGRAMMATIC AND FISCAL ADMINISTRATION OF GRANT FUNDS.

AUTHORIZED SIGNATORY: 	TITLE: Superintendent
TYPED NAME: Maureen F. Binienda	DATE: (pff<J/Jo;)..../

*DATE DUE: Tuesday, June 1, 2021*

Proposals must be received at the Department by 5:00 p.m. on the date due.

<b>Name of Grant Program:</b> Early Literacy Screening Assessment	<b>Fund Code:</b> 576
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**PART III – REQUIRED PROGRAM INFORMATION**

District or Charter Name

Worcester Public Schools

Primary Contact Person for this Proposal

*Name, Role, Contact Information (email and phone)*

Dr. Susan O’Neil,  
Deputy Superintendent  
[oneilsp@worcesterschools.net](mailto:oneilsp@worcesterschools.net)  
508-799-3644

Person who, if awarded, will be responsible for data submission and will serve as a liaison between the district and DESE for communication about data collection and evaluation efforts

*Name, Role, Contact Information (email and phone)*

Christina Kuriacose  
Director of School and Student Performance  
[kuriacosec@worcesterschools.net](mailto:kuriacosec@worcesterschools.net)  
508-799-3061 Ext. 93060

**PATH TWO:** (FOR LEAs that already have an [approved screener](#).)

School name	Number of students currently enrolled in participating grades*	Number of professional staff serving students in participating grades, who would require assessment training*	Curricular materials utilized for core ELA/Literacy instruction in participating grades (if various materials are regularly used, list all)*	Assessments currently used for ELA/Literacy in participating grades (list all)*
	<b>All values are K – 3</b>	Numbers include K-3 teachers (e.g., general education, TBE and Dual language), the primary SPED teacher and the primary ESL teacher.		



Chandler Magnet	176	8	ARC -Dual Language and TBE	K screeners : CUBED Dynamic Decoding Measure (DDM) and Narrative Language Measure (NLM) -STAR Early Literacy/STAR Reading, English and Spanish
Woodland	66	7	ARC-Dual Language	K screeners : CUBED Dynamic Decoding Measure (DDM) and Narrative Language Measure (NLM) -STAR Early Literacy/STAR Reading English and Spanish
NEW Dual Language School	88	7	ARC-Dual Language	K screeners : CUBED Dynamic Decoding Measure (DDM) and Narrative Language Measure (NLM) -STAR Early Literacy/STAR Reading English and Spanish

\*Please base responses on grades K-2 OR grades K-3. District may opt whether or not to include Grade 3.

## Narrative Responses

### **PATH TWO (LEAs with a screener that are seeking professional development in screener implementation and/or data-based instructional decision-making.)**

1. Which [approved screening assessment](#) does the district use? Which grades use the approved screener? Why was this assessment selected? *(Suggested response length: 100 words)*

Our district currently uses STAR Early Literacy Screener, K-3. STAR was chosen because it is a universal screening tool that we feel deepens our understanding of specific reading levels and specific reading and literacy challenges of all students. The assessment is offered in English and Spanish versions used for our TBE and Dual Language students at the above-listed locations. Star Early Literacy tracks development in multiple critical domains. It assesses the early literacy skills of our students; identifying specific areas of strength/weakness in the sub-domains and skills and students who may be at risk for later reading failure.

2. How are data from the approved screening assessment currently used? What are the specific successes and challenges when collecting and using data from the approved screener? *(Suggested response length: 150-300 words)*

Star Early Literacy tracks development in multiple critical domains. For K-1 this includes: phonemic awareness; phonics; structural analysis; vocabulary; comprehension strategies and constructing meaning and sentence level comprehension/paragraph level comprehension among others. For Grades 1-3 this includes Word Knowledge and Skills; Comprehension Strategies and Constructing Meaning; Analyzing Literary Text and Analyzing Argument and Evaluating Text, among others. The district uses Star Early Literacy data for multiple purposes such as screening, placement, planning instruction, benchmarking, and outcomes measurement. Our goal for all literacy assessments that we use is to develop staff knowledge, repertoire and resources as an early literacy group at the school level to ensure Grade 3 students meet/exceed 80% reading proficiency.

Successes: The Office of English Learner Programs in collaboration with Dr. Patrick Proctor of Boston College, is conducting an evaluation in the spring 2021 of the use of ARC and will plan for appropriate follow up for the summer of 2021. This effort has been a collaborative approach involving teachers, administrators and Focused-Instructional Coaches. This evaluation approach has provided us with a template that we can use to deepen and broaden our work on assessments inclusive of Star Early Literacy, to ensure continuous program improvement and student outcomes.

Challenges: A key challenge is analyzing data to inform teaching. We are lacking resources needed for our staff to fully explore and become familiar with the use of data from the Spanish assessments. Grant funding would help us to meet these challenges so that we may use the information the assessment is giving us to succeed in meeting each individual child's needs. This is crucial to furthering the integrity of our TBE and dual language programs.

3. Since implementing the approved screener, have other literacy/ELA assessments been added? Have previously administered assessments been continued or discontinued? What is the LEAs vision for assessment in grades K-2 or K-3?

*(Suggested response length: 150-300 words)*

Most of the current district-wide testing takes place in the elementary grades and is focused on early literacy and reading comprehension. Added after the introduction of STAR Early Literacy was the MGH SAIL Lab kindergarten screeners CUBED Dynamic Decoding Measure (DDM) and Narrative Language Measure (NLM) which are in conjunction with an NIH grant. Our work with the SAIL Lab is to identify students at risk for dyslexia and language disabilities early and provide intervention to impact development. Data collection is across the district and is coordinated at all times.

The administration window, September 20 through October 6, 13 school days, allows students and staff to settle into the new year. Staff meetings that will be leveraged to initiate a coordinated early literacy data team and data cycle at each building that will inform district decisions. Teacher training would be prior to school opening, June and/or August, and would include Special Education and ESL teachers. Having the screener in both English and Spanish addresses our biliteracy initiative with Dual Language/ TBE programs and addresses a persistent achievement gap in our student population.

Assessments that were used and were discontinued include MAP and DIBELS. Primarily these assessments were found to not be very "user-friendly" and the district had difficulties in administering the tests with fidelity.

Our vision is to learn how to better use the data from STAR Early Literacy Screener (English and Spanish): how to use it to monitor student progress, and how it can be used in conjunction with grade level assessments tied to the classroom reading instruction, Dual Language and TBE, to create a robust continuum of literacy assessments informing teaching and monitoring student progress.

4. In terms of screener implementation and data-based instructional decision making, what are the LEAs professional development needs and how will funding from this grant address those needs? (Be s (Suggested response length: 150-300 words)

Our district continues to develop mechanisms to support its improvement strategy efforts designed to align resources and adult practices to support and advance student achievement. Our specific need with regard to Star Early Literacy screener and the school sites is to provide sufficient resources so that staff at the school will become proficient in the use of Star Early Literacy assessment and data from the English and Spanish assessments. This, in turn, will provide our programs with information that will steer the development of these programs; to inform instruction and to help provide a "bird's eye" view of program functionality. By providing educators with targeted support, this funding will assist us in the integration of assessments into curriculum and instruction at these schools.

Funds would allow us to supplement and enhance our current work as we would be building a coordinated district assessment system for our early biliteracy. We will continue with the MGH SAIL Lab early screeners in kindergarten for dyslexia and language disability risk, part of an NIH grant, and with STAR Early Literacy (K-2 and 3 as needed) with a more informed lens. K-3 will identify grade level assessments in the ARC (Dual Language/TBE) as additional data points to inform instruction and monitor student growth.

Applicant Agency: Worcester Public Schools      Applicant Number: 348  
 Fiscal Year: 2022      Fund Code: 576  
 Program Name: Early Literacy Screening Assessment and Professional Development

Budget Line Item Category				Amount		
<b>1 ADMINISTRATOR SALARIES:</b>	# of staff	FTE	MTRS	Total Amount	COMMENTS	
				\$ -		
<b>SUB-TOTAL</b>				\$ -		
<b>2 INSTRUCTIONAL/PROF STAFF SALARIES:</b>	# of staff	FTE	MTRS	Total Amount	COMMENTS	
				\$ -		
<b>SUB-TOTAL</b>				\$ -		
<b>3 SUPPORT STAFF SALARIES:</b>	# of staff	FTE	MTRS	Total Amount	COMMENTS	
				\$ -		
<b>SUB-TOTAL</b>				\$ -		
<b>4 STIPENDS:</b>	# of Staff	Rate	Rate Type	MTRS	Total Amount	COMMENTS
					\$ -	
<b>SUB-TOTAL</b>				\$ -		
<b>5 FRINGE BENEFITS:</b>				Total Amount	COMMENTS	
a. MTRS (automatically calculated if MTRS box is checked)				\$ -		
b. Other				\$ -		
Health Insurance				\$ -		
Other Retirement Systems				\$ -		
Federal Insurance Contributions (FICA)				\$ -		
<b>SUB-TOTAL</b>				\$ -		
<b>6 CONTRACTUAL SERVICES:</b>		Rate	Rate Type	Total Amount	COMMENTS	
Consultants/Prof Dev for Teachers & Support S		\$850	flat	\$ 5,400	Professional Development teachers	
				\$ -		
<b>SUB-TOTAL</b>				\$ 5,400		
<b>7 SUPPLIES AND MATERIALS:</b>				Total Amount	COMMENTS	
				\$ -		
<b>SUB-TOTAL</b>				\$ -		
<b>8 TRAVEL:</b>				Total Amount	COMMENTS	
				\$ -		
<b>SUB-TOTAL</b>				\$ -		
<b>9 OTHER COSTS:</b>				Total Amount	COMMENTS	
				\$ -		
<b>SUB-TOTAL</b>				\$ -		
<b>10 INDIRECT COSTS (use indirect costs calculator)</b>				enter rate %	COMMENTS	
				2.05%	At agreed upon rates	
				\$ 111		
<b>SUB-TOTAL</b>				\$ 111		
<b>11 EQUIPMENT:</b>				Total Amount	COMMENTS	
Items costing \$5000+ per unit & having a useful life 1+ years				\$ -		
<b>SUB-TOTAL</b>				\$ -		
<b>TOTAL FUNDS REQUESTED</b>				<b>\$ 5,511</b>		

X. GENERAL BUSINESS  
Administration  
(August 18, 2021)

ITEM - gb #1-220  
S.C. MEETING - 8-26-21

ITEM:

To accept the Innovation Pathways Grant in the amount of \$15,000.

PRIOR ACTION:

BACKUP: The purpose of the targeted grant is to provide Innovation Pathway program implementation resources to an LEA who has achieved Innovation Pathway designation from DESE in Spring 2021. Priorities for this grant include, but are not limited to: Supporting designees in the execution of their approved designation plan such that the Innovation Pathway program meets all criteria requirements.

Annex A (15 pages ) contains a copy of the Grant Acceptance Form.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

### Grant Acceptance Form

**Name of Grant:** Innovation Pathways

**Type of Funder:** Massachusetts Department of Elementary and Secondary Education through a trust fund

**Awarded Amount:** Fund Code 417 = \$15,000

**Grant Funding Period:** July 30, 2021 through June 30, 2022

**Project title:** Innovation Pathways – Life Sciences

**Program coordinator:** Weymouth/Sippel

**Purpose:** The purpose of the targeted grant is to provide Innovation Pathway program implementation resources to an LEA who has achieved Innovation Pathway designation from DESE in Spring 2021. Priorities for this grant include, but are not limited to: Supporting designees in the execution of their approved designation plan such that the Innovation Pathway program meets all criteria requirements.

**Description of the program:** The Life Sciences pathway joins five other pathway programs and affords students the opportunity for Career Technical Education, career exposure and planning education that they otherwise would not have been able to access as part of their secondary education opportunities. Our vision is to afford a large and diverse group of students across WPS comprehensive high schools, with access to high quality college and career readiness training.

**Program location:** Worcester Public Schools – Worcester Technical High School

**Outcomes and Measures:** The addition of this program as part of the Innovation Pathways portfolio of career offerings will allow WPS to reach approximately 15 new students per year in Life Sciences; a program that students currently have little access to at the comprehensive high schools. This would expand our yearly IP acceptance to approximately 125 students. Because these programs will draw on the resources and expertise that already exist at Worcester Technical High School (WTHS), students will be able to participate in work-learning opportunities tapping into community relationships that already exists in addition to those newly establish, and the capital expense of resources for instruction should be low as compared to programming being developed from scratch

## FY2022: Innovation Pathways

Fund Code: 417

**Purpose:**

The purpose of the targeted grant is to provide Innovation Pathway program implementation resources to an LEA who has achieved Innovation Pathway designation from DESE in Spring 2021.

**Priorities:**

Priorities for this grant include, but are not limited to:

Supporting designees in the execution of their approved designation plan such that the Innovation Pathway program meets all criteria requirements.

**Eligibility:**

Eligible applicants are those who received Innovation Pathway Designation from DESE in Spring 2021.

Preference may be given to an LEA who has not received Innovation Pathway Implementation Grants in the past.

**Funding Type:**

Trust

**Funding:**

A total amount of \$300,000 is available to eligible applicants.

An LEA may submit only one application. The maximum award is up to \$30,000 for applicants awarded their first Innovation Pathways designation in Spring 2021. Applicants who have received Implementation Grant funding for pathways in the past are eligible for a maximum award of \$15,000 to support the new pathway(s) designated in Spring 2021.

Funding is contingent upon availability. All dollar amounts listed are estimated/approximate and are subject to change. If more funding is to become available, it will be distributed under the same guideline as listed in the initial RFP document.

**Fund Use:**

Funding may be used to support designated Innovation Pathway's adherence to the five guiding principles .

Allowable funding expenses include:

Program administration and coordination; support staff; stipends for K12- and higher education faculty; curricular development; engagement with industry; providing work-based learning opportunities for students; professional development; instructional related supplies and materials; high quality college and career advising and MyCAP development embedded in the pathway.

Computer hardware, (e.g. laptops) and student stipends may not be funded by this implementation grant.

**Project Duration:**

Upon Approval (no earlier than 7/1/2021) – 6/30/2022

**Program Unit:**

Office for College, Career, and Technical Education

**Contact:**

Jennifer Gwatkin, Innovation Pathways Lead

**Phone Number:**

781-338-3954

**Date Due:**

Thursday, June 24, 2021

8/17/2021

FY2022 Fund Code 417: Innovation Pathways - Grants and Other Financial Assistance Programs

**Required Forms:**



Part I — General — Program Unit Signature Page — (Standard Contract Form and Application for Program Grants)



Part II — Budget Detail Submitted in EdGrants



Part III — Required Program Information — FY2022 Innovation Pathways Implementation Grant Application for Spring 2021 Designees

**Submission**

**Instructions:**

Submit all required grant materials through EdGrants

In EdGrants, districts are required to create and name the project. Please use the following naming convention for your "Applicant Project Name" in EdGrants:

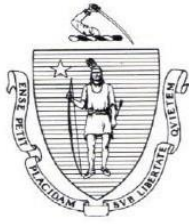
**FY22 FC 417 Innovation Pathways Applicant Name**

All items listed under the required forms section of this RFP should be uploaded / attached in the Attachments List formlet of the Application Submission in EdGrants. This includes a signed / scanned PDF of Part I / Coversheet with Superintendent's signature and all required forms. The final budget the applicant is requesting will be entered directly into EdGrants as part of the application submission process.

For Guidance Documents regarding EdGrants, visit [EdGrants: User Guides and Information](#).

Please note: It is up to the district to determine who they want to add as EdGrants Front Office users in order to submit grant application as well as payment request information. Please review the [EdGrants: User Security Controls](#) to make informed decisions regarding assigning your district level users.





**CHARLES D. BAKER**  
GOVERNOR

OFFICE OF THE GOVERNOR  
**COMMONWEALTH OF MASSACHUSETTS**  
STATE HOUSE • BOSTON, MA 02133  
(617) 725-4000

**KARYN E. POLITO**  
LIEUTENANT GOVERNOR

July 30, 2021

Dear Superintendent Binienda,

Congratulations! We are pleased to notify you that Worcester Public Schools has been awarded an FY22 Innovation Pathway Implementation Grant of \$15,000 subject to state and federal appropriation.

We want to thank you for your commitment to developing an Innovation Pathway program at your institution to strengthen career education for high school students. Through this funding and your continued support, we hope to expand access to great educational opportunities in the Commonwealth.

You will be receiving further instructions from the Department of Elementary and Secondary Education on next steps, and please feel free to contact Jennifer Gwatkin at [jennifer.a.gwatkin@mass.gov](mailto:jennifer.a.gwatkin@mass.gov) if you have any questions.

Sincerely,

A handwritten signature in blue ink that reads "Charles Baker".

Governor Charles D. Baker

A handwritten signature in blue ink that reads "Karyn Polito".

Lt. Governor Karyn E. Polito

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
STANDARD CONTRACT FORM AND APPLICATION FOR PROGRAM GRANTS

PART I- GENERAL

A. APPLICANT: Worcester Public Schools	District Code: 0 3 4 8
ADDRESS: 20 Irv in Q Street	
Worcester MA 01609	
TELEPHONE: (508) 799-3108	

B. APPLICATION FOR PROGRAM FUNDING

FUND CODE	PROGRAM NAME	PROJECT DURATION		AMOUNT REQUESTED
		FROM	TO	
FY2022	TRUST - TARGETED administered by the OFFICE FOR COLLEGE, CAREER, AND TECHNICAL EDUCATION			\$15,000
417	Innovation Pathways Implementation Grant	Upon Approval (no earlier than 7/1/21)	6/30/2022	

C. I CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS CORRECT AND COMPLETE; THAT THE APPLICANT AGENCY HAS AUTHORIZED ME, AS ITS REPRESENTATIVE, TO FILE THIS APPLICATION; AND THAT I UNDERSTAND THAT FOR ANY FUNDS RECEIVED THROUGH THIS APPLICATION THE AGENCY AGREES TO COMPLY WITH ALL APPLICABLE STATE AND FEDERAL GRANT REQUIREMENTS COVERING BOTH THE PROGRAMMATIC AND FISCAL ADMINISTRATION OF GRANT FUNDS.

AUTHORIZED SIGNATORY: <i>m1. Jir:lfJ'u</i>	TITLE: Suoerintendent
TYPED NAME: Maureen F. Binienda	DATE: (, 7/ :Jti r

**Name of Grant Program:** FY22 Innovation Pathways Implementation Grant

**Fund Code:**  
417

**PART III – REQUIRED PROGRAM INFORMATION**

**Massachusetts Department of Elementary and Secondary Education  
Massachusetts Executive Office of Education**



**Innovation Pathways  
Implementation Grant Application for Spring 2021 Designees**

## **Innovation Pathways Defined**

For over thirty years, educators, employers, community-based organizations and government agencies have collaborated to develop and implement Career Pathways strategies. Early models focused primarily on youth-oriented vocational education programs and academies with strong contextualized instruction. Those efforts have transitioned to wider and deeper Career Technical Education efforts championed by the US Department of Education.

Over the last decade new career pathway implementation models supported by the US Department of Labor, US Chamber of Commerce and National Governors Association have focused on meeting high demand workforce needs. In July of 2014, the Workforce Innovation and Opportunity Act (WIOA) was enacted to support industry, education and workforce system to collaborate to build systematic solutions to provide career opportunities in high demand fields.

These Career Pathway programs include strong industry engagement, secondary and post-secondary partnerships, and are constructed to align to local, regional or states sector based economic development initiatives. The programs often feature customized approaches to meeting the unique needs of specific student populations coupled with industry sector relevant academic, career and work-related experiences.

**Innovation Pathways are structures within our high schools that are designed to connect student learning to a broadly-defined industry sector that is in demand in the regional and state economy. Schools will leverage strong partnerships with employers to provide students career awareness and work-based learning activities. Students will participate in a series of courses and experiences relevant to achieving industry recognized credentials. Participation in this kind of pathway can lead students to opportunities for meaningful careers in that industry sector upon the completion of needed postsecondary education and training.**

Massachusetts' Innovation Pathways draw on three decades of successful practices and are designed to support schools to enhance a student's ability to gain awareness and preparedness of future employment opportunities, fully prepare academically, and make informed choices related to post-secondary pathways in the industry of their interest.

State agencies will work collaboratively with schools and districts to provide students with equitable access to a pathway deemed a strong individualized fit, with on and off ramps across different pathways throughout high school, ensure that they graduate with a well-designed post-secondary plan, and a robust knowledge of Massachusetts' workforce opportunities with realities for employment.

The related Pathway designation approval process has been designed collaboratively by the Massachusetts Department of Elementary and Secondary Education and Executive Office of Education to ensure that new college and career pathways are carefully designed to offer high quality preparation for college and career in alignment with the Strengthening Career Technical Education in the 21<sup>st</sup> Century Act (Perkins V) requirements, which was signed into law effective July 1, 2019.

## Five Guiding Principles

In [January 2017](#), the Boards of Elementary and Secondary Education and Higher Education jointly approved five **Guiding Principles** for Early College pathways that are also fully relevant to Innovation pathways. To receive designation as either type, an applicant will be required to demonstrate that its pathways are rooted in all five of these guiding principles:

### **Guiding Principle 1: Equitable Access**

*Designated programs should prioritize students underrepresented in education enrollment and completion. To facilitate this, programs should be structured to eliminate barriers to student participation. Design might therefore include, but not be limited to, tuition-free participation, open enrollment without regard to prior academic performance, student supports to promote success, scalability, multiple entry points for students, and student supports to prepare students for entry into the program.*

### **Guiding Principle 2: Guided Academic Pathways**

*Designated programs should be structured around clear and detailed student academic pathways from secondary to post-secondary education with regard to coursework, sequencing, and experiences beyond the classroom. Programs should offer students substantive exposure to career opportunities in high demand fields, allowing them to make an informed decision about which career pathway to pursue. Students should also be exposed to the authentic experience and academic rigor of postsecondary education.*

### **Guiding Principle 3: Enhanced Student Support**

*Designated programs should incorporate sufficient wraparound services to promote academic success and course completion, taking into consideration the needs of diverse populations of students.*

### **Guiding Principle 4: Connection to Career**

*Designated programs should expose students to a variety of career opportunities, including greater depth in careers relevant to their selected pathway, by providing, for example, opportunities for targeted workforce and career skills development, career counseling, and elements of experiential and work-based learning.*

### **Guiding Principle 5: Effective Partnerships**

*Innovation Pathways require a formal partnership with a workforce development board ([MassHire](#)) and one or more employers or an employer association. Programs should be sufficient in size to capture economies of scale goals and to ensure long-term sustainability.*

## Innovation Pathway Implementation Grant Purpose

The purpose of the grant is to provide Innovation Pathway program implementation resources to an LEA who has achieved Innovation Pathway designation from DESE in Spring 2021. This grant shall not be used to fund capital expenses, including technology and equipment.

## Innovation Pathway Implementation Grant Eligibility and Funding

To qualify for competitive funding, applicants must have received Innovation Pathway Designation from DESE in Spring 2021. An LEA may submit only one application. The maximum award is up to \$30,000 for first-time Innovation Pathways applicants. Applicants who have received Implementation Grant funding in the past are eligible for a maximum award of \$15,000.

### Primary Contact

- Jennifer Gwatkin, Office for College, Career, and Technical Education, DESE  
jennifer.a.gwatkin@mass.gov; (781) 338-3954

## Innovation Pathway Grant Timeline

### *Application Schedule*

Request for Proposals Released	April 16, 2021
Proposals due via email to <a href="mailto:pathways@doe.mass.edu">pathways@doe.mass.edu</a> , by no later than 5:00 pm.	<u>May 28, 2021</u>
Projected Grant Awards Announcement	July 1, 2021
Anticipated Contract Start Date	July 15, 2021
Contract End Date	June 30, 2022

## Implementation Grant Evaluation

Applicants must demonstrate in their responses below how implementation grant funds from the state will help the applicants execute on their designation plan such that the Innovation Pathway program meets all Innovation Pathways criteria requirements. Submissions will be screened for completeness, conformity to the program requirements, and timeliness of response. Submissions that are incomplete, non-conforming, or late may not be considered. Reviewers will confirm the eligibility of each applicant, evaluate and score all eligible submissions on a 100-point scoring rubric. Applications will be scored based on the quality of the applicants' plans for the use of the requested funds to support the pathway in meeting criteria for Designation. Preference may be given to an LEA who has not received Innovation Pathway Implementation Grants in the past.

### *Applicant and Partner Information*

The lead applicant for an Innovation Pathway Implementation Grant must be a LEA with an Innovation Pathway program that was designated by DESE in Spring 2021.

Lead Applicant name: Worcester Public Schools

<b>Applicant contact:</b>	Drew Weymouth	Director of Innovation Pathways	(508) 799-1985	<a href="mailto:weymouthdq@worcesterschools.net">weymouthdq@worcesterschools.net</a>
	<i>Name</i>	<i>Title</i>	<i>Phone</i>	<i>Email</i>
<b>Mailing Address:</b>	1 Skyline Drive			
	<i>Street Address</i>			
	Worcester	MA	10605	
	<i>City</i>	<i>State</i>	<i>ZIP</i>	
<b>Phone/Email:</b>	(508)340-7760	<a href="mailto:weymouthdq@worcesterschools.net">weymouthdq@worcesterschools.net</a>		
	<i>Preferred Phone</i>	<i>Email Address</i>		
<b>Has the school applied for and/or received a Skills Capital grant to support equipment expenses associated with the newly designated Innovation Pathways program?</b>				Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>In Spring 2021 did your school apply for funding to purchase equipment for the newly designated Innovation Pathway program via the FY21 Skills Capital Grant Program?</b>				Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Does the secondary or postsecondary institution currently receive Perkins funding?</b>				Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>In applying for the Innovation Pathways 2021-2022 Implementation grant, the school agrees to actively participate in Innovation Pathways Community of Practice.</b>				Yes <input checked="" type="checkbox"/> <i>Applicant Indicates Agreement</i>

<p>The applicant agrees to share their early work with the Innovation Pathways Community of Practice, so as to illustrate how structures and systems are being established for long-term success.</p>	<p style="text-align: center;">Yes X <i>Applicant Indicates Agreement</i></p>
<p>The grant is being funded by the STEM Council. The applicant agrees to collaborate with their regional STEM Network Manager and participate in/and or contribute to 2021 STEM Week activities.</p>	<p style="text-align: center;">Yes X <i>Applicant Indicates Agreement</i></p>

### Grant Application Narrative (80 Points)

- A. Please reference the introductory narrative describing your Innovation Pathway partnership that you submitted with your final designation application. Describe the current five-year vision and potential for the designated Innovation Pathway program. Identify any future Innovation Pathway expansion including seeking of additional sectors for designation and the impact for your students, your school and campus, and your region. (10 Points) **Field limited to 1,000 words.**

Worcester Public School's Innovation Pathway Program is a collaboration between Worcester's comprehensive high schools and Worcester Technical High School designed to help students understand and plan for potential future career fields. The Worcester Public Schools (WPS) have been fortunate to receive IP designation for six programs to date. These programs are in the area of Health Care, Civil Engineering, Advanced Manufacturing, Information Technology, Business and Finance and the newly awarded Life Sciences.

Our vision is to afford a large and diverse group of students across WPS comprehensive high schools, with access to high quality college and career readiness training. Currently with the five programs operating, we estimate 250 students (FY22) achieving CTE and career exposure and planning education that they otherwise would not have been able to access as part of their secondary education opportunities. By adding this program, we will be able to reach approximately 15 new students per year in Life Sciences; a program that students currently have little access to at the comprehensive high schools. This would expand our yearly IP acceptance to approximately 125 students. Because these programs will draw on the resources and expertise that already exist at Worcester Technical High School (WTHS), students will be able to participate in work-learning opportunities tapping into community relationships that already exists in addition to those newly establish, and the capital expense of resources for instruction should be low as compared to programming being developed from scratch.

The addition of Life Sciences allows us to build on a strong set of industry partnerships and align with local labor market needs. Based on occupations in the pharmaceutical and medicine manufacturing sectors from Worcester county and northern Connecticut, the 10-year projected growth of the industry is 34.7%. Additionally in this subsector, there is a biomanufacturing park being built in Worcester with AbbVie, WuXi and Galaxy already committed to the space and Massachusetts Biological Initiatives (IP partner) helping to bring others to the space. In building



this curriculum, WPS partnered closely with BioBuilder to ensure that students walk away with knowledge and skills applicable for future employment or postsecondary study.

Over the next five years, we should realize the full capacity of our current designations and will expand each as demand requires. At our current capacity based on instructors and course capacity, we should realize close to 375 students in Innovation Pathways for Worcester Public Schools. To continue to grow, the IP program will explore opportunities to expand course offerings within program pathways to provide additional choice to students within sectors. This could include EMS tracks in Health Sciences, Entrepreneurship or Finance courses in Business and Finance, or other courses that will help to attract a broader range of students and also provide potential expansion options for seniors who want to continue with technical courses.

- B. As you prepare to launch your Innovation Pathway program, what do you anticipate will be the three greatest implementation challenges? Please describe each challenge and primary consideration for solutions. (15 Points) **Field limited to 400 words.**

The three greatest implementation challenges we face are establishing work-based learning relationships, launching a new curriculum, and ensuring sustainability.

Establishing work-based learning relationships is critical for the success of the program. While we have been successful in finding opportunities for students for our existing IPP programs, it is a significant amount of work to maintain these relationships, ensure ongoing success of the program and expand to new opportunities. Our community is very supportive but many companies are also partnering with other programs and the many colleges in our region and therefore have limited capacity.

We will continue to work very closely with the Chamber of Commerce, MassHire, Mass Biomedical Initiatives, UMASS Medical Center, and WTHS partners to align funding opportunities, engage new partners, and strengthen existing partnerships. We are also working with the district to fund an additional position that would focus on above-mentioned community relationships and projects. This position has been approved by the budget office and must go to school committee for final approval. We anticipate this person to be on board for SY21-22.

The Life Sciences program is a new program with new curriculum and as a result will require rigorous evaluation to assess any changes that should be made for future classes. As the first cohort of students, there may be challenges that faculty and students face in acclimating to the new curriculum and expectations.

We have partnered with BioBuilder on the curriculum and as seen in this proposal will use some of the funding to ensure the instructors participate with BioBuilder in professional development to ensure quality implementation. BioBuilder has also committed to regular advising and resource meetings during both the first year of implementation and the remaining four years of designation as the program reaches capacity.

Ensuring sustainability is the final implementation challenge. This challenge captures the ongoing need to hire qualified faculty, find the financial support to establish work-based learning opportunities and support students. As student numbers increase, the number of highly qualified and motivated faculty needed also increases. To mitigate this challenge WPS continues to work closely with the industry partners as well as instructors currently in the district to instruct the technical classes.

- C. How will this funding from the state help you address the challenges identified above (see question) and ensure that you fulfill designation requirements and will successfully enroll students in your program by fall 2021? (15 Points) **Field limited to 400 words.**

Specifically, the grant would fund the cost of the Life Sciences faculty, stipend funds for Capstone Instructor and support staff, and consulting fees for professional development. We already have students enrolled and so finding and supporting an instructor is the next essential step to ensure the student experience is engaging and valuable to their career exploration and potential future career goals.

- D. How will this funding from the state support your school's Innovation Pathway's engagement with industry and support providing work-based learning opportunities for students? (10 points) **Field limited to 400 words.**

By providing funds for the capstone instructor, this directly supports engagement with industry and support for work-based learning opportunities or industry led projects. This role helps students design the appropriate capstone experience and liaises with industry representatives.

Additionally, funding for Biobuilder to support the professional development of the Life Sciences instructors ensures that the curriculum is aligned with real-time needs of the industry.

- E. Aligned career and college counseling is a required part of the Innovation Pathway Program, including the guided use of MyCAP beginning in 9<sup>th</sup> grade. We are interested in your organization's approach to MyCAP, as well as fostering students' academic performance success, particularly for those who are historically underrepresented in targeted industry sector and/or in the higher education, including students of color, low income students, English learners, and students with disabilities). Explain how funding will support your organization in fulfilling Innovation Pathways' expectations for high quality college and career advising and MyCAP development embedded in the pathway. Please also explain how the organization will track the use of MyCAP. (10 Points) **Field limited to 400 words.**

WPS's IP program builds in significant student support for career and college planning. As discussed in the initial application, the Worcester student population represents an extremely diverse population that is reflected in the IP program.

Beginning in 9<sup>th</sup> grade and continuing in 10<sup>th</sup> grade, all students in the district take College and Career Readiness courses to begin their career exploration and planning. Most of this work is done and document in Naviance.

Once students are identified for Innovation Pathways, they take cohorted classes with other IPP students at their school during their 10<sup>th</sup> and 11<sup>th</sup> grade years. In these classes they continue to work on MyCAP standards and practice their skills engaging with available work-based learning opportunities. This work is done across multiple platforms and next year we intend to pursue documentation in both the MassCIS portfolio feature as well as a digital website portfolio each student will create. This will help them show and reflect on their skill development, current post-secondary planning and resume enhancement. Then typically in senior year, students will cap this work with the IPP Capstone and finalize their post-secondary plans.

Career Development Education occurs as the main curricular component of College and Career Readiness (CCR) I and II (all students in the district) as well as Career and Academic Planning (CAP) classes (specific for Innovation Pathways students.)

IPP students are also dismissed early from school (by scheduling their College and Career Course at the end of the day). Students arrive by 1:30 and will have one hour for academic support, career guest speakers and an early dinner provided by the program. This hour allows students significant and regular exposure to career speakers and opportunities, time to address academic needs, nutritionally support them, and provide seamless transportation.

By funding to support teachers, this grant provides increased capacity to strengthen the work.

The funding in this grant will support one capstone instructor to help develop industry supported projects and work with students to further develop their professional skills and career exposure.

- F. For each line item in the budget below, please indicate how these funds will support organization /coordination in meeting the Innovation Pathway designation criteria and planning for growth of the program in the next three years. (10 Points) **Field limited to 400 words.**

WPS seeks funding in two categories:

***Faculty Stipends***

For each program launch, the faculty member who teaches the technical course in an extended day format is critical in ensuring that each student develops and learns the skills required to earn credentials and fulfill the needs of future employers or college programs. The experience that students have in the first year will drive future success. The teaching faculty are part of the Innovation Pathways Program team and meet regularly with the Director to ensure faithful delivery and discuss future growth opportunities. This line item will also support one capstone instructor to develop and implement industry support projects with the students and help to finalize student portfolios and post-secondary plans.

***Professional Development***

BioBuilder has been a partner in developing the program syllabi and course content and will continue to support our efforts through rigorous professional development. This ensures that the technical courses meet expectations and responds to industry needs. Even though the funding is for one year, BioBuilder has pledged their support and professional development for the entire 5 years of designation.

The funding does not specifically address the plans for expansion in the next three years aside from the relationship with BioBuilder but the district is prepared to pick up the funding for the Life Science pathway and the support structures needed for the additional student population.

- G. What outcomes/deliverables will you see at the end of the grant period (June 30, 2022)? Who will be in charge of ensuring that these outcomes are met? (10 Points) **Field limited to 400 words.**

At the end of the grant period, WPS expects to see 15 students having just completed year 1 of the program and moving into year two and 15 additional students entering year one. We expect all students to be successful in passing the first year of the program and having completed OSHA10 General Industry certification. We are seeking 85% retention of year 1 students continuing with year 2 to pursue further education in Life Sciences. The program director and Life Sciences instructor will be responsible for the content deliverables. Those individuals as well as the students' Career and Academic Planning instructor will be responsible for the student retention.

Additionally we seek to have a fully implemented industry responsive curriculum and planning complete for the second year curriculum. BioBuilder and the Life Science instructor will be responsible for this action item with support and oversight from the program Director.

*Upload Template Budget(s) for Funding (20 Points)*

<b>Applicant Name:</b>			
<b>A. Salaries and Benefits</b>	<b>Rate \$ per Hour</b>	<b># of Hours</b>	<b>Total</b>
Administrator			
Project Coordinator			
High School Teacher Stipends (Capstone and technical instructors stipends @ \$35 per hour)			9,700
Post-Secondary Faculty Stipends			
Support Staff			
Fringe Benefits			
<b>Total Salaries and Benefits</b>			<b>\$9,700</b>

<b>B. Contractual Services</b>	<b>Rate \$ per Hour</b>	<b># of Hours</b>	<b>Total</b>
Professional Development			\$5,000
describe			
describe			
<b>Total Contractual Services</b>			<b>\$5,000 -</b>

<b>C. Other</b>	<b>Total</b>
Travel	
Instructional Related Supplies and Materials	0
Other Supplies and Materials –NOT including equipment*	
describe	
<b>Other Total</b>	<b>\$ -</b>

<b>Grant Request Sub Total (Section A+ B + C)</b>	<b>\$ 14,700</b>
Indirect Costs (10% Maximum) City Fee	<b>\$ 300</b>
<b>Grant Request Total</b>	<b>\$ 15,000</b>
<i>(Not to exceed \$30,000 for first-time applicants. Not to exceed \$15,000 for applicants who have received Innovation Pathways implementation funding in the past.)</i>	

X. GENERAL BUSINESS  
Administration  
(August 18, 2021)

ITEM - gb #1-221  
S.C. MEETING - 8-26-21

ITEM:

To accept the Klarman Family Foundation Grant in the amount of \$75,000.

PRIOR ACTION:

BACKUP: Funding from this award will be used to purchase new instruments for student use. Currently, students must either rent or purchase their own instruments through outside vendors or go on a wait list for a limited supply of school owned instruments, many of which are decades old or are in poor condition.

Annex A (4) contains a copy of the Grant Acceptance Form.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

Worcester Public Schools  
Grants Office

### Grant Acceptance Form

**Name of Grant:** The Klarman Family Foundation Grant

**Type of Funder:** Private Foundation

**Awarded Amount:** \$75,000

**Grant Funding Period:** Upon award through June 30, 2022

**Project title:** Bumcoat - Instrument Project

**Program coordinator:** Leach/O'Neil

**Purpose:** The Klarman Family Foundation seeks to identify areas of unmet need and to advance solutions to addressing them. We believe passionately in the promise and importance of creative thinking, strategic leadership and strong organizations to help bring about change. Our intention as a Foundation is to help make measurable progress in improving the lives of others.

**Description of the program:** Funding from this award will be used to purchase new instruments for student use. Currently, students must either rent or purchase their own instruments through outside vendors or go on a wait list for a limited supply of school-owned instruments, many of which are decades old or are in poor condition.

**Program location:** Worcester Public Schools –Bumcoat Arts program

**Outcomes and Measures:** Instruments that students need in order to participate in our music programs will be purchased and will be in use by students before the end of the SY 21-22.



July 21, 2021

Maureen Binienda  
Superintendent  
Worcester Public Schools  
Durkin Administration Building  
20 Irving Street  
Worcester, MA 01609

Dear Maureen,

On behalf of The Klarman Family Foundation I am pleased to inform you that its Trustees approved a grant to the Worcester Public Schools up to the amount of \$75,000 in response to your recent proposal to the Foundation's Instrument Fund. The purpose of this grant is to purchase instruments for the Bumcoat music magnet program. The final amount of the grant will be determined based on the actual cost of your purchases.

In order to receive the grant payment, please submit documentation of your intended purchase (e.g. an invoice, purchase order, or receipt if already purchased) via the Foundation's online grantee portal. In addition, please have an appropriate officer sign the attached Terms of Award via DocuSign which outlines the reporting requirements and conditions for this grant. Upon receipt of both items, our grants management team will follow-up with you regarding our electronic payment procedure. Please contact Malka Travaglini, Senior Program Officer, if you have any questions about the Terms of Award.

We are proud to support your important work and look forward to following your progress.

Sincerely,

DocuSigned by:  
  
3BEDFDC14CBB4FC...  
Kim Philbrick McCabe  
Executive Director

Enc: Terms of Award

*The Klarman Family Foundation Grant  
Narrative*

**Instrument Fund Request**

*Instrument Fund grants may be used for the purchase, rental, repair and warranties for orchestral, jazz and marching band instruments. For purchases, please include the cost of warranties as available. For programs that have been in operation for less than two years, it is likely that grant funds will be restricted to rental or repair. Accessories such as risers, music stands, instrument storage equipment, and instrument cases are also eligible.*

**How much are you requesting from the KFF Instrument Fund?**

\$75,000

*Please briefly describe your request (i.e., type and number of instruments, accessories, or repairs) and explain why you are requesting those instruments. What specific need does this request address at your organization? We are interested in learning how these instruments will enhance your program (e.g., will more students be able to receive instruction, will the instrument meet the specific needs of individual students currently enrolled).*

Our funding request will allow for the purchase of instruments to be used in the Burncoat quadrant eight elementary schools, middle and high school. Through the purchase of these instruments, we will be able to expand instruction to students within the Burncoat quadrant, especially to economically disadvantaged students who are unable to purchase or rent an instrument of their own. It will also reduce the number of students placed on a wait list in order to access instruments to participate in a music program. Many of the instruments we are requesting are items in need of replacement at the district level, as they are outdated or in poor condition. As many of the instruments are decades old, they do not meet the technical requirements to compete in a 21st Century setting especially at competitions such as the All Elementary concert and the All State competition. As BMS and BHS are one of only a few public schools in the state that offer a music magnet program, we need instruments in order to increase capacity and meet the needs of our students.

***Optional: Please share any additional information you believe is important to communicate.***

Through this generous funding opportunity, we will be able to support numerous students in the Burncoat quadrant including Monique, a BHS tuba player who is economically disadvantaged and as a result, can only access a WPS tuba from the 1930's. As a three quarter sized tuba, she cannot hit the notes or tones needed to compete against peers at the *All State* competition. If funded, we will eliminate barriers for students such as Monique to play music at their highest level of interest and ability. We sincerely appreciate the opportunity to expand upon our student's music education.



The Klarman Family Foundation Grant  
Budget

School	SKU	Instrument type	number needed		\$75,000.00
BHS	SKU 483649000998000	Yamaha YBB-321WC Series 4-Valve 4/4 BBb Tuba Lacque	1	\$6,936.99	\$6,936.99
BHS	SKU H70559000000000	Leblanc Bass Clarinet	1	\$6,749.00	\$6,749.00
BHS	SKU 460541000000000	Leblanc Contrabass Clarinet	1	\$6,099.00	\$6,099.00
BMS	SKU L7948400001001	Yamaha YBS-480 Intermediate Eb Baritone Saxophone Go	1	\$5,692.99	\$5,692.99
BHS	SKU 461868000000000	Fox Renard 222	1	\$5,149.00	\$5,149.00
BMS	SKU 462102000000000	Renard Model 41 Bassoon Level 2 194744113611	1	\$4,784.00	\$4,784.00
BMS/BHS	SKU 468381000000000	Musser M240 Studio Grand 4.3 Octave Paduk Marimba	1	\$4,714.59	\$4,714.59
BHS/BMS	SKU 461481000000000	Yamaha YHR-567 Geyer Series Intermediate Double Frenc	2	\$3,485.99	\$6,971.99
BHS	SKU 446397000000623	Ludwig Standard Series Timpani, 32 inch	1	\$2,489.44	\$2,489.44
BHS	SKU 446397000000089	Ludwig Standard Series Timpani, 20 inch	1	\$2,462.99	\$2,462.99
BHS	SKU 467974000235000	Musser M51 Xylophone	1	\$2,290.59	\$2,290.59
BHS	SKU 446397000000889	Ludwig Standard Series Timpani, 23 inch	1	\$2,244.69	\$2,244.69
BHS	SKU 460516000000000	Leblanc Model 7165 Alto Clarinet	1	\$2,179.00	\$2,179.00
BHS	SKU 467558000000000	Yamaha YFH-631G Series Bb Flugelhorn	1	\$1,969.99	\$1,969.99
BHS	SKU 473692000903000	concert bass drum with stand	1	\$1,949.99	\$1,949.99
BHS/BMS	SKU 464515000232901	Yamaha YSL-354 Series Student Trombone YSL-354S Silv	2	\$1,684.00	\$3,368.00
BMS	SKU J49436000000000	Giardinelli Oboe Student Model	1	\$1,664.99	\$1,664.99
BMS	SKU J49461000000000	Giardinelli Bass Clarinet 2 Piece Body	1	\$1,574.99	\$1,574.99
BHS	SKU J48898000000000	Yamaha YX-230 3-Octave Xylophone with Bag and Stand	1	\$1,209.99	\$1,209.99
BMS	SKU 464217000907000	Gemeinhardt Model 3 Flute Offset G, B-Foot	2	\$679.00	\$1,358.00
BHS	SKU J24685000001000	Kohler Trumpet	1	\$629.99	\$629.99
BHS/BMS	SKU K36655000000000	Yamaha 285 Series Mini Snare and Bell Kit with Backpack	4	\$381.99	\$1,527.99
BHS	SKU 440544000000000	Bell Tree	1	\$369.99	\$369.99
BHS	SKU 448749000000494	PEARL mountable trap table	1	\$57.99	\$57.99
BMS/BHS	SKU J49480000001000	Musser Xylophone Mallets Medium Hard Grey Rubber 1 in.	3	\$42.00	\$126.00
BMS/BHS	SKU 449430000000220	Vic Firth Round Head Keyboard Mallets Very Hard	2	\$31.99	\$63.99
BMS/BHS	SKU 449430000000282	Vic Firth Round Head Keyboard Mallets Very Soft	2	\$30.99	\$61.99
BMS/BHS	SKU 449430000000118	Vic Firth Round Head Keyboard Mallets Medium	4	\$30.99	\$123.99
BMS/BHS	SKU 449430000000223	Vic Firth Round Head Keyboard Mallets Soft	4	\$30.99	\$123.99
BMS/BHS	SKU J49146000000000	Musser Keyboard Brass Bell Mallets with Two Step Handle	2	\$26.99	\$53.98
					\$75,000.00

X. GENERAL BUSINESS  
Administration  
(August 18, 2021)

ITEM - gb #1-222  
S.C. MEETING - 8-26-21

ITEM:

To set a date to recognize Jake Bersin, Health and Physical Education Liaison, for being selected as the 2021 Honor Award recipient by the Massachusetts Association of Health, Physical Education, Recreation and Dance.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Set the date of Thursday, October 7, 2021.

X. GENERAL BUSINESS  
Mrs. Clancey  
(August 18, 2021)

ITEM - gb #1-223  
S.C. MEETING - 8-26-21

ITEM:

Request that the Administration collaborate with Spectrum Health Services to develop a plan regarding the safety concerns in the area of Lincoln Street School.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration.

X. GENERAL BUSINESS  
Ms. Novick  
(August 19, 2021)

ITEM - gb #1-224  
S.C. MEETING - 8-26-21

ITEM:

Request administration prioritize lunch outdoors for all students. When weather precludes such arrangements, request administration utilize spaces throughout the buildings creatively in order to have students who are eating separated widely.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Administration.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

X. GENERAL BUSINESS  
Ms. Novick  
(August 19, 2021)

ITEM - gb #1-225  
S.C. MEETING - 8-26-21

ITEM:

Request administration discuss further the "test and stay" protocol with the School Committee and medical advisors prior to implementation

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Administration.

RECOMMENDATION OF ADMINISTRATION:

The Administration concurs with the maker.

XI. EXECUTIVE SESSION  
Administration  
(August 19, 2021)

ITEM - gb #1-226  
S.C. MEETING - 8-26-21

ITEM:

To discuss strategy with respect to litigation for a Worker's Compensation for a Bus Monitor, if an open meeting may have a detrimental effect on the litigating position of the School Committee and the chair so declares.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations – Educational Association of Worcester, Units A & B (Educators/Administrators).

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations - Massachusetts Laborers' District Council for and in behalf of Worcester Public Service Employees Local Union 272 of the Laborers' International Union of North America, AFL-CIO, Educational Secretaries.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations - NAGE R1-156, 52 Week Secretaries; and NAGE R1-16, Cafeteria Workers.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations – International Union of Public Employees, Plumbers & Steamfitters, Local - 125; and International Union of Public Employees, Tradesmen, Local -135.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations – Educational Association of Worcester, Instructional Assistants Unit.

To discuss strategy with respect to litigation if an open meeting may have a detrimental effect on the litigating position of the public body and the chair so declares – Educational Association of Worcester and Worcester School Committee, American Arbitration Association Case Number 01-20-0014-9199, Non-Payment of Spring Athletic Coaches.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Coronavirus/COVID-19-Related Health and Safety Issues, Fall 2021 – Educational Association of Worcester Units A & B (Educators/Administrators); Educational Association of Worcester, Aides to the Physically Handicapped, Monitors and Drivers; Educational Association of Worcester, Instructional Assistants; Educational Association of Worcester, Parent Liaisons; Educational Association of Worcester, Tutors; and Educational Association of Worcester, Therapy Assistants.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Discuss.

X. GENERAL BUSINESS  
Administration  
(August 23, 2021)

ITEM - gb #1-227  
S.C. MEETING - 8-26-21

ITEM:

To discuss the student parking situation at Doherty Memorial High School for the 2021-22 school year.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Discuss.

XI. EXECUTIVE SESSION  
Administration  
(August 24, 2021)

ITEM - gb #1-226  
S.C. MEETING - 8-26-21

ITEM:

gb #1-226 - Administration  
(August 24, 2021)

To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel – Superintendent of Schools.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Discuss.