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

AGENDA #24

on: Thursday, July 22, 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 #1-19 - 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.

IV. MOTION FOR RECONSIDERATION – NONE

V. IMMEDIATE ACTION - NONE

VI. REPORT OF THE SUPERINTENDENT

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

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

VII. COMMUNICATIONS AND PETITIONS - NONEACTIONVIII. REPORTS OF THE STANDING COMMITTEES - NONEIX. 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

PERSONNEL (continued)ACTION

1-21 (continued)

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

PERSONNEL (continued)ACTION

1-22 (continued)

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

X. GENERAL BUSINESSACTION

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.

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)

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.

GENERAL BUSINESS (continued)ACTION

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.

gb #1-178 - Miss Biancheria
(June 21, 2021)

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

gb #1-179 - Mr. Monfredo
(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

gb #1-180 - Ms. McCullough
(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

gb #1-181 - Miss Biancheria
(June 28, 2021)

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

gb #1-182 - Miss Biancheria
(June 30, 2021)

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

GENERAL BUSINESS (continued)ACTION

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].

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

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

gb #1-185 - Ms. McCullough
(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.

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

To approve the Job Description for the Grant Contract Specialist.

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.

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.

GENERAL BUSINESS (continued)ACTION

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.

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.

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.

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.

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.

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

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

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

GENERAL BUSINESS (continued)ACTION

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.

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

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

XI. EXECUTIVE SESSION

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). **(Continued on page 10.)**

EXECUTIVE SESSION (continued)ACTION

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.

XII. ADJOURNMENT

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

III. APPROVAL OF RECORDS
Clerk
(July 2, 2021)

ITEM - aor #1-19
S.C. MEETING - 7-22-21

ITEM:

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

PRIOR ACTION:

BACKUP:

Annex A (16 pages) contains a copy of the Minutes of the School Committee Meeting of Thursday, June 17, 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 4:02 p.m. in the Esther Howland Chamber at City Hall on Thursday, June 17, 2021.

There were present at the Call to Order:

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

There was absent: Miss Biancheria

Miss Biancheria arrived at 4:07 p.m.

1. gb 1-153.1 - Administration/Miss Biancheria/Mr. Foley/Ms. Novick/
(June 8, 2020)

To consider the proposed FY22 Budget.

Mr. Monfredo made the following motions:

Request that the Administration consider adding an additional full day pre-school program.

Request that the Administration create a parent liaison Instructional Assistant position at the new Dual Language School.

On a roll call of 6-0-1 (absent Miss Biancheria) the motions were approved.

500-91120 Maintenance Services Salaries

On a roll call of 6-0-1 (absent Miss Biancheria), it was moved to approve Account 500-91120 Maintenance Services Salaries in the amount of \$2,089,934.

500-97204 Maintenance Services Overtime

On a roll call of 6-0-1 (absent Miss Biancheria), it was moved to approve Account 500-97204 Maintenance Services Overtime in the amount of \$164,680.

500-91110 Administration Salaries

Mr. Foley asked if the SOA Bridge Funding was the same as the ESSER Funding.

Mr. Allen said yes and explained that the Administration broke out the ESSER categories in a way to make it clear what the intention was for the funding for three years.

On a roll call of 6-0-1 (absent Miss Biancheria), it was moved to approve Account 500-91110 Administration Salaries in the amount of \$14,406,265.

500-91111 Teacher Salaries

On a roll call of 6-0-1 (absent Miss Biancheria), it was moved to approve Account 500-91111 Teacher Salaries in the amount of \$189,377,355.

500-91112 School Committee Salaries

On a roll call of 6-0-1 (absent Miss Biancheria), it was moved to approve Account 500-91112 School Committee Salaries in the amount of \$99,626.

500-91114 Classroom Substitutes Salaries

Ms. Novick and Mr. Monfredo suggested that the substitute teacher rate be increased to \$90.00 per day.

Miss Biancheria arrived at 4:07 p.m.

Miss Biancheria asked for the number of staff participating in the diversity pipeline program and Superintendent Binienda stated that the number was twelve.

On a roll call of 7-0, it was moved to approve Account 500-91114 Teacher Substitutes Salaries in the amount of \$1,583,050.

Miss Biancheria asked Mayor Petty to return to the Maintenance Services Salaries line item.

500-91120 Maintenance Services Salaries

Miss Biancheria made the following motion:

Request that the Administration provide a report on the number of job opportunities within the WPS that have been given to outside contractors to include the dollar amounts.

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

500-91115 Instructional Assistants Salaries

On a roll call of 6-0-1 (abstained Miss Biancheria), it was moved to approve Account 500-91115 Instructional Assistants Salaries in the amount of \$11,026,304.

540-91117 Transportation Salaries

On a roll call of 7-0, it was moved to approve Account **540-91117** Transportation Salaries in the amount of \$4,515,683.

540-97201 Transportation Overtime

On a roll call of 7-0, it was moved to approve Account **540-97201** Transportation Overtime in the amount of \$713,714.

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.

Superintendent Binienda stated that many bus drivers in Massachusetts will be receiving unemployment through September. In a collaboration with the Lieutenant Governor and State workers, she said that twenty drivers from New Orleans were able to attain their reciprocal licenses.

Mr. Monfredo made the following motion:

Request that the Administration forward a letter to Congressman McGovern requesting full funding for the McKinney-Vento reimbursement.

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

Ms. Novick made the following motion:

Request that the Administration provide documentation from the State on the process of granting reciprocal licenses to bus drivers to include the number of drivers that were provided to the WPS.

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

On a roll call of 7-0, it was moved to approve Account **540103-92000** Transportation in the amount of \$17,949,410.

500-91118 Supplemental Program Salaries

On a roll call of 7-0, it was moved to approve Accounts 500-91118 Supplemental Program Salaries in the amount of \$1,245,628.

500-91121 Administrative Clerical Salaries

On a roll call of 7-0, it was moved to approve Account 500-91121 Administrative Clerical Salaries in the amount of \$3,504,115.

500-97205 Support Overtime

On a roll call of 7-0, it was moved to approve Account 500-97204 Maintenance Services Overtime in the amount of \$75,255.

500-91122 School Clerical Salaries

On a roll call of 7-0, it was moved to approve Account 500-91122 School Clerical Salaries in the amount of \$2,530,977.

500-91123 Non-Instructional Support Salaries

On a roll call of 7-0, it was moved to approve Account 500-91123 Non-Instructional Support Salaries in the amount of \$2,601,813.

540-91124 Crossing Guard Salaries

Miss Biancheria stated that in addition to the crossing guards, she has seen staff at Worcester Technical High School and Belmont Community School directing traffic and crossing students.

Mr. Pezzella stated that he would provide an at risk assessment of those areas.

Ms. Novick made the following motion:

Request that the Administration work with the City Manager and the Department of Public Works to assess traffic issues at both Belmont Community School and Worcester Technical High School.

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

On a roll call of 7-0, it was moved to approve Account **540-91124** Crossing Guard Salaries in the amount of \$483,239.

500-91133 School Nurses Salaries

On a roll call of 7-0, it was moved to approve Account 500-91133 Nursing and Clinical Care Salaries in the amount of \$5,407,329.

500-91134 Educational Support Salaries

Miss Biancheria made the following motion:

Request that the Administration provide a report in September on the number of MCAS tutors to include a list of materials needed by teachers and students.

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

On a roll call of 7-0, it was moved to approve Account 500-91134 Educational Support Salaries in the amount of \$1,606,277.

Ms. Novick asked for the following line item to be taken:

Special Revenue Funds

On a roll call of 7-0, it was moved to approve Special Revenue Funds (pages 172 and 173) in the amount of \$4,454,591.

Child Nutrition Program

On a roll call of 7-0, it was moved to approve Child Nutrition Program in the amount of \$14,062,779.

Grant Programs

Ms. Novick stated that every dollar of the ESSER funding will be heavily scrutinized and proposed that the WPS not manage Grants through the Finance Department.

Superintendent Binienda stated that the Grants Department is under the Department of the Deputy Superintendent who coordinates with the Chief Financial Officer for reconciliation. She is comfortable with that delineation.

Mr. Foley made the following motions:

Request that the \$110,000 salary for the position of Assistant Manager of Professional Learning and Curriculum be transferred to 500-91134 Educational Support Salaries to be used for English Language Tutors.

On a roll call of 3-4 (yeas Mr. Foley, Ms. Novick and Mayor Petty), the motion was defeated.

Request that the \$30,000 salary for the position of Assistant Manager of Instructional Teaching and Digital Learning be transferred to 500-91134 Educational Support Salaries to be used for tutors.

On a roll call of 2-5, (yeas Mr. Foley and Ms. Novick), the motion was defeated.

2. EXECUTIVE SESSION

Mayor Petty stated that the School Committee would recess into Executive Session.

On a roll call of 7-0, it was moved to recess to Executive Session at 6:33 p.m. to discuss the following items:

gb #1-176 - Administration
(June 9, 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 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, Aides to the Physically Handicapped, Monitors and Drivers.

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; Educational Association of Worcester, Parent Liaisons; Educational Association of Worcester, Tutors; and Educational Association of Worcester, Therapy Assistants; NAGE R1-156, 52 Week Secretaries; NAGE R1-16, Cafeteria Workers; Massachusetts Laborers District Council, Worcester Public Service Employees Local Union 176, Custodians; Massachusetts Laborers District Council, Worcester Public Service Employees Local Union 176, Educational Secretaries; Massachusetts Laborers District Council, Worcester Public Service Employees Local Union 176/Unit D, Computer Technicians; IUPE Local - 125 Plumbers and Steamfitters; IUPE Local -135, Tradesmen; Massachusetts Nurses Association, Worcester School Nurses.

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, American Arbitration Association Case Number 01-20-0014-9199, Non-Payment of Spring Athletic Coaches.

The School Committee reconvened in Open Session at 7:46 p.m.

There were present at the second Call to Order:

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

The Pledge of Allegiance was recited and the National Anthem was performed.

3. APPROVAL OF RECORDS

aor #1-18 - Clerk
(May 25, 2021)

To consider approval of the Minutes of the School Committee Meeting of Thursday, June 3, 2021.

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

4. IMMEDIATE ACTION

gb#1-155.1 -Mr. Foley/Mrs. Clancey/Ms. McCullough/Mr. Monfredo/
Ms. Novick/Mayor Petty
(June 8, 2021)

To recognize Chief Finance and Operations Officer Brian Allen for receiving the very prestigious John A. Crafton Lifetime Achievement Award from the Massachusetts Association of Business Officers.

Margaret Driscoll, Executive Director of MASBO, John L. Crafton and Tamara Indianer, Regional Director and Vice-President of Lincoln Investment presented Mr. Allen with the John A. Crafton Lifetime Achievement Award. Mr. Crafton stated that Mr. Allen is only the 2nd recipient of the prestigious award and cited the significant and sustained achievements of Mr. Allen. Ms. Indianer also presented a check from Lincoln Investments to the WPS.

Mr. Allen was recognized and spoke and the item was filed.

gb#1-159.1 -Ms. Novick/Mrs. Clancey/Ms. McCullough/
Mr. Monfredo/Mayor Petty
(June 8, 2021)

To recognize the winner of the first annual Burncoat High School essay contest, Jack Miller, Burncoat class of 2023.

The student was recognized virtually and the item was filed.

5. REPORT OF THE SUPERINTENDENT

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

UPDATES ON WORCESTER PUBLIC SCHOOLS' BILINGUAL PROGRAMS

On a roll call of 7-0, the item was held.

6. GENERAL BUSINESS

gb #1-29.2 Administration/Ms. Novick/Mrs. Clancey/Mr. Foley/
Ms. McCullough/Mr. Monfredo
(June 8, 2021)

8

Response of the Administration to the motion to provide a report on the cost that would be incurred to convert the half day pre-k programs to full day.

On a roll call of 7-0, the item was accepted and filed.

gb #1-73.2 - Administration/Ms. Novick/Mrs. Clancey/Mr. Foley/
Ms. McCullough/Mr. Monfredo
(June 9, 2021)

Response of the Administration to the motion to provide information at the next Budget meeting, during the ESSER discussion on the feedback from the parents who are not interested in sending their child(ren) to a remote academy.

On a roll call of 7-0, the item was accepted and filed.

gb #1-145.1 - Administration/Mr. Monfredo/Mrs. Clancey/Ms. McCullough
(June 8, 2021)

Response of the Administration to the request to update the School Committee on present and future projects on the new civic engagement activities and in future in-service projects at the high school level.

Mr. Monfredo stated that he would like to see more hands on civic projects including Earth Day, food drives, tutoring and working with the elderly.

Ms. Novick would like to encourage teachers to continue to include the School Committee on projects.

Superintendent Binienda stated that she would also like teachers to invite her and the district leadership to school's civic engagement meetings.

On a roll call of 7-0, the item was accepted and filed.

gb #1-146.1 -Administration/Ms. Novick
(June 8, 2021)

Response of the Administration to the motion to prepare a report on the cost for the entire district to be part of the BYRT Program and present that information at the Budget meeting in June.

Mrs. Clancey made the following motion:

Request that the Administration consider implementing a pilot BYRT Program at the secondary level.

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

On a roll call of 7-0, the item was referred to the Standing Committee on Finance and Operations.

gb #1-148 - Administration
(May 13, 2021)

To approve the Job Description for the Assistant Manager of Professional Learning and Curriculum.

On a roll call of 5-2 (nays Mr. Foley and Ms. Novick), the item was approved.

gb #1-149 - Administration
(May 13, 2021)

To approve the Job Description for the Assistant Manager of Instructional Teaching and Digital Learning.

On a roll call of 5-2 (nays Mr. Foley and Ms. Novick), the item was approved.

gb 1-153.1 - Administration/Miss Biancheria/Mr. Foley/Ms. Novick/
(June 8, 2020)

To consider the proposed FY22 Budget, the proposed reallocation of ESSER funds for additional spending that are not included in the FY22 Budget and the responses to the following motions:

- A. Request that the Administration provide a report on potential interest from elementary school principals in staffing crossing guards for walking school buses.
(Ms. Novick)
- B. Request that the Administration provide a legal opinion and the possible process for paying a stipend to student representative of the School Committee. (Ms. Novick)
- 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)
- E. Request that the Administration provide a report on the cost of converting Foley Stadium to natural gas. (Ms. Novick)

500130-92000 Personal Services (Non Salary)/500130-96000

- F. Request that the Administration provide a breakdown report by firm, prior to the School Committee meeting on Thursday, June 17, 2021, on how the monies were expended in line B-Legal Consultation and Settlements and in line D-Special Education Services. (Mr. Foley)

**500136-92000 Miscellaneous Education-Non-Salary/500136-93000
Miscellaneous Education-Capital/**

540136-92000 Miscellaneous Education -Rentals

(These three items were considered together.)

- G. Request that the Administration provide a report, at the June 17, 2021 School Committee Meeting, with its recommendations for an additional \$53,000 to be added to line M-School Safety Equipment stating where the money would come from and how it would be used. (Miss Biancheria)

Motion F

Mr. Foley made the following motion:

Request that the Administration provide a more detailed breakdown by firm to include the top four or five areas of monies expended using the law firm of Murphy, Lamere and Murphy.

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

Motion G.

Mr. Allen stated that the Superintendent recommends the adjustment within the 500136 account reducing Line L from \$169,410 to \$141,410 and increasing Line M from \$97,000 to \$125,000.

Ms. Novick asked if the Administration will be cutting \$28,000 from the Nurses line and putting it into School Safety.

Mr. Allen explained that the difference is the AED management fee will now come from ESSER funding which was not discussed at the last meeting.

Ms. Novick stated that she was uncomfortable with funding something as crucial as an AED with one-time funding. She stated that Mr. Foley had asked for the breakdown of what the \$53,000 would be spent on and did not receive that information.

Superintendent Binienda stated that the AED Management is a system that is hired out. The Administration is looking at other ways to manage the \$28,000. It was not taken out of the Nurses Account, because it was no longer necessary to pay for the remote school principal and the Remote Academy teacher position.

On a roll call of 5-2 (nays Mr. Foley and Ms. Novick), \$28,000 was transferred from Line L of School Nurses Medical Supplies to Line M of School Safety under 500136-92000-Miscellaneous Education OM was approved.

Ms. Novick requested that the response to **motion E** be forwarded to the City Manager and City DPW.

Ms. Novick requested that **motion C and D** be held for discussion at the July 22, 2021 meeting.

On a roll call of 7-0, the responses **motions A and B** were accepted and filed.

gb#1-161 - Administration
(May 25, 2021)

To approve a donation in the amount of \$2,500 from Lincoln Investment to the Worcester Public Schools.

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

gb#1-162.1 -Administration/Ms. Novick
(June 9, 2021)

Response of the Administration to the request to provide details regarding summer 2021 and after school programming for the 2021-22 school year.

On a roll call of 7-0, the item was accepted and filed.

gb#1-165 - Administration
(June 3, 2021)

To accept the Digital Promise Global-Verizon Innovative Learning Schools Grant (VILS) in the amount of \$86,500 for stipends per year for two years (total of \$173,000), plus donation of equipment (hot spots) and wireless service for students.

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

gb#1-166 - Administration
(June 4, 2021)

Request that the Superintendent be granted the annual authorization to make the final year end transfers necessary to balance surplus and deficit accounts for the fiscal year ending on June 30, 2021.

Held.

gb#1-167 - Administration
(June 4, 2021)

To select a voting delegate and an alternate one for the Annual Business Meeting of the Massachusetts Association of School Committees, scheduled for November 6, 2021.

Ms. Novick nominated Mrs. Clancey to be the delegate and Ms. McCullough as the alternate.

Miss Biancheria asked if she could attend the meetings and Ms. McCullough stated that due to work conflicts, she would like to refuse the nomination and allow Miss Biancheria to be the alternate.

Mayor Petty made the following motion:

Request that Mrs. Clancey be the delegate and Miss Biancheria be the alternate and that all members of the School Committee be granted permission to attend the meetings at no cost to them.

On a roll call of 6-0-1 (abstained Ms. Novick), Mrs. Clancey was selected as the MASC voting delegate and Miss Biancheria as the alternate.

gb#1-168 - Ms. McCullough/Mr. Monfredo/Ms. Novick
(June 8, 2021)

To explore the possibility of adding crossing guards at Burncoat Middle/High Schools.

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

gb#1-169 - Miss Biancheria/Ms. McCullough/Mr. Monfredo
(June 8, 2021)

Request that the Administration provide a list of the number of high school graduates for the classes of 2021.

Mayor Petty made the following amendment to the item:

Request that the report include the names of the institutions that the students will be attending upon graduation.

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

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

gb#1-170 - Miss Biancheria/Ms. McCullough/Mr. Monfredo/Ms. Novick
(June 8, 2021)

Request that the Administration provide a report on the number of seniors by site who received a certificate of attainment rather than a diploma.

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

gb#1-171 - Miss Biancheria/Ms. McCullough/Mr. Monfredo/Ms. Novick
(June 8, 2021)

Request that the Administration provide the number of students that will be enrolled in the new freshman class at Worcester Technical High School to include the number of those that applied and those on the waiting list.

Miss Biancheria stated that Burncoat, Doherty, North and South High schools also have Chapter 74 courses and encouraged families to consider these alternatives if the student is currently on a waiting list at WTHS.

Superintendent Binienda stated that DESE will be voting on the acceptance policies at the technical schools. She suggested viewing the information, including proposed discipline changes on the DESE website. She also stated that an update on these policies and admission criteria will be presented at the July School Committee meeting.

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

(These items were considered together)

gb#1-172 -Ms. Novick/Ms. McCullough/Mr. Monfredo
(June 8, 2021)

To explore with the city administration the creation of swim lessons for all Worcester Public School students as part of the district requirements.

gb#1-174 - Ms. McCullough/Mr. Monfredo/Ms. Novick
(June 9, 2021)

Request that the Administration work with community agencies to help provide free or discounted options for WPS students in need of swim/water safety lessons.

Mayor Petty stated that the City Manager has made swim lessons a priority this summer.

Superintendent Binienda suggested that some of the ESSER funds for after school activities be used for swim lessons. She stated that the Administration would send RFPs to the Boys and Girls Clubs.

On a roll call of 7-0, the items were referred to the Administration.

gb#1-173 - Administration
(June 9, 2021)

To accept a donation in the amount of \$250 from the Blackbaud Giving Fund, on behalf of the AbbVie Employee Engagement Fund, to the Worcester Public Schools.

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

gb#1-175 - Ms. Novick/Ms. McCullough
(June 9, 2021)

Request administration report on the number of acting principals for the 2021-22 school year and the length for which they have been designated as "acting".

Superintendent Binienda stated that there are three acting principals at this time:

Dual Language School
Worcester Technical High School and
Director of Challenge and Reach

On a roll call of 7-0, the item was filed.

gb 1-153.1 - Administration/Miss Biancheria/Mr. Foley/Ms. Novick/
(June 8, 2020)

To consider the proposed FY22 Budget and the proposed reallocation of ESSER funds for additional spending that are not included in the FY22 Budget.

Ms. Novick made the following motion:

Request that the Literary Specialist positions be replaced with elementary teacher positions.

On a roll call of 5-2 (nays Miss Biancheria and Mr. Monfredo), the motion was approved.

Ms. Novick made the following motion:

Request that \$678,000 be reallocated from the ESSER spending plan for Early Literacy and Implementation Training Session to hiring more School Adjustment Counselors.

On a roll call of 5-2 (nays Miss Biancheria and Mr. Monfredo), the motion was approved.

Ms. Novick made the following motion:

Request that \$80,000 be reallocated from 500-91119 Custodial Salaries to 500-91111 Teacher Salaries for the purpose of hiring more School Adjustment Counselors.

On a roll call of 2-5 (yeas Mr. Foley and Ms. Novick), the motion was defeated.

Mayor Petty made the following motion:

Request that the School Committee approve the FY22 Budget in the amount of **\$386,215,142**.

On a roll call of 5-2 (nays Miss Biancheria and Mr. Monfredo), the motion was approved.

It was moved to suspend the rules to reconsider the FY22 Budget in the amount of **\$386,215,142**.

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

It was moved to reconsider the FY22 Budget in the amount of **\$386,215,142**.

On a roll call of 2-5 (yeas Miss Biancheria and Mr. Monfredo), the motion to reconsider the FY22 Budget in the amount of **\$386,215,142** was defeated.

Grant Programs

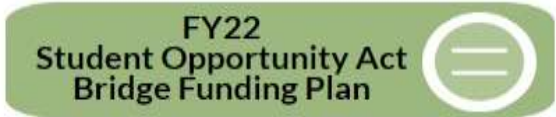
On a roll call of 7-0, it was moved to approve the Grant Programs in the amount of \$72,608,426.

The following are Supplements 1 (Student Opportunity Act Bridge Funding Plan) and 2 (ESSER Additional Spending) which were approved under this account.

The meeting adjourned at 9:12 p.m.

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

The Administration proposes using the annual amount expected to be received through new Student Opportunity Act funding to provide new spending for positions, programs and services for the district capped at approximately \$13.1 million annually. Details of the FY22 spending is as follows:



Account	Account Name	Description	FTE Count	FY22 Budget
91110	Administration Salaries, Line B. Teaching and Learning	Assistant Manager Curr. & Prof. Development	1.0	\$110,000
91110	Administration Salaries, Line B. Teaching and Learning	Assistant Manager - Instructional Tech. (Convert Teacher Position)	1.0	\$30,110
91110	Administration Salaries, Line C School-Based	Dual Language School Principal	1.0	\$100,000
91110	Administration Salaries, Line C School-Based	Remote Academy School Principal	1.0	\$100,000
91110	Administration Salaries, Line C School-Based	High School Assistant Principal (Burncoat High)	1.0	\$86,340
91111	Teacher Salaries	Instructional Technology Coaches (Continued FY21 funding)	4.0	\$319,560
91111	Teacher Salaries, Line A. Elementary	Early Literacy Specialists	13.0	\$1,001,637
91111	Teacher Salaries, Line A. Elementary	Elementary Art, Music, PE, Technology (Elementary Coverage)	5.0	\$385,245
91111	Teacher Salaries, Line A. Elementary	Elementary Assistant Principals - (Lake View & McGrath)	2.0	\$172,680
91111	Teacher Salaries, Line A. Elementary	Focus Instructional Coach (Belmont Street)	1.0	\$79,890
91111	Teacher Salaries, Line A. Elementary	Elem. Teacher- Project Lead the Way (West Tatnuck)	1.0	\$77,049
91111	Teacher Salaries, Line B. Secondary	Remote Academy Teacher Positions	7.0	\$539,343
91111	Teacher Salaries, Line B. Secondary	Focus Instructional Coach - (Claremont, Doherty, South, WTHS)	4.0	\$319,560
91111	Teacher Salaries, Line B. Secondary	Health Teachers - New Curriculum (BHS, DHS, SHS, NHS, Tech)	5.0	\$288,155
91111	Teacher Salaries, Line B. Secondary	Early Childhood Teachers (South High)	2.0	\$154,098
91111	Teacher Salaries, Line B. Secondary	Secondary Content Teachers	4.0	\$308,196
91111	Teacher Salaries, Line B. Secondary	Early Childhood Case Manager (South High)	1.0	\$77,049
91111	Teacher Salaries, Line C. Student Supports	School Adjustment Counselor	4.0	\$308,196
91111	Teacher Salaries, Line D. Special Education	Special Education Teachers - Elementary Schools	8.0	\$616,392
91111	Teacher Salaries, Line D. Special Education	Special Education - Secondary Schools	5.0	\$385,245
91111	Teacher Salaries, Line D. Special Education	Board Certified Behavior Analyst (BCBA)	4.0	\$309,636
91111	Teacher Salaries, Line D. Special Education	Special Education Focused Instructional Coaches	2.0	\$159,780
91111	Teacher Salaries, Line D. Special Education	Speech and Language Pathologist	2.0	\$154,098
91111	Teacher Salaries, Line D. Special Education	Special Education Occupational Therapist	1.0	\$77,049
91111	Teacher Salaries, Line E. English Learners	English Language Learner Teachers	20.0	\$1,152,620
91111	Teacher Salaries, Line E. English Learners	Dual Language Teachers (Preschool & Grade 1)	2.0	\$163,098
91111	Teacher Salaries, Line E. English Learners	Dual Language Focus Instructional Coach	1.0	\$79,890
91114	Classroom Substitute Salaries, Line A. Long Term Sub.	Long Term Substitutes for Administrator Diversity Pipeline	6.0	\$289,860
91115	Instruct. Assistant Salaries, Line A. Special Education	Special Education Instructional Assistants	15.0	\$439,035
91115	Instruct. Assistant Salaries, Line B. English Learners	Dual Language Instructional Assistant	1.0	\$29,269
91115	Instructional Assistant Salaries	Instructional Assistant - PreK Early Childhood (South High)	2.0	\$58,538
91118	Supplemental Program Salaries, Line H. Mentoring	Mentor Training	0.0	\$5,000
91121	Admin. Clerical Salaries, Line D. Finance & Operations	Account Clerical - ESSER Account Clerk	1.0	\$50,000
91122	School Clerical Salaries, Line A. School Clerical	Dual Language School Secretary	1.0	\$30,000
91122	School Clerical Salaries, Line A. School Clerical	School Year Clerical - Nursing Department	1.0	\$30,000
91133	School Nurse Salaries, Line B. School Nurses	School Nurse	1.0	\$70,000
91134	Educational Support Salaries	Special Education SEL/ABA Coordinators	3.0	\$150,000
91134	Educational Support Salaries, Line A.	Bilingual Literacy Tutor	1.0	\$23,193
91134	Educational Support Salaries, Line D.	ASL Interpreter	1.0	\$57,631
91134	Educational Support Salaries, Line D.	Speech Assistant	1.0	\$50,000
500123	Health Insurance, Line A. Health Insurance	Health Insurance for ESSER Funded Positions		\$1,420,371
500130	Personal Services, Line A. Professional Development	Innovation Pathways Supply and Services		\$6,000
500130	Personal Services, Line A. Professional Development	ESL licensure pathway professional development		\$25,000
500130	Personal Services, Line A. Professional Development	Early Literacy Training in Reading Recovery		\$119,600
500130	Personal Services, Line A. Professional Development	6 Early Literacy Training & Implementation Sessions		\$678,000
500130	Personal Services, Line O. Mentoring	Mentoring - New Teachers/Professional Staff		\$17,330

500135	Instructional Materials, Line B.	Instruction & School Leadership		\$179,056
500135	Instructional Materials, Line B.	ST Math - Mind Research (new schools)		\$73,500
500135	Instructional Materials, Line C. District Textbooks	Math Textbooks		\$74,000
TOTAL NEW SPENDING			137.0	\$11,430,299
Transferred from the General Fund to ESSER:				
91134	Educational Support Salaries, Line H.	Wraparound Coordinators (3)	3.0	\$194,753
91134	Educational Support Salaries, Line J.	Behavioral Health Specialist (7)	7.0	\$433,514
500135	Instructional Materials, Line B.	Instructional & School Leadership Materials		\$395,912
500135	Instructional Materials, Line C.	District Textbooks		\$550,000
500135	Instructional Materials, Line D.	Districtwide Furniture		\$153,000
TOTAL TRANSFERRED FROM GENERAL FUND			10.0	\$1,727,179
TOTAL ALL SPENDING			147.0	\$13,157,478

The Administration proposes reallocating ESSER funds for the following additional spending not included in the FY22 Budget:



Account	Account Name	Description	FTE	
			Count	FY22 Budget
91111	Teacher Salaries, Line A. Elementary	Health Education Teacher (Districtwide)	2.0	\$154,098
91111	Teacher Salaries, Line B. Secondary	Health Education Teacher (Drug Diversion Program)	1.0	\$77,049
91111	Teacher Salaries, Line D. Special Education	Pre-School Teacher (South High)	1.0	\$77,049
91119	Custodian Salaries	Additional Custodial Support for South High School	2.0	\$80,000
91123	Non Instructional Salaries, Line C. District Support	ESSER Program Coordinator	1.0	\$77,049
91123	Non Instructional Salaries, Line C. District Support	Research and Accountability Program Evaluations Specialist	1.0	\$40,000
91123	Non Instructional Salaries, Line A. Finance Division	Financial Analyst (ESSER Programs)	1.0	\$70,000
91134	Educational Support Salaries Line H.	Wrap Around Coordinator (Gerald Creamer Center)	1.0	\$60,000
500123	Health Insurance Line A. Health Insurance	Health Insurance for New Positions		\$97,958
500136	Misc. Ed. OM. Line L. School Nurse Supplies	AED Management Fee		\$28,000
500-92204	Instructional Supplies Line A. Instructional Supplies	Increase School Instructional Supplies by \$7 per pupil		\$168,000
TOTAL NEW SPENDING			10.0	\$929,203

The Superintendent recommends this spending be reallocated from the following areas:

Account	Account Name	Description	FTE	
			Count	FY22 Budget
91110	Administration Salaries, Line C School-Based	Remote Academy School Principal	1.0	\$100,000
91111	Teacher Salaries, Line B. Secondary	Remote Academy Teacher Positions	7.0	\$539,343
91114	Classroom Substitute Salaries, Line A. Long Term Sub	Long Term Substitutes for Administrator Diversity Pipeline ¹	6.0	\$289,860
TOTAL REALLOCATED SPENDING			14.0	\$929,203

¹ These funds are included in Account 500-91114, Classroom Substitutes, Line A. Long Term Substitutes (page 193)

III. APPROVAL OF RECORDS
Clerk
(July 2, 2021)

ITEM - aor #1-20
S.C. MEETING - 7-22-21

ITEM:

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

PRIOR ACTION:

BACKUP:

Annex A (2 pages) contains a copy of the Minutes of the School Committee Meeting of Wednesday, June 30, 2021.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

The School Committee of the Worcester Public Schools met virtually in Open Session at 5:30 p.m. in the Esther Howland Chamber at City Hall on Wednesday, June 30, 2021.

The Pledge of Allegiance was offered.

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#1-166 -Administration
(June 4, 2021)

Request that the Superintendent be granted the annual authorization to make the final year end transfers necessary to balance surplus and deficit accounts for the fiscal year ending on June 30, 2021.

On a roll call of 7-0, it was moved to grant the annual authorization.

It was moved to suspend the Rules of the School Committee to reconsider the item.

On a roll call of 7-0, the motion to suspend the rules to reconsider was approved.

It was moved to reconsider the request that the Superintendent be granted the annual authorization to make the final year end transfers necessary to balance surplus and deficit accounts for the fiscal year ending on June 30, 2021.

On a roll call of 0-7, the reconsideration was defeated.

4. EXECUTIVE SESSION

Mayor Petty stated that the School Committee will recess into Executive Session:

On a roll call of 7-0, it was moved to recess to Executive Session at 5:36 p.m. to discuss the following items:

gb #1-177 - Administration
(June 22, 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, Aides to the Physically Handicapped, Monitors and Drivers.

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, Worcester Public Service Employees Local Union 272, Custodians; Massachusetts Laborers District Council,

Worcester Public Service Employees Local Union 272, Educational Secretaries; Massachusetts Laborers District Council, Worcester Public Service Employees Local Union 272/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 – 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 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 - IUPE Local - 125 Plumbers and Steamfitters; and IUPE Local -135, Tradesmen.

The School Committee reconvened in Open Session at 6:35 p.m.

There were present at the second Call to Order:

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

Pursuant to action taken in Executive Session, it was moved to ratify the Memorandum of Agreement between the Worcester School Committee and the Educational Association of Worcester on behalf of the Aides to the Physically Handicapped (Drivers) and Bus Monitors (Monitors) for the period of July 1, 2019 through June 30, 2021.

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

It was moved to suspend the Rules to reconsider the Memorandum of Agreement.

On a roll call of 7-0, the motion to suspend the rules to reconsider was approved.

It was moved to reconsider the action taken in Executive Session to ratify the Memorandum of Agreement between the Worcester School Committee and the Educational Association of Worcester on behalf of the Aides to the Physically Handicapped (Drivers) and Bus Monitors (Monitors) for the period of July 1, 2019 through June 30, 2021.

On a roll call of 0-7, the reconsideration was defeated.

On a roll call of 7-0, the meeting was adjourned at 6:40 p.m.

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

VI. REPORT OF THE SUPERINTENDENT
Administration
(July 14, 2021)

ITEM - ros #1-10
S.C. MEETING - 7-22-21

ITEM:

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

PRIOR ACTION:

BACKUP:

Annex A (11 pages) contains a copy of the PowerPoint presentation.

Annex B (14 pages) contains a copy of the Superintendent's 2021 Mid-Cycle Goal Review.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

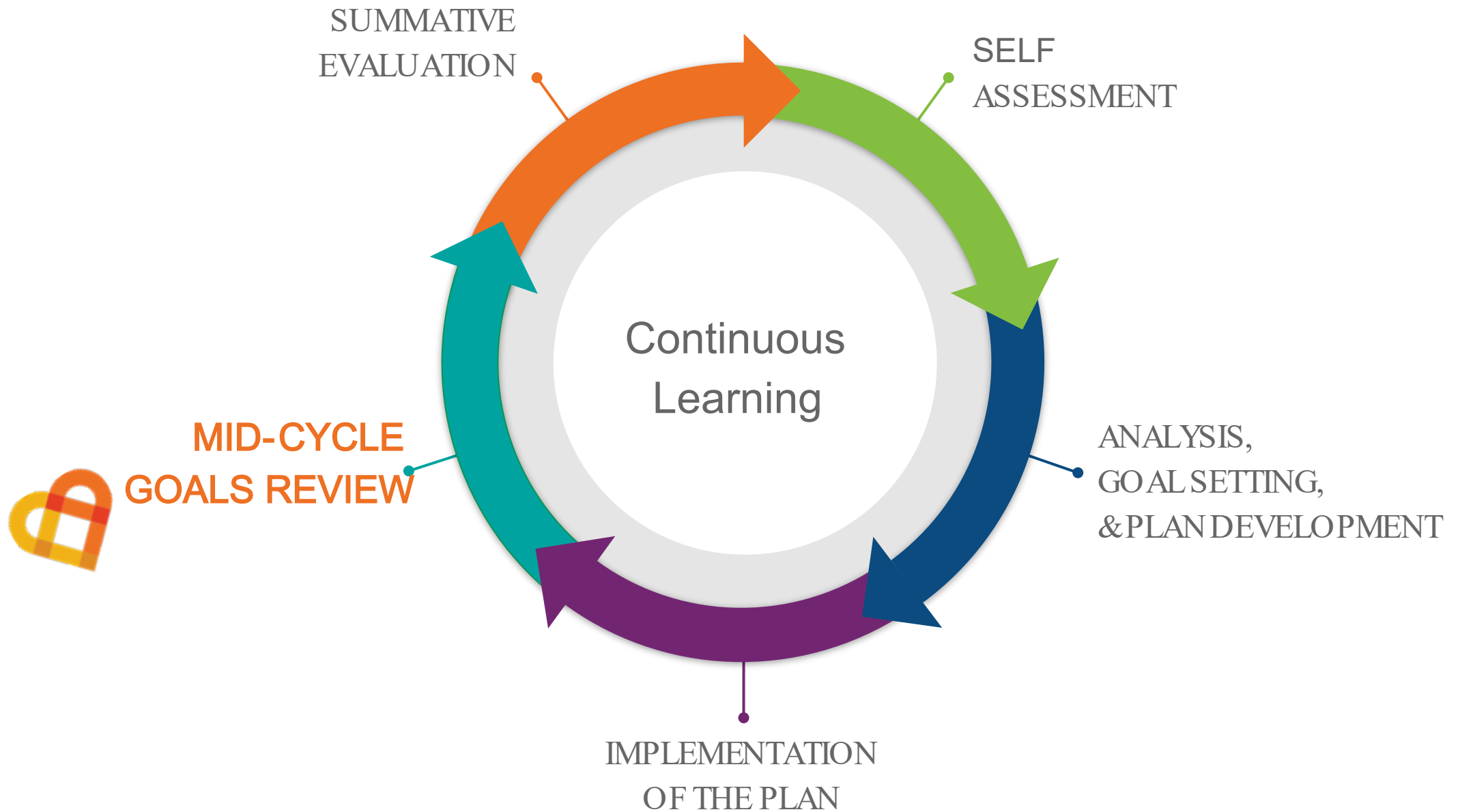
Accept and file.

Mid - Cycle Goals Review

Report of the Superintendent

Superintendent Maureen Binienda | 7.22.21







Superintendent's Performance Goals

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decision making I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Law, Ethics and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communication IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.			Not Started	Progressing	Met	Exceeded
Goals	Focus Indicator(s)	Description				
Student Learning Goal	I-B. Instruction I-E. Data-Informed Decision making IV-B. Cultural Proficiency IV-D. Continuous Learning	50% of students in grades 4, 5, and 6 that participated in the Fall STAR baseline math assessment will achieve an SGP of 40 or higher by June 2021.		✓		
Professional Practice Goal	IV-B. Cultural Proficiency IV-D. Continuous Learning	Through the 2020-2021 school year, create a school and district community environment that promotes two-way communication with families and provides resources for effective student learning and performance.				✓
District Improvement Goal 1	II-B. HR Management and II-E. Fiscal Systems	Increase diversity of new hires to 17% by June 2021 and continue to improve both the recruitment and retention rate of diverse staff. (Strategic Plan Benchmark 2021)			✓	
District Improvement Goal 2	III-A. Engagement III-C. Communication	By June 2021, develop an annual budget that is aligned with the Strategic Plan.				✓
District Improvement Goal 3	II-B. HR Management and II-E. Fiscal Systems	Lower the out of school suspension rate by 5% for special education Group C students with emotional disabilities using evidence based, targeted interventions and resources by June 2021.				✓

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
<p>I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.</p>	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>
<p>I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.</p>	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>
<p>OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.</p>	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>

Standard 1

Instructional Leadership

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the district’s vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>

Standard II

Management & Operations

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>

Standard III

Family & Community Engagement

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>

Standard IV

Professional Culture

Evidence

[Link to Evidence](#)



WORCESTER

PUBLIC SCHOOLS

GOAL	BENCHMARK	EVIDENCE
<p>Professional Practice Goal:</p> <p>Through the 2020-2021 school year, create a school and district community environment that promotes two-way communication with families and provides resources for effective student learning and performance.</p>	<p>1. Expand family support for remote learning, technology literacy and access by:</p> <ul style="list-style-type: none"> a. providing multilingual print and video tutorials of digital learning tools; b. conducting live, multilingual technology demonstrations and webinars; c. offering webinars on curriculum, tools and resources; d. providing digital drop-in and call in hours for families and hosting on site technology drop-ins; e. collaborating with community groups and holding technology training sessions for community caregivers; f. continuing to revise and add to Caregivers Tech Academy website; and g. monitoring connectivity and device access for students. 	<p>Professional Practice Goal: Data Link</p> <p>SUPPORTING EVIDENCE:</p> <ul style="list-style-type: none"> 1. a-f. Number and content of multilingual videos for family engagement <ul style="list-style-type: none"> o 22 videos, 11 translated into 11 languages, 7 w/no audio: Link to Spreadsheet 1. a-f. Copy of webinars and training resources <ul style="list-style-type: none"> o Caregivers Technology Academy - Every section of the site has embedded docs or slide decks in all the 11 languages o Caregivers Technology Academy Webinars - link o Training Resources - link o Caregivers webinars and attendee data - Link to spreadsheet - Caregivers Tech Academy (55 sessions, 8 webinars, 35 drop sessions, 5 site trainings) - 283 attendees) o Nellie Mae grant for expansion of languages - continuing to add resources and creating School Toolkit 1. g. Connectivity & Device Access <ul style="list-style-type: none"> o 5020 hotspots, awarding of VILS grant for 3078 hotspots, Spectrum Single Payer program o 1:1 ipads grades PreK-k o 1:1 chromebooks 1-12+

GOAL	BENCHMARK	EVIDENCE
<p>Professional Practice Goal:</p> <p>Through the 2020-2021 school year, create a school and district community environment that promotes two-way communication with families and provides resources for effective student learning and performance.</p>	<p>2. Expand support and engagement strategies for multilingual families by attending DESE-sponsored training for family leaders.</p>	<p>2. School-based participation number in family engagement events and number of parents volunteering for leadership roles in parent leadership groups</p> <ul style="list-style-type: none"> ● School-based Family Engagement Data <p>2. Outreach Activities & Resources</p> <ul style="list-style-type: none"> ● 2,424 Parent/Community Online Questions with Translation Function Asked and Answered ● 97 Staff Online Questions Asked and Answered ● Spanish Parent Forums ● Mckinney-Vento Family Letter (Translated in eight languages) ● Overview of WPS's ELPAC efforts ● Supporting families in the virtual world ● Extended Learning opportunities in the virtual world ● Special Education Family Outreach and Informational Training Sessions ● Celebrate a Special Education Success Story ● ESL and Principals' Newsletters that highlight tips for working with multilingual families Sample newsletters ● Draft of framework when working with Multilingual families ● Community Organizations that WPS partners with to support ELs students and families ● Monthly Community meetings on ELs and their families ● Community Partnerships - spreadsheet of each Teaching and Learning Department office and involvement with various community partnerships ● Sample WPS Communication website postings.

GOAL	BENCHMARK	EVIDENCE
<p>Professional Practice Goal:</p> <p>Through the 2020-2021 school year, create a school and district community environment that promotes two-way communication with families and provides resources for effective student learning and performance.</p>	<p>3. Continue to conduct and participate in virtual forums to share school updates and solicit family and community feedback beginning July 2020 through Summer 2021.</p>	<p>3. Virtual Forums & Updates</p> <ul style="list-style-type: none"> ● Bilingual Radio Program- WPS Connect ● Bi-weekly SEL Student Survey with school based data review ● Family Surveys <ul style="list-style-type: none"> ○ Educational Model Response (Remote or Hybrid survey) August 10, 2020, February 12, 2021, for March 15 (GrpC) & March 29 (non-GrpC) Start Date ○ Learning Model Response (Remote or In-Person survey) April 3, 2021, May 4, 2021, for May 17th Start Date ○ Online Question Submissions for Community Forums ○ Middle School Caregiver Interest Survey in Remote Academy for SY 21-22 ● Community Forum WPS District Transition to Hybrid Learning Plan, February 2021 ● WPS Transition from Remote to Hybrid Learning Proposal, Nov. 2020-Jan. 2021 ● FY21 Budget Update and Review Cost of Re-Opening ● Community Forums with School Committee Dates & Topics ● Doherty Building Hearings, Plannings and Updates Participated as a member of the Doherty High Building Committee ● South High Community School Building Committee Member and District Oversight

GOAL	BENCHMARK	EVIDENCE
<p>Professional Practice Goal:</p> <p>Through the 2020-2021 school year, create a school and district community environment that promotes two-way communication with families and provides resources for effective student learning and performance.</p>	<p>3. Continue to conduct and participate in virtual forums to share school updates and solicit family and community feedback beginning July 2020 through Summer 2021.</p>	<p>3. Virtual Forums & Updates (continued)</p> <ul style="list-style-type: none"> ● Sample Community Forums for Family Updates <ul style="list-style-type: none"> ○ Parents' Rights and the IEP Process, February 10, 2021 ○ Info Session: Education for Children with Disabilities During COVID March 10, 2021 English with Interpreters March 17 Spanish Slides: Community Forum for Children with Disabilities ● Middle School Scheduling Family Forums <ul style="list-style-type: none"> ○ Burncoat Middle: June 2 ○ Forest Grove: May 26 ○ Sullivan Middle: May 25 ○ Worcester East Middle: May 24 ● South High Family Meeting: Remote Return for South High During Demolition <ul style="list-style-type: none"> ○ May 11, 2021 ● Transition to In Person Learning Plan April 2021 ● District Transition to Hybrid Learning Plan March 2021 ● Scheduling Forums ● 2020-21 Special Education Advisory PAC Events

GOAL	BENCHMARK	EVIDENCE
<p>Professional Practice Goal:</p> <p>Through the 2020-2021 school year, create a school and district community environment that promotes two-way communication with families and provides resources for effective student learning and performance.</p>	<p>3. Continue to conduct and participate in virtual forums to share school updates and solicit family and community feedback beginning July 2020 through Summer 2021.</p> <p>4. Expand access to student information, including student assessment data, through the Parent Portal by January 2021.</p>	<ul style="list-style-type: none"> ● Special Education Family-Based Training & Community Collaboration: <ul style="list-style-type: none"> ○ Quinsigamond Community College: Transitioning from High School to College Presentation ○ Social Emotional Well-Being During Continued Pandemic (25 participants) <p>4. Parent Portal login data, translations & interpretations</p> <ul style="list-style-type: none"> ● Parent Portal Account Data ● Summer School FY20/21: Translations ● Translation and Interpretation Data <ul style="list-style-type: none"> ○ Translated Documents ○ Interpreters ○ Language Line Use
<p>Student Learning Goal:</p> <p>50% of students in grades 4, 5, and 6 that participated in the Fall STAR baseline math assessment will achieve an SGP of 40 or higher by June 2021.</p>	<p>1. Analyze math achievement data for all sub-groups and use findings to adjust professional practice throughout the 2020-2021 school year by:</p> <ol style="list-style-type: none"> a. administering quarterly common assessments to students in grades 3-6 and working with school leadership to identify students' strengths and areas of growth so they can support teachers' adjustment to practice; b. ongoing review of ALEKS data for students in grades 7-12 to ensure student use as the greater number of topics learned yields greater student growth; and c. ongoing review of ST Math usage and the number of puzzle talks being used in all elementary schools to build conceptual understanding through problem solving. 	<p>Student Learning Goal Data Link: STAR MATH Grades 4-6</p> <p>SUPPORTING EVIDENCE:</p> <p>1.a-c. Benchmark Assessments</p> <ul style="list-style-type: none"> ● Principal & Coach Assessment Training ● 2020-21 OCPL Math Supports ● Targeted Math Resources

GOAL	BENCHMARK	EVIDENCE
<p>Student Learning Goal:</p> <p>50% of students in grades 4, 5, and 6 that participated in the Fall STAR baseline math assessment will achieve an SGP of 40 or higher by June 2021.</p>	<p>2. Empowering district and school based teams to plan, adapt as needed and implement standards based math units.</p> <ol style="list-style-type: none"> a. making the standards fit students' interests b. focusing on the skills and language of learning c. promoting/valuing multiple solutions d. establishing ongoing, authentic conversations e. developing and sustaining math PLCs using standard and formative assessment data f. creating ongoing forums to share success stories to build capacity across the district. <p>3. Monitoring and supporting professional learning opportunities for staff to impact student learning outcomes by:</p> <ol style="list-style-type: none"> a. developing performance tasks that produce more learning than when the student started the assessment (individual or collaborative); b. transforming traditional problems into ones that are culturally responsive and c. developing learning activities that all learners can access and participate in (UDL). 	<p>2. a-f. Empowering Teams</p> <ul style="list-style-type: none"> ● Network observation forms ● Walkthrough Tool Descriptor and Classroom Walkthrough Tool ● Elementary Afterschool Math tutoring in Spanish for ELs ● Schools: Chandler Magnet/Woodland Academy - February-June 2021, Tuesdays and Thursdays (3rd-6th grades) Outcomes of Math intervention in Spanish <p>3. a.-c.</p> <ul style="list-style-type: none"> ● Targeted Math Resources ● Special Education Dept. Math PD ● Designing Culturally Responsive Mathematics Problems link , specifically slides 10 & 11 ● UDL PLC for Math- Options for UDL in Math
<p>District Improvement Goal 1:</p> <p>Increase diversity of new hires to 17% by June 2021 and continue to improve both the recruitment and retention rate of diverse staff. (Strategic Plan Benchmark 2021)</p>	<p>1. Collaborate with the Chief Diversity Officer to evaluate baseline data, set district-specific goals and establish strategies by December 2020.</p>	<p>District Improvement Goal 1 Data Link: WPS Staff Diversity Data</p> <p>SUPPORTING EVIDENCE:</p> <ol style="list-style-type: none"> 1. Evaluate Baseline Data, Set Goals, Strategies

GOAL	BENCHMARK	EVIDENCE
	<p>2. Meet bi-monthly with the Superintendent’s Diversity Committee to monitor the implementation and progress of the diversity plan beginning November 2020.</p> <p>3. Continue to network with community groups bi-monthly to enhance recruitment and retention efforts beginning in August 2020.</p>	<p>2. Calendar of Superintendents’ Diversity Committee meeting dates and agendas:</p> <ul style="list-style-type: none"> ● February 3, 2021 link ● March 3, 2021 link ● March 31, 2021 link ● April 21, 2021 link ● May 5, 2021 link ● May 19, 2021 link ● Compilation Presentation for LEON <p>3. Recruitment/Outreach</p> <ul style="list-style-type: none"> ● Handshake ● Nemnet ● MABE ● MATSOL ● Local Colleges ● MERC Fair - April 22 10AM-2PM ● The Teachers’ Lounge April Virtual Hiring Fair - April 15, 2021 5-7:30 PM ● DESE Diversity Network <ul style="list-style-type: none"> ○ November 19, 2020 ○ January 12, 2021 ○ February 25, 2021 ○ April 13, 2021 ○ May 20, 2021 ○ June 14, 2021
<p>District Improvement Goal 1:</p> <p>Increase diversity of new hires to 17% by June 2021 and continue to improve both the recruitment and retention rate of diverse staff. (Strategic Plan Benchmark 2021)</p>	<p>3. Continue to network with community groups bi-monthly to enhance recruitment and retention efforts beginning in August 2020.</p>	<p>3. Recruitment/Outreach (continued)</p> <ul style="list-style-type: none"> ● Diversity Network (Boston, Lowell, Everett, Worcester, Akron, OH) <ul style="list-style-type: none"> ○ March 12, 2021 ○ May 19, 2021 ● We worked with the Spanish Embassy to recruit 2 bilingual educators for our Dual Language (DL) and Transitional Bilingual Education (TBE) programs.

GOAL	BENCHMARK	EVIDENCE
	<p>4. Establish a plan to increase diversity among ESL teachers by providing ESL MTEL prep courses by January 2021.</p> <p>5. Establish a partnership with Worcester State University’s ESL Masters Program to prepare ESL teachers through June 2022.</p> <p>6. Provide high-quality professional learning for 26 educators through the Bilingual Education Certificate Program at Boston College by June 2021.</p>	<p>4. Two ESL MTEL Prep courses held</p> <ul style="list-style-type: none"> 49 educators participated in the ESL MTEL prep session during the 20-21 academic year. Promotional flyer <p>5. Due to funding, the ESL Master’s Program will begin in Fall 2021.</p> <p>6. Number of bilingual educators who have earned the DESE Bilingual Endorsement</p> <ul style="list-style-type: none"> 26 WPS educators participated in the Bilingual Endorsement Certificate through BC.
<p>District Improvement Goal 1:</p> <p>Increase diversity of new hires to 17% by June 2021 and continue to improve both the recruitment and retention rate of diverse staff. (Strategic Plan Benchmark 2021)</p>	<p>7. Recruit and support district instructional and administrative staff participating in the WSU/WPS Administrative Cohort and JET Programs from September 2020 through June 2021.</p> <p>8. Develop and implement the second annual multilingual conference to advance, celebrate and promote multilingualism in the community.(e.g. first August 2020 and next August 2021)</p> <p>9. Establish a planning group to expand opportunities for affinity groups such as RealTalk meetings for WPD staff beginning October 2020.</p>	<p>7. Number of diverse WPS staff who are successfully enrolled and participating in the Worcester State University partnerships</p> <ul style="list-style-type: none"> WPS/WSU Admin Cohort - 12 participants, 3 candidates of color will be administrator interns in Fall 2021. JET Program - 5/16 candidates of color <p>8. Attendance and program from the Multilingual Conference</p> <ul style="list-style-type: none"> Embracing Multilingualism 1st Conference <ul style="list-style-type: none"> 69 in attendance. <p>9. Number of staff attending affinity meetings</p> <ul style="list-style-type: none"> RealTalk Multicultural Network event <ul style="list-style-type: none"> 67 participants. Steering committee met monthly Link

GOAL	BENCHMARK	EVIDENCE
<p>District Improvement Goal 2:</p> <p>By June 2021, develop an annual budget that is aligned with the Strategic Plan.</p>	<ol style="list-style-type: none"> 1. Review the Governor's proposed budget and goals of the Strategic Plan beginning January 2021. 2. Meet with school and district leaders to identify school and district needs beginning February 2021. 3. Attend and participate in allocation meetings with principals and district leadership beginning February 2021. 4. Meet with local/state elected government representatives to lobby for equitable funding beginning December 2020. 5. Organize and participate in community budget forums beginning April 2021. 6. Present school budget at School Committee Meetings and at City Council Budget Meetings in June 2021. 	<p>District Improvement Goal 2: Data Link</p> <p>SUPPORTING EVIDENCE:</p> <p>1. Budget</p> <ul style="list-style-type: none"> • FY22 WPS Budget Book • Site Council Budget Review <p>2.-3. Principal Allocation Meetings</p> <ul style="list-style-type: none"> • Allocation Meeting Schedule • Allocation Form Secondary <ul style="list-style-type: none"> ○ FY21 Resource Allocation Guideline for Secondary School Principals • Allocation Form Elementary <ul style="list-style-type: none"> ○ FY21 Resource Allocation Guideline for Building Principals Elementary <p>4. Advocacy</p> <ul style="list-style-type: none"> • Calendar dates and agenda for legislative meetings Legislative Minutes 2-26-21 <p>5.-6. Community/School Committee/City Council Budget Forums</p> <ul style="list-style-type: none"> • 7-2-20 FY21 Budget Update • 2-4-21 FY22 Preliminary Budget Estimates • 2-26-21 FY22 Preliminary Budget • ros 0-5 FY21 Budget Presentation

GOAL	BENCHMARK	EVIDENCE
<p>District Improvement Goal 3:</p> <p>Lower the out of school suspension rate by 5% for special education Group C students with emotional disabilities using evidence based, targeted interventions and resources by June 2021.</p>	<ol style="list-style-type: none"> Partner with national leaders to provide professional learning opportunities for district leadership, school leadership and school staff in Collaborative Problem Solving, Culturally Responsive Practices, Leading for Access and Equity, Universal Design for Learning, Panorama, and Strength Based Decision Making through the 2020-2021 school year. Engage in monthly Network Meetings with school leaders to analyze school data, collaborate with grade-span alike colleagues, calibrate expectations, and share school culture, climate and practices. 	<p>District Improvement Goal 3 Data Link: Group C Student Discipline Data</p> <p>SUPPORTING EVIDENCE:</p> <p>1.-2. List of targeted professional learning opportunities including the number of offerings, number of participants and training materials</p> <ul style="list-style-type: none"> Collaborative Problem Solving <ul style="list-style-type: none"> CPS Explained January 2020- 12 schools had a team of staff trained in Tier 1 Principals and Managers Tier 1 Training June 15, 16, 17, & 18, 2020 All Staff Exposure Training, September 2020 for 12 schools with Tier 1 trained staff Readiness Survey All Staff by School, August 2020 School Based Focus Groups, September 2020 August-September 2021 4 schools staff will be trained in Tier 1 and coached in small groups biweekly
<p>District Improvement Goal 3:</p> <p>Lower the out of school suspension rate by 5% for special education Group C students with emotional disabilities using evidence based, targeted interventions and resources by June 2021.</p>	<ol style="list-style-type: none"> Partner with national leaders to provide professional learning opportunities for district leadership, school leadership and school staff in Collaborative Problem Solving, Culturally Responsive Practices, Leading for Access and Equity, Universal Design for Learning, Panorama, and Strength Based Decision Making through the 2020-2021 school year. Engage in monthly Network Meetings with school leaders to analyze school data, collaborate with grade-span alike colleagues, calibrate expectations, and share school culture, climate and practices. 	<p>1.-2. List of targeted professional learning opportunities including the number of offerings, number of participants and training materials (continued)</p> <ul style="list-style-type: none"> Culturally Responsive Pedagogy, Learner-Centered Initiatives <ul style="list-style-type: none"> National Presenter to Network Leadership Documents OCPL Team - Culturally Responsive Pedagogy - 5 sessions, 2020/2021 school year WPS CRP PRINCIPLES GUIDING DOCUMENT Leadership Trainings to Inform Work with Staff <ul style="list-style-type: none"> Meeting the Needs of English Language Learners

GOAL	BENCHMARK	EVIDENCE
		<ul style="list-style-type: none"> ■ Meeting the Needs of Students with Special Needs ■ Dr. Irwin Scott, Leading for Access and Equity (August, October, January, February, March, May) ■ Dr. Maryam Jernigan-Noesi, Racial Trauma (April 2021) ■ June Leadership Resources ○ OSEL Staff Meetings for Work with Building Level Staff and Students <ul style="list-style-type: none"> ■ August 28 Agenda: SPED ■ September 4 Agenda: Trauma Support ■ October 9: Strategies to Reduce Anxiety with Students ■ December 18 Agenda: Dr. Heather Forkey on Isolation and the Impact of Loneliness: How we can impact ■ January 24 Agenda: Sandy Hook Promise (Protecting Children from Gun Violence/Prevention) and Second Step(Resources) ■ February 24 Agenda:Dr. Maryam Jernigan-Noesi on Racial Trauma ■ May 19 Agenda: Engagement Strategies for Students (Return to In-Person)
<p>District Improvement Goal 3:</p> <p>Lower the out of school suspension rate by 5% for special education Group C students with emotional disabilities using evidence based, targeted interventions and resources by June 2021.</p>	<p>1. Partner with national leaders to provide professional learning opportunities for district leadership, school leadership and school staff in Collaborative Problem Solving, Culturally Responsive Practices, Leading for Access and Equity, Universal Design for Learning, Panorama, and Strength Based Decision Making through the 2020-2021 school year.</p>	<p>1.-2. List of targeted professional learning opportunities including the number of offerings, number of participants and training materials (continued)</p> <ul style="list-style-type: none"> ● Universal Design for Learning - CAST, National presenter: UDL foundation trainings <ul style="list-style-type: none"> ○ WPS UDL OVERVIEW ○ OCPL Team - 5 sessions, Spring 2021 ○ Participating Staff - 4/9/21, 4/30/21, Videos

GOAL	BENCHMARK	EVIDENCE
	<p>2. Engage in monthly Network Meetings with school leaders to analyze school data, collaborate with grade-span alike colleagues, calibrate expectations, and share school culture, climate and practices.</p>	<ul style="list-style-type: none"> ○ available for continued use ○ Coaches <ul style="list-style-type: none"> ■ 1/21/21 ■ 2/9/21 ■ 2/23/21 ○ District Administration Teams <ul style="list-style-type: none"> ■ 1/11/21 ■ 2/8/21 ○ WPS UDL 101 course established & offered in Spring & Summer 2021 <ul style="list-style-type: none"> ■ 50 participants to date ■ Will continue in 21/22 ○ UDL Certification support & tracking ○ Equity By Design- Leadership Book Study
<p>District Improvement Goal 3:</p> <p>Lower the out of school suspension rate by 5% for special education Group C students with emotional disabilities using evidence based, targeted interventions and resources by June 2021.</p>	<p>1. Partner with national leaders to provide professional learning opportunities for district leadership, school leadership and school staff in Collaborative Problem Solving, Culturally Responsive Practices, Leading for Access and Equity, Universal Design for Learning, Panorama, and Strength Based Decision Making through the 2020-2021 school year.</p> <p>2. Engage in monthly Network Meetings with school leaders to analyze school data, collaborate with grade-span alike colleagues, calibrate expectations, and share school culture, climate and practices.</p>	<p>1.-2. List of targeted professional learning opportunities including the number of offerings, number of participants and training materials (continued)</p> <ul style="list-style-type: none"> ● Panorama <ul style="list-style-type: none"> ○ Calendar of secondary Panorama Data teams Panorama Implementation Calendar ○ Sample Panorama School Training Each training was customized for the middle and high school and the related data. ○ 3 Student SEL Surveys (Grades 7-12) ○ 1 Student (Grades 7-12)-Staff (Prek-12) Equity Survey <ul style="list-style-type: none"> ■ Surveys Overview ■ 4 Surveys Key Findings ○ Secondary school based meetings ongoing throughout year ● Strengths-Based Leadership Training <ul style="list-style-type: none"> ○ Intro to Principals on Strengths Based Leadership

GOAL	BENCHMARK	EVIDENCE
		<ul style="list-style-type: none"> ○ Strength Based Leadership Strength Grid Provided for School Based and District Teams Use ○ Agenda: Principals Training, Strengths Based Leadership ○ Strengths Based Leadership, EL Dept. Training ○ Sample resources shared with leadership <ul style="list-style-type: none"> ■ Strengths Based Leadership ■ Leadership Insights for Inclusion. ■ Leveraging Strengths
<p>District Improvement Goal 3:</p> <p>Lower the out of school suspension rate by 5% for special education Group C students with emotional disabilities using evidence based, targeted interventions and resources by June 2021.</p>	<ol style="list-style-type: none"> 1. Partner with national leaders to provide professional learning opportunities for district leadership, school leadership and school staff in Collaborative Problem Solving, Culturally Responsive Practices, Leading for Access and Equity, Universal Design for Learning, Panorama, and Strength Based Decision Making through the 2020-2021 school year. 2. Engage in monthly Network Meetings with school leaders to analyze school data, collaborate with grade-span alike colleagues, calibrate expectations, and share school culture, climate and practices. 	<p>1.-2. List of targeted professional learning opportunities including the number of offerings, number of participants and training materials (continued)</p> <ul style="list-style-type: none"> ● Evaluation tools involved in developing exemplar FBA's <ul style="list-style-type: none"> ○ Special Education FBA Evaluation Template ○ OSEL Behavior Assessment ● Number of Functional Behavioral Assessments <ul style="list-style-type: none"> ○ OSEL completed 138 and SPED completed 102 Behavioral Assessments since 8/20. ● Special Education School Based Training: Remote Academic Engagement and Classroom Management Staff Presentation ● Crisis Prevention Institute Virtual Training ● Trainings for All Staff with OSEL Support <p>Winter Staff Meeting: Building based viewing and facilitated discussion, UMass Trauma Unit, Dr. Heather Forkey, "How We Can Impact Isolation and the Impact of Loneliness" One 90 minute meeting</p> <p>March 26 Staff Online. Full Staff Convening Preparation for In-Person Return with Dr. Aldolph Brown : Announcement</p>

GOAL	BENCHMARK	EVIDENCE
		<p>Spring 21 Return to in-person preparation: “Skill Building to Reduce Anxiety and Challenging Behaviors in Students During Challenging Times”, Building based viewing and facilitated discussion in two 90 minute sessions with building facilitation support from OSEL staff</p> <ul style="list-style-type: none"> Facilitator Guide Participant Notetaker <ul style="list-style-type: none"> ● SPED District Newsletters <ul style="list-style-type: none"> ○ Fall and Winter - Resiliency a student's story ○ Spring Newsletter - Behavioral Services

X. GENERAL BUSINESS
Administration/Ms. Novick/Mr. Monfredo
(July 6, 2021)

CURRENT ITEM - gb #1-137.1
S.C. MEETING - 7-22-21

1ST ITEM gb #1-137 S.C.MTG. 5-6-21
2ND ITEM gb #1-137.1S.C.MTG. 7-22-21

ITEM:

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.

ORIGINAL ITEM: Ms. Novick/Mr. Monfredo (April 28, 2021)

Request legal counsel 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.

PRIOR ACTION:

5-6-21 - On a roll call of 7-0, the item was referred to legal counsel.

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Prerogative of the School Committee.

X. GENERAL BUSINESS
Administration/Ms. Novick
(June 28, 2020)

CURRENT ITEM - gb 1-153.2
S.C. MEETING - 7-22-21

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

ITEM:

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)

PRIOR ACTION:

- 6-3-21 - On a roll call of 7-0, it was moved to consider the accounts in the FY22 Budget. Ms. Novick requested that the following FY22 WPS Budget transfers and additions of Elementary and Secondary relief funds be considered at the June 17, 2021 School Committee Meeting:
 - Early elementary classroom teachers
 - Adjustment counselors and support
 - Districtwide equity audit
 - Districtwide institutional bias training
- Per pupil supply funding

(Continued on page 2.)

BACKUP:

Annex A (3 pages) contains a copy of the Administration's response to the motions.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

File the motions relative to the FY22 Budget.

PRIOR ACTION (continued)

6-3-21 - Ms. Novick requested that the following proposals be put forward for the 2022-
(continued) 23 school year for advanced planning:

- Summer school
- Full day pre-school and
- Facilities and Ordinary Maintenance

Request that the Administration provide a report on potential interest from elementary school principals in staffing crossing guards for walking school buses.

Request that the Administration provide a legal opinion and the possible process for paying a stipend to student representatives of the School Committee.

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

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

Request that the Administration provide a report on the cost of converting Foley Stadium to natural gas.

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

Mr. Monfredo made the following motion:

Request that the Administration forward letters to the Local Delegation to consider funding for full day preschools.

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

Mr. Foley made the following motion:

Request that the Administration provide a report for the three-year plan to meet the district's targeted SOA goals and the results to date by detailing how the Administration is:

- working with different community organizations and agencies to leverage their funding and support to impact students at the grade level and
- working with third party mental health providers to provide mental health support for students during the school day.

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

500101-96000 Retirement

Ms. Novick stated that line D-Early Retirement Incentive Account has finally been paid off after 10 years.

Miss Biancheria stated that many teachers are interested in an early retirement incentive and if there was one in place, it would give the school system an opportunity to hire new teachers.

On a roll call of 7-0, it was moved to approve Account 500101-96000 Retirement in the amount of \$21,746,307.

500122-92000 Athletics Ordinary Maintenance

On a roll call of 7-0, it was moved to approve Account 500122-92000 Athletics Ordinary Maintenance in the amount of \$457,707.

500-91116 Athletic Coach Salaries

On a roll call of 7-0, it was moved to approve Account 500-91116 Athletic Coach Salaries in the amount of \$712,702.

500123-96000 Health Insurance

Ms. Novick made the following motion:

Request that the Administration forward a letter to the Local Delegation requesting additional funding for health insurance which is not being reflected in the three-year average of the Guaranteed Income Contract (GIC) rate

On a voice vote, the motion was approved.

On a roll call of 7-0, it was moved to approve Account 500123-96000 Health Insurance in the amount of \$53,647,839.

500125-92000 Other Insurance Programs

On a roll call of 7-0, it was moved to approve Account 500125-92000 Other Insurance Programs in the amount of \$66,030.

PRIOR ACTION (continued)

6-3-21 - 500129-91000 Workers Compensation Salaries
(continued) On a roll call of 7-0, it was moved to approve Account 500129-91000 Workers Compensation Salaries in the amount of \$1,983,982.

500130-92000 Personal Services (Non Salary)
500130-96000
Mr. Foley made the following motion:
Request that the Administration provide a breakdown report by firm, prior to the School Committee meeting on Thursday, June 17, 2021, on how the monies were expended in line B-Legal Consultation and Settlements and in line D-Special Education Services.
On a roll call of 7-0, the motion was approved.

Ms. Novick made the following motion:
Request that the Administration provide a report regarding the actual Professional Development costs of the district for last year in line A-Professional Development.
On a roll call of 7-0, the motion was approved.

Miss Biancheria made the following motion:
Request that the Administration forward, in an email, the number of students who are enrolled in the North High School's medical pipeline.
On a roll call of 7-0, the motion was approved.

On a roll call of 7-0, it was moved to approve Accounts 500130-92000 Personal Services (Non Salary) and 500130-96000 in the total amount of \$2,156,939.

500132-92000 Special Education Tuition
On a roll call of 7-0, it was moved to approve Account 500132-92000 Special Education Tuition in the amount of \$20,441,132.

500133-92000 Printing & Postage
On a roll call of 7-0, it was moved to approve Account 500133-92000 Printing & Postage in the amount of \$317,459.

500-92204 Instructional Materials
Ms. Novick made the following motion:
Request that the Administration provide a report at the end of the year to include feedback regarding the piloted Study Sync Curriculum.
On a roll call of 7-0, the motion was approved.

Miss Biancheria made the following motion:
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.
On a roll call of 7-0, the motion was approved.

On a roll call of 7-0, it was moved to approve Account 500-92204 Instructional Materials in the amount of \$2,218,356.

500136-92000 Miscellaneous Education - Non-Salary
500136-93000 Miscellaneous Education - Capital
540136-92000 Miscellaneous Education - Rentals
(These three items were considered together.)
Miss Biancheria made the following motion:
Request that the Administration keep the School Committee apprised of purchasing of properties.
On a roll call of 7-0, the motion was approved.

It was moved to transfer \$28,000 for the contract of maintenance service for the AEDs from line L-School Nurses Medical Supplies to line M-School Safety Equipment.
On a roll call of 2-5 (yeas Miss Biancheria, Mr. Monfredo), the motion was defeated.

PRIOR ACTION (continued)

- 6-3-21 - Miss Biancheria made the following motion:
(continued) Request that the Administration provide a report, at the June 17, 2021 School Committee Meeting, with its recommendations for an additional \$53,000 to be added to line M-School Safety Equipment stating where the money would come from and how it would be used.
On a roll call of 7-0, the motion was approved.
Superintendent Binienda stated that she would provide information on the \$28,000 contract for the AEDs.
On a roll call of 7-0, it was moved to approve lines A, B, D, F, G, H, I, J, K, L, N and O from Accounts 500136-92000 Miscellaneous Education OM, Account 500136-93000 Miscellaneous Education OM and **540**136-92000 Miscellaneous Education OM in the amount of \$2,302,669.
On a roll call of 6-0-0-1 (abstained Ms. Novick), it was moved to approve line C-Dues and Memberships in Accounts 500136-92000 Miscellaneous Education OM, Account 500136-93000 Miscellaneous Education OM and **540**136-92000 Miscellaneous Education OM in the amount of \$75,560.
On a roll call of 6-0-0-1 (abstained Mr. Foley), it was moved to approve line E-Building and Parking Rentals in Accounts 500136-92000 Miscellaneous Education OM, Account 500136-93000 Miscellaneous Education OM and **540**136-92000 Miscellaneous Education OM in the amount of \$1,265,689.
On a roll call of 7-0, it was moved to hold line M-School Safety Equipment for a report from the Administration at the School Committee meeting to be held on Thursday, June 17, 2021.
500137-96000 Unemployment Compensation
On a roll call of 7-0, it was moved to approve Account 500137-96000 Unemployment Compensation in the amount of \$522,637.
500146-92000 Building Utilities
Miss Biancheria made the following motions:
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.
- 6-3-21 - Request that the Administration provide, in September 2021, the updated
(continued) list of repairs that the Code Department has requested be fixed in the school buildings.
On a roll call of 7-0, the motions were approved.
On a roll call of 7-0, it was moved to approve Account 500146-92000 Building Utilities in the amount of \$6,514,506.
500152-92000 Facilities Department OM Non-Salary
500152-9300 Facilities Department OM
(These items were considered together.)
Miss Biancheria asked how many vehicles are used 24 hours a day 7 days a week. Mr. Bedard stated that supervisors may take home vehicles because they may be on call to respond to emergency situations in the middle of the night.
On a roll call of 7-0, it was moved to approve Account 500152-92000 Facilities Department OM Non-Salary in the amount of \$4,474,476.
On a roll call of 7-0, it was moved to approve Account 500152-93000 Facilities Department OM in the amount of \$103,428.
500-91119 Custodial Salaries
On a roll call of 7-0, it was moved to approve Account 500-91119 Custodial Salaries in the amount of \$7,729,888.

PRIOR ACTION (continued)

- 6-3-21 - 500-97203 Custodian Overtime
(continued) On a roll call of 7-0, it was moved to approve Account 500-97203 Custodian Overtime in the amount of \$0.
On a roll call of 7-0, it was moved hold the item for the second Budget Hearing on Thursday, June 17, 2021.
- 6-17-21 - SCHOOL COMMITTEE MEETING
Mr. Monfredo made the following motions:
Request that the Administration consider adding an additional full day pre-school program.
Request that the Administration create a parent liaison Instructional Assistant position at the new Dual Language School.
On a roll call of 6-0-1 (absent Miss Biancheria) the motions were approved.
500-91120 Maintenance Services Salaries
On a roll call of 6-0-1 (absent Miss Biancheria), it was moved to approve Account 500-91120 Maintenance Services Salaries in the amount of \$2,089,934.
500-97204 Maintenance Services Overtime
On a roll call of 6-0-1 (absent Miss Biancheria), it was moved to approve Account 500-97204 Maintenance Services Overtime in the amount of \$164,680.
500-91110 Administration Salaries
Mr. Foley asked if the SOA Bridge Funding was the same as the ESSER Funding. Mr. Allen said yes and explained that the Administration broke out the ESSER categories in a way to make it clear what the intention was for the funding for three years.
On a roll call of 6-0-1 (absent Miss Biancheria), it was moved to approve Account 500-91110 Administration Salaries in the amount of \$14,406,265.
500-91111 Teacher Salaries
On a roll call of 6-0-1 (absent Miss Biancheria), it was moved to approve Account 500-91111 Teacher Salaries in the amount of \$189,377,355.
500-91112 School Committee Salaries
On a roll call of 6-0-1 (absent Miss Biancheria), it was moved to approve Account 500-91112 School Committee Salaries in the amount of \$99,626.
500-91114 Classroom Substitutes Salaries
Ms. Novick and Mr. Monfredo suggested that the substitute teacher rate be increased to \$90.00 per day.
Miss Biancheria asked for the number of staff participating in the diversity pipeline program and Superintendent Binienda stated that the number was twelve.
On a roll call of 7-0, it was moved to approve Account 500-91114 Teacher Substitutes Salaries in the amount of \$1,583,050.
Miss Biancheria asked Mayor Petty to return to the Maintenance Services Salaries line item.
500-91120 Maintenance Services Salaries
Miss Biancheria made the following motion:
Request that the Administration provide a report on the number of job opportunities within the WPS that have been given to outside contractors to include the dollar amounts.
On a roll call of 7-0, the motion was approved.
500-91115 Instructional Assistants Salaries
On a roll call of 6-0-1 (abstained Miss Biancheria), it was moved to approve Account 500-91115 Instructional Assistants Salaries in the amount of \$11,026,304.

PRIOR ACTION (continued)

6-17-21 - 540-91117 Transportation Salaries

(continued) On a roll call of 7-0, it was moved to approve Account **540-91117** Transportation Salaries in the amount of \$4,515,683.

540-97201 Transportation Overtime

On a roll call of 7-0, it was moved to approve Account **540-97201** Transportation Overtime in the amount of \$713,714.

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.

Superintendent Binienda stated that many bus drivers in Massachusetts will be receiving unemployment through September. In a collaboration with the Lieutenant Governor and State workers, she said that twenty drivers from New Orleans were able to attain their reciprocal licenses.

Mr. Monfredo made the following motion:

Request that the Administration forward a letter to Congressman McGovern requesting full funding for the McKinney-Vento reimbursement.

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

Ms. Novick made the following motion:

Request that the Administration provide documentation from the State on the process of granting reciprocal licenses to bus drivers to include the number of drivers that were provided to the WPS.

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

On a roll call of 7-0, it was moved to approve Account **540103-92000** Transportation in the amount of \$17,949,410.

500-91118 Supplemental Program Salaries

On a roll call of 7-0, it was moved to approve Accounts 500-91118 Supplemental Program Salaries in the amount of \$1,245,628.

500-91121 Administrative Clerical Salaries

On a roll call of 7-0, it was moved to approve Account 500-91121 Administrative Clerical Salaries in the amount of \$3,504,115.

500-97205 Support Overtime

On a roll call of 7-0, it was moved to approve Account 500-97204 Maintenance Services Overtime in the amount of \$75,255.

500-91122 School Clerical Salaries

On a roll call of 7-0, it was moved to approve Account 500-91122 School Clerical Salaries in the amount of \$2,530,977.

500-91123 Non-Instructional Support Salaries

On a roll call of 7-0, it was moved to approve Account 500-91123 Non-Instructional Support Salaries in the amount of \$2,601,813.

540-91124 Crossing Guard Salaries

Miss Biancheria stated that in addition to the crossing guards, she has seen staff at Worcester Technical High School and Belmont Community School directing traffic and crossing students.

Mr. Pezzella stated that he would provide an at risk assessment of those areas.

Ms. Novick made the following motion:

Request that the Administration work with the City Manager and the Department of Public Works to assess traffic issues at both Belmont Community School and Worcester Technical High School.

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

On a roll call of 7-0, it was moved to approve Account **540-91124** Crossing Guard Salaries in the amount of \$483,239.

PRIOR ACTION (continued)

- 6-17-21 - 500-91133 School Nurses Salaries
(continued) On a roll call of 7-0, it was moved to approve Account 500-91133 Nursing and Clinical Care Salaries in the amount of \$5,407,329.
- 500-91134 Educational Support Salaries
Miss Biancheria made the following motion:
Request that the Administration provide a report in September on the number of MCAS tutors to include a list of materials needed by teachers and students.
On a roll call of 7-0, the motion was approved.
On a roll call of 7-0, it was moved to approve Account 500-91134 Educational Support Salaries in the amount of \$1,606,277.
Ms. Novick asked for the following line item to be taken:
- Special Revenue Funds
On a roll call of 7-0, it was moved to approve Special Revenue Funds (pages 172 and 173) in the amount of \$4,454,591.
- Child Nutrition Program
On a roll call of 7-0, it was moved to approve Child Nutrition Program in the amount of \$14,062,779.
- Grant Programs
Ms. Novick stated that every dollar of the ESSER funding will be heavily scrutinized and proposed that the WPS not manage Grants through the Finance Department.
Superintendent Binienda stated that the Grants Department is under the Department of the Deputy Superintendent who coordinates with the Chief Financial Officer for reconciliation. She is comfortable with that delineation.
Mr. Foley made the following motions:
Request that the \$110,000 salary for the position of Assistant Manager of Professional Learning and Curriculum be transferred to 500-91134 Educational Support Salaries to be used for English Language Tutors.
On a roll call of 3-4 (yeas Mr. Foley, Ms. Novick and Mayor Petty), the motion was defeated.
Request that the \$30,000 salary for the position of Assistant Manager of Instructional Teaching and Digital Learning be transferred to 500-91134 Educational Support Salaries to be used for tutors.
On a roll call of 2-5, (yeas Mr. Foley and Ms. Novick), the motion was defeated.
- Motion F**
Mr. Foley made the following motion:
Request that the Administration provide a more detailed breakdown by firm to include the top four or five areas of monies expended using the law firm of Murphy, Lamere and Murphy.
On a roll call of 7-0, the motion was approved.
- Motion G.**
Mr. Allen stated that the Superintendent recommends the adjustment within the 500136 account reducing Line L from \$169, 410 to \$141,410 and increasing Line M from \$97,000 to \$125,000.
Ms. Novick asked if the Administration will be cutting \$28,000 from the Nurses line and putting it into School Safety.
Mr. Allen explained that the difference is the AED management fee will now come from ESSER funding which was not discussed at the last meeting.
Ms. Novick stated that she was uncomfortable with funding something as crucial as an AED with one-time funding. She stated that Mr. Foley had asked for the breakdown of what the \$53,000 would be spent on and did not receive that information.

6-17-21 -
(continued)

Superintendent Binienda stated that the AED Management is a system that is hired out. The Administration is looking at other ways to manage the \$28,000. It was not taken out of the Nurses Account, because it was no longer necessary to pay for the remote school principal and the Remote Academy teacher position.

On a roll call of 5-2 (nays Mr. Foley and Ms. Novick), \$28,000 was transferred from Line L of School Nurses Medical Supplies to Line M of School Safety under 500136-92000-Miscellaneous Education OM was approved.

Ms. Novick requested that the response to **motion E** be forwarded to the City Manager and City DPW.

Ms. Novick requested that **motion C and D** be held for discussion at the July 22, 2021 meeting.

On a roll call of 7-0, the responses **motions A and B** were accepted and filed. Ms. Novick made the following motion:

Request that the Literary Specialist position be replaced with an elementary teacher position.

On a roll call of 5-2 (nays Miss Biancheria and Mr. Monfredo), the motion was approved.

Ms. Novick made the following motion:

Request that \$678,000 be reallocated from the ESSER spending plan for Early Literacy and Implementation Training Session to hiring more School Adjustment Counselors.

On a roll call of 5-2 (nays Miss Biancheria and Mr. Monfredo), the motion was approved.

Ms. Novick made the following motion:

Request that \$80,000 be reallocated from 500-91119 Custodial Salaries to 500-91111 Teacher Salaries for the purpose of hiring more School Adjustment Counselors.

On a roll call of 2-5 (yeas Mr. Foley and Ms. Novick), the motion was defeated.

Mayor Petty made the following motion:

Request that the School Committee approve the FY22 Budget in the amount of **\$386,215,142**.

On a roll call of 5-2 (nays Miss Biancheria and Mr. Monfredo), the motion was approved.

It was moved to suspend the rules to reconsider the FY22 Budget in the amount of **\$386,215,142**.

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

It was moved to reconsider the FY22 Budget in the amount of **\$386,215,142**.

On a roll call of 2-5 (yeas Miss Biancheria and Mr. Monfredo), the motion to reconsider the FY22 Budget in the amount of **\$386,215,142** was defeated.

Grant Programs

On a roll call of 7-0, it was moved to approve the Grant Programs in the amount of \$72,608,426.

- 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)

Response:

Bus Category	FY22 Planned Number of Buses		WPS Current Drivers	Durham Current Bus Drivers	Difference
	WPS	Durham			
Large Buses	14	87	14*	62	-25
Mid-Size Buses	41	33	41*	29	-4
Wheelchair Buses	0	21	0	21	0
TOTAL	55	141	55	112	-29

****The WPS is fully staffed and currently has 2 spare large bus drivers and 5 spare mid-size drivers to cover daily absences.***

Durham School Services has informed the WPS of the following strategies for the recruitment of drivers for next school year:

- **Durham is targeting an additional 40 drivers to be hired over the next two months (by mid-August)**
- **Durham is conducting interviews through resumes collected through online recruitment websites**
- **Durham has hired an outside service to help with recruitment (billboard signs, etc.)**
- **Durham is beginning a CDL training class, hired additional trainers, added additional training hours (nights and weekends).**

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

Response:

Special Education Buses:

ESSER Guidance (Frequently Asked Questions, U.S. Department of Education (May 2021):

An LEA may use ESSER funds for the broad range of activities listed in section 18003(d) of the CARES Act, section 313(d) of the CRRSA Act, and section 2001(e) of the ARP Act. Although the lists of allowable uses of funds are not identical, any of the ESSER funds (ESSER I, ESSER II, or ARP ESSER) may be used to support all of the allowable uses of funds listed in any of the ESSER programs, including:

- Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).

MA DESE Guidance on Allowable Costs for IDEA Entitlement Grants (June 2018):

BUS PURCHASE, LEASE or RENTAL: Vehicles may be used only for special education-related activities. This includes transporting students to and from school if the student's IEP requires specialized transportation. Vehicles purchased with IDEA funds may also be used to transport students during the school day if related to their special education and related services. Vehicles may also be used by special education staff. These restrictions apply even if only a portion of the vehicle cost is covered with IDEA funds. LEAs must receive prior approval from DESE to use IDEA funds for capital equipment.

Large School Buses:

MA DESE Frequently Asked Questions Regarding ESSER II (First Posted: March 9, 2021):

Is purchasing a vehicle an ESSER II allowable cost?

It is possible to purchase a vehicle using ESSER II funds, as long as it fits in the general allowable ESSER II categories. ESSER II funds are subject to the Education Department General Administrative Regulations (EDGAR) and the Federal Government's Uniform Grant Guidance (UGG), which includes the requirement that spending be necessary and reasonable. Considering the necessary and reasonable requirement, ESSER II provides districts with short-term relief funds to address the effect of COVID-19 on elementary and secondary schools, and ESSER II is not an ongoing program to support long-term expenses.

Federal procurement guidance is clear that you must avoid acquisition of unnecessary or duplicative items and consideration should be given to obtain a more economical purchase. Where appropriate, an analysis must be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach.

MA DESE Commonly Asked Questions about Allowable ESSER and GEER Activities (February 21, 2021)

Transportation: The Elementary and Secondary Education Act (ESEA) limits the use of ESEA funds for transportation in certain circumstances, but that limitation does not apply to ESSER or GEER.

An LEA could use local ESSER funds for a variety of transportation costs like:

- Running additional bus routes with fewer students to permit physical distancing, and
- Where appropriate, reimbursing families for mileage expenses, if families provide transportation

Please note if an entity uses ESSER or GEER funds for a capital expense, like purchasing additional buses, it must receive prior written approval.

Examples of guidance from other states have indicated that school buses are an eligible ESSER expense:

Colorado: Purchasing buses or other vehicles to accommodate physical distancing

Yes, if necessary, reasonable, and allocable for the purposes of continuing educational services during school closures or for implementing a plan for return to normal operations...All ESSER-funded activities must be necessary to prevent, prepare for, or respond to COVID-19. Prior written approval (final approval on the ESSER application) from CDE is required before the direct charge rate to the ESSER funds. Reasonableness includes being able to demonstrate that purchasing a bus is a more cost-effective approach than other alternative solutions (e.g., leasing a bus).

Iowa: Purchasing vehicles for student transportation to provide for physical distancing is an allowed use of ESSER I/II funding only to the extent that the following conditions are met. The district must also receive prior written approval from the Department.

- The purchase is necessary to provide continuity of district services (e.g., adding routes);
- The purchase expands the district's fleet of student transportation vehicles rather than replacing an existing vehicle; and
- Purchase of the vehicle is more cost efficient than other options (e.g., leasing the vehicle; 2 CFR § 200.465).

Tennessee: Can school buses be purchased with ESSER 3.0?

Yes, the LEA could purchase buses with the remaining 80 percent of their ESSER 3.0 allocation or use ESSER 1.0 or ESSER 2.0 funds to promote social distancing.

The Administration has requested an opinion from MA DESE regarding the purchase of large school buses from ESSER funds. As of June 7, 2021, a formal opinion has not been received.

X. GENERAL BUSINESS
Administration/Miss Biancheria/
Ms. McCullough/Mr. Monfredo/Mayor Petty
(July 12, 2021)

CURRENT ITEM - gb #1-169.1
S.C. MEETING - 7-22-21

1ST ITEM gb #1-169 S.C.MTG. 6-17-21
2ND ITEM gb #1-169.1 S.C.MTG. 7-22-21

ITEM:

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.

ORIGINAL ITEM: Miss Biancheria/Ms. McCullough/Mr. Monfredo (June 8, 2021)

Request that the Administration provide a list of the number of high school graduates for the classes of 2021.

PRIOR ACTION:

6-17-21 - Mayor Petty made the following amendment to the item:
Request that the report include the names of the institutions that the students will be attending upon graduation.
On a roll call of 7-0, the motion was approved.
On a roll call of 7-0, the item was referred to the Administration as amended.

BACKUP:

Annex A (4 pages) contains a copy of the Administration's response to the item.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

2021 Grade 12	Certificate - Attainment	Graduated	Total
Alt St Casimir		24	24
Burncoat High		194	194
Claremont Academy		66	66
Doherty High	1	335	336
Evening High School		52	52
G Creamer Ctr	2	109	111
North High		236	236
Returnee Program		5	5
South High		254	254
SpEd Transition		1	1
Technical High		343	343
University Park		38	38
Total	3	1657	1660

College/University	# of Students Attending
American International College	2
American Musical and Dramatic Academy	1
Anna Maria College	10
Assumption College	41
Bay Path University	1
Bentley University	1
Berklee College of Music	1
Boston College	10
Brandeis University	2
Bridgewater State University	8
Brown University	1
Bryant University	1
Bryn Mawr College	3
Clark University	14
College of the Holy Cross	9
Columbia College Chicago	2
Columbus State Community College	1
Connecticut School of Broadcasting	1
Cornell University	1
Culinary Institute of America	2
Curry College	2
Dean College	2
Drew University	1
Eastern Nazarene College	2
Elms College (College of our Lady of the Elms)	1
Embry-Riddle Aeronautical University-Prescott	1
Emerson College	1
Endicott College	1
Fitchburg State University	24

Flagler College- St Augustine	1
Florida Gulf Coast University	1
Florida Institute of Technology	1
Fordham University	1
Framingham State University	9
Georgia Institute of Technology-Main Campus	1
Georgia State University	1
Harvard University	2
Hellenic College- Holy Cross Greek Orthodox School of Theology	1
Howard University	2
Husson University	1
International Bible College	1
Jefferson (Philadelphia University + Thomas Jefferson University)	1
Johnson & Wales University-Charlotte	2
Johnson & Wales University-Providence	2
Keene State College	1
Lafayette College	1
Lasell University	2
Lesley University	1
Lincoln Technical Institute - Lowell	1
Lincoln Technical Institute-Lincoln	2
Loyola Marymount University	1
Macalester College	1
Marine Corps Institute	1
Massachusetts Bay Community College	3
Massachusetts College of Art and Design	2
Massachusetts College of Liberal Arts	2
Massachusetts College of Pharmacy and Health Sciences	8
Massachusetts Maritime Academy	1
McGill University	1
Merrimack College	1
Middlesex Community College	1
Mount Wachusett Community College	2
National Fashion & Beauty College	1
NE Dental Academy	1
New York University	3
Nichols College	5
North Carolina State University at Raleigh	1
Northeastern University	15
Northern Maine Community College	1
Norwich University	1
Ohio Technical College	1
Oklahoma State University-Main Campus	1
Penn Foster Career School	2
Pennsylvania State University-Penn State Wilkes- Barre	1

Pepperdine University	1
Porter and Chester Institute	3
Princeton University	3
Providence College	1
Quinsigamond Community College	243
Regis College	1
Ringling College of Art and Design	1
Rob Roy Academy-Worcester	1
Rochester Institute of Technology	2
Roger Williams University	1
Sacred Heart University	1
Saint Anselm College	2
Salem State University	10
Simmons University	2
Smith College	1
Southern New Hampshire University	1
Southern State Community College	1
Suffolk University	7
SUNY College at Brockport	1
SUNY Cortland	1
SUNY Oneonta	1
Syracuse University	1
Temple University	2
The College of Saint Rose	1
The New School	1
The University of Arizona	1
The University of Tampa	1
Toni & Guy Hairdressing Academy	1
Toni & Guy Hairdressing Academy-Worcester	2
TONI&GUY Hairdressing Academy	1
Universal Technical Institute of Massachusetts Inc.	1
Universal Technical Institute of Pennsylvania Inc.	1
University of Aberdeen	1
University of Bridgeport	1
University of Cincinnati-Blue Ash College	1
University of Connecticut	5
University of Dayton	2
University of Delaware	1
University of Dubuque	1
University of Maine	2
University of Maryland Eastern Shore	1
University of Massachusetts-Amherst	44
University of Massachusetts-Boston	37
University of Massachusetts-Dartmouth	22
University of Massachusetts-Lowell	22
University of Miami	2
University of Nevada-Las Vegas	1

University of New Hampshire - Main Campus	3
University of New Haven	1
University of Pikeville	1
University of Rhode Island	3
University of Rochester	1
University of Southern California	1
University of Toledo	1
University of Vermont	2
Valencia College	1
Wellesley College	2
Wellesley College	1
Wentworth Institute of Technology	6
Wesleyan University	1
West Virginia University	1
Western New England University	5
Westfield State University	8
Westover Job Corps	1
Wheaton College	1
Worcester Polytechnic Institute	29
Worcester State University	140
Xavier University of Louisiana	2
Yale University	2
Yeshiva University	1

X. GENERAL BUSINESS
Administration/Miss Biancheria/
Ms. McCullough/Mr. Monfredo/Ms. Novick
(July 13, 2021)

CURRENT ITEM - gb #1-170.1
S.C. MEETING - 7-22-21

1ST ITEM gb #1-170 S.C.MTG. 6-17-21
2ND ITEM gb #1-170.1S.C.MTG. 7-22-21

ITEM:

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

ORIGINAL ITEM: Miss Biancheria/Ms. McCullough/Mr. Monfredo/Ms. Novick
(June 8, 2021)

Request that the Administration provide a report on the number of seniors by site who received a certificate of attainment rather than a diploma.

PRIOR ACTION:

6-17-2 - On a roll call of 7-0, the item was referred to the Administration.

BACKUP:

Annex A (1 page) contains a copy of the Administration's response to the item.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

2021 Grade 12	Certificate - Attainment	Graduated	Total
Alt St Casimir		24	24
Burncoat High		194	194
Claremont Academy		66	66
Doherty High	1	335	336
Evening High School		52	52
G Creamer Ctr	2	109	111
North High		236	236
Returnee Program		5	5
South High		254	254
SpEd Transition		1	1
Technical High		343	343
University Park		38	38
Total	3	1657	1660

This data is current as of June 2021.

X. GENERAL BUSINESS
Administration/Miss Biancheria/
Ms. McCullough/Mr. Monfredo/Ms. Novick
(July 13, 2021)

CURRENT ITEM - gb #1-171.1
S.C. MEETING - 7-22-21

1ST ITEM gb #1-171 S.C.MTG. 6-17-21
2ND ITEM gb #1-171.1S.C.MTG. 7-22-21

ITEM:

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.

ORIGINAL ITEM: Miss Biancheria/Ms. McCullough/Mr. Monfredo/Ms. Novick
(June 8, 2021)

Request that the Administration provide the number of students that will be enrolled in the new freshman class at Worcester Technical High School to include the number of those that applied and those on the waiting list.

PRIOR ACTION:

6-17-21 - Miss Biancheria stated that Burncoat, Doherty, North and South High schools also have Chapter 74 courses and encouraged families to consider these alternatives if the student is currently on a waiting list at WTHS.
Superintendent Binienda stated that DESE will be voting on the acceptance policies at the technical schools. She suggested viewing the information, including proposed discipline changes on the DESE website. She also stated that an update on these policies and admission criteria will be presented at the July School Committee meeting.
On a roll call of 7-0, the item was referred to the Administration.

BACKUP:

Class of 2025- Incoming freshmen
Total applied=965
Acceptance sent= 469
Withdrew after acceptance =71
Student accepted = 398
Waitlist = 464
Voc P - 6

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Accept and file.

X. GENERAL BUSINESS
Miss Biancheria
(June 21, 2021)

ITEM - gb #1-178
S.C. MEETING - 7-22-21

ITEM:

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

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Prerogative of the School Committee.

X. GENERAL BUSINESS
Mr. Monfredo
(June 21, 2021)

ITEM - gb #1-179
S.C. MEETING - 7-22-21

ITEM:

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:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Administration for implementation.

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration.

X. GENERAL BUSINESS
Ms. McCullough
(June 28, 2021)

ITEM - gb #1-180
S.C. MEETING - 7-22-21

ITEM:

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

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Set the date of Thursday, September 16, 2021.

X. GENERAL BUSINESS
Miss Biancheria
(June 28, 2021)

ITEM - gb #1-181
S.C. MEETING - 7-22-21

ITEM:

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

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration.

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

ITEM - gb #1-182
S.C. MEETING - 7-22-21

ITEM:

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

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to Administration.

X. GENERAL BUSINESS
Administration
(July 8, 2021)

ITEM - gb #1-183
S.C. MEETING - 7-22-21

ITEM:

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

PRIOR ACTION:

BACKUP:

Annex A (2 pages) contains a copy of the Job Description.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

SPECIAL EDUCATION SOCIAL EMOTIONAL LEARNING SPECIALIST FOR APPLIED BEHAVIOR ANALYSIS [ABA]

July 2021

REPORTS TO: Supervisor of Autism, and/or SPED Department Head of Autism and/or SPED Department Head of Behavioral Intervention Specialist

The SPED SEL/APPLIED BEHAVIOR ANALYSIS (ABA) Specialist will work collaboratively with the District-Wide Autism Department Head Behavioral Specialist, Principal, Special and Regular Education Teachers, Support Staff, and Families to assist district BCBA's to ensure that the delivery of IEP services are being provided with fidelity in accordance with students' individualized education programs. The SEL ABA Specialist will also provide training and support to SAIL/COAST ABA-based classrooms and monitor the delivery of ABA services for students with Autism and other related emotional/developmental disabilities. Autism services will be based on the principles of applied behavior analysis including the modification of environmental variables, behavior reduction procedures, systematic instruction (e.g., discrete trial teaching, incidental instruction) to teach new and/or adaptive skills, and the maintenance and generalization of students' skills towards improved outcomes.

PRINCIPAL RESPONSIBILITIES:

1. Collaborate with BCBA's and/or Behavior Specialists to coordinate ABA and behavioral social emotional services for students with Autism, Pervasive Developmental Disorders, Emotional and other related developmental disabilities was a result of IEP Teams recommendations
2. Monitor the fidelity of ABA/Behavior Intervention services provided and assist with data collection
3. Consult with supervising BCBA on ABA program development
4. Assist in providing ongoing training and professional development in the area of applied behavior analysis in collaboration with BCBA's
5. Provide ongoing consultation with school-based teams (e.g., parents, teachers, itinerants, specialists, administration) in collaboration with BCBA/Behavior Specialists
6. Assist BCBA/Behavior Specialists in development and monitoring the implementation of systematic instructional ABA and behavioral intervention programs for students
7. Assist in data collection procedures and direct observation
8. Assist in completion of informal and formal assessments given the supervision of BCBA (e.g., ABLLS-R, VB-Mapp, Functional Behavior Assessments) etc., to guide development of ABA programming
9. Collaborate with district BCBA and/or Behavior Specialists/ Special Needs Teacher to support the implementation and development of functional behavioral assessments and behavior intervention support plans
10. Review and assist in the development of student's program books to ensure ongoing data collection and monitoring of data to develop and/or recommend program changes
11. Participate and contribute to weekly, monthly and long-range planning with the classroom teacher and/or ABA Coordinator/Supervisor necessary to generalize student learning based on ABA instructional activities.
12. Attend IEP Team meetings and ABA clinic meetings with BCBA and special needs teacher as needed
13. Maintain a valid certification in Crisis Prevention Intervention (CPI) which includes physical capabilities to assist with protective holds and student escorts.
14. Complete scheduled on-going professional development to ensure the quality of instruction and support provided.
15. Responsible for assuring equal educational opportunity to all individuals regardless of race, color, gender, age, marital status, religion, gender identity, natural origin, sexual orientation, homelessness, or disability

16. Performance of other job-related duties as assigned

REQUIRED QUALIFICATIONS:

- Bachelor's Degree in education, psychology or related field OR minimum of five years of Applied Behavioral Analyst experience.
- Four years of successful experience providing ABA/clinical services and/or special education teaching experience working with students with autism spectrum disorders/ social emotional and developmental disabilities in a school/home setting
- Ability to monitor the implementation of Behavior Intervention Support Plans of students developed by the BCBA. This includes collecting daily behavior data and clinical notes to be reported on progress reports which may be used to develop goals and objectives for IEPs
- Proficiency of ABA techniques including, but not limited to, discrete trials, adaptive skills (e.g., toileting, feeding, before or after school routines), task analysis, natural environment teaching, and social skills training. This also includes following appropriate prompt hierarchies such as verbal and physical hierarchies

PREFERRED QUALIFICATIONS:

- Registered Behavior Technician (RBT) Certification
- Licensure as a Board-Certified Assistant Behavior Analyst (BCaBA)
- Four years providing direct ABA services to students in a public or private school setting
- Strong computer literacy abilities and excellent communication skills.
- Working knowledge of special education regulations and process
- Analytical knowledge of data collection with the ability to organize discrete trial data and applied behavioral analysis to assist in student's program books, progress reports and/or report writing
- Crisis Prevention Intervention (CPI) certification
- Ability to speak Spanish, Vietnamese, Albanian, Portuguese or an African language
- Demonstrated experience with second language acquisition

WORK YEAR: 203 days consisting of the 180 pupil days, 3 professional development days, and 20 days in the summer as part of special education extended year programming

Work Day/Week: Monday through Friday for 7.5 hours consisting of 7 hours of work and .5 unpaid lunch. Specific hours will depend upon the assigned building

This is a non-represented position.

X. GENERAL BUSINESS
Administration
(July 8, 2021)

ITEM - gb #1-184
S.C. MEETING - 7-22-21

ITEM:

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

PRIOR ACTION:

BACKUP:

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

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

SYSTEMWIDE BILINGUAL EVALUATOR (TEACHER OF MODERATE SPECIAL NEEDS)

July 2021

The Bilingual Evaluator will meet the district's obligation to assist schools in the evaluation process to evaluate students in their native language. This position will require a skilled special education teacher who demonstrates diagnostic proficiencies to administer specialized testing, analyze evaluation results, and develop written evaluations to assist IEP Teams to determine eligibility for special education services. The bilingual evaluator must demonstrate fluency to read, write and speak in a language other than English.

PRINCIPAL RESPONSIBILITIES:

- Conduct Systemwide bilingual evaluations of EL students in their native language to assist school based and/or IEP Teams to ensure adherence to exclusionary factors of EL students when determining eligibility.
- Proficiency and skills to administer, score and complete report writing using specific special education evaluations such as (KTEA-3, WJ-IV, Wiat-4, GORT-V, etc.)
- Consult with school-based teams to facilitate supports in the areas of observations, evaluations, consultation with relevant school-based staff and families
- Attend school based Individualized Tiered Supports meetings formerly (SSP) and/or IEP Team meetings as needed to present evaluation results and recommendations.
- Member of the IEP Team to present completed evaluations to address exclusionary factors that may impact eligibility findings
- Assist with Child Find and the district Arena evaluation process prior to evaluate and/or observe a child prior to his/her third birthday
- Collaborate with OSEL and other evaluators to address instructional tiered process of the school based pre-referral process
- Other duties as assigned

REQUIRED QUALIFICATIONS:

- DESE Licensure Teacher of Moderate Special Needs in Special Education
- Master's degree in Education
- Five years of experience as a special education teacher in a public or private school setting
- Extensive knowledge administering various formal and standardized evaluation tests and the ability to analyze and interpret results to create recommendations based on findings
- Knowledge of theories of second language acquisition
- Knowledge of features of second language acquisition and characteristics of specific disabilities
- Ability to collect and interpret student achievement data to determine appropriate instructional programs and interventions.
- Strong knowledge of Universal Design of Learning and Multi-Tiered System of Support (MTSS)
- Strong knowledge of the requirements of the Individuals with Disabilities Education Act (IDEA) and Massachusetts 603 CMR 28.00
- Knowledge of General Education curriculum and the implication of specially designed instruction to ensure access for students with disabilities.
- Strong analytical, written, and oral skills
- Solid organizational skills, facilitating efficiency of future-oriented learning, problem-solving, and task completion.
- Demonstrate proficiency to evaluate students by speaking, reading, and writing a second language.
- Ability to speak Spanish, Vietnamese, Albanian, Portuguese or an African Language

SALARY, WORK DAY, AND WORK YEAR: Per Unit A contract

X. GENERAL BUSINESS
Ms. McCullough
(July 12, 2021)

ITEM - gb #1-185
S.C. MEETING - 7-22-21

ITEM:

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

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration.

X. GENERAL BUSINESS
Administration
(July 13, 2021)

ITEM - gb #1-186
S.C. MEETING - 7-22-21

ITEM:

To approve the Job Description for the Grant Contract Specialist.

PRIOR ACTION:

BACKUP:

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

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

**WORCESTER PUBLIC SCHOOLS
WORCESTER, MASSACHUSETTS**

Job Description

POSITION: Grant Contract Specialist

REPORTS TO: Manager of Grant Resources

ACCOUNTABILITY OBJECTIVE:

This position facilitates implementation of educational initiatives through the preparation and coordination of contractual documents for services provided in the Worcester Public School District by one or more defined operating entities.

MAJOR ACCOUNTABILITIES:

1. Serve as main point of contact among Worcester Public School personnel, City of Worcester law office personnel, vendors and funders in the preparation and coordination of contractual documents
2. Clearly explain contract process and terminology to Worcester Public School personnel and vendors
3. Proofread, edit and fact-check contractual supporting documents from vendors to ensure they meet City of Worcester law office requirements
4. Draft and regularly update contract information document to be sent to vendors
5. Self-monitor progress according to the schedule of completion to submit documents to the law office in a timely manner
6. Coordinate with Worcester Public School personnel, City of Worcester law office staff and vendors to determine necessity for amendments or extensions of contracts
7. Serves as primary liaison with contracting representatives to ensure compliance with contract specifications and resolution of problems and issues, as they arise
8. Participate in meetings with Worcester Public School personnel and City of Worcester law office staff to discuss contract process and any issues, as they arise
9. Assist as needed in the formulation, development and/or revision of the Worcester Public School's contract process, procedures and strategies
10. Maintain files of original signed contracts and other grant records for office records
11. Implement and maintain accurate database of contract and grant records and serve as point of contact for inquiries on the status of funded projects.
12. Support electronic filing of grant applications and documents to support grant initiatives
13. Other duties as may be assigned

REQUIRED QUALIFICATIONS:

1. Bachelor's degree
2. Experience coordinating contracts, particularly for an educational organization
3. Strong computer and database management skills
4. Organizational skills and the ability to multi-task on several projects simultaneously
5. High level of confidentiality pertaining to sensitive information
6. Excellent interpersonal and communication skills necessary to interact and maintain relationships with Worcester Public School personnel, City of Worcester law office personnel and vendors

X. GENERAL BUSINESS
Administration
(July 13, 2021)

ITEM - gb #1-187
S.C. MEETING - 7-22-21

ITEM:

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.

PRIOR ACTION:

BACKUP: The purpose of this federally funded competitive CVTE Student Support grant is to support school districts in providing additional supports for students in Chapter 74 programs which will allow them to earn credentials or technical training hour credit that they otherwise would have had the opportunity to earn were it not for COVID-19. It is also intended to allow districts to support students to increase their exposure to hands-on technical training through a summer program since that exposure was limited due to COVID-19 restrictions.

A summer program will be held to enhance technical skill exposure and development which will include exploratory and/or projects demonstrating the integration of academic and technical knowledge and skills.

Annex A (9 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: FC 433: CVTE Student Support-Impact and Recovery

Type of Funder: Federal Funds through Massachusetts Department of Elementary and Secondary Education

Awarded Amount: \$60,000

Grant Funding Period: July 1, 2021 through June 30, 2022

Project title: Tech Connect

Program coordinator: Lynch/Petrella

Purpose: The purpose of this federally funded competitive CVTE Student Support grant is to support school districts in providing additional supports for students in Chapter 74 programs which will allow them to earn credentials or technical training hour credit that they otherwise would have had the opportunity to earn were it not for COVID-19. It is also intended to allow districts to support students to increase their exposure to hands-on technical training through a summer program since that exposure was limited due to COVID-19 restrictions.

Description of the program: A summer program will be held to enhance technical skill exposure and development which will include exploratory and/or projects demonstrating the integration of academic and technical knowledge and skills.

Program location: Worcester Technical High School

Outcomes and Measures: Vocational instructors will pair with Mathematics instructors to develop, and then teach, curriculum units to rotate groups of students through the vocational environments. These CTE-math units will be authentically designed to reflect real-world mathematical problems, varying from daily work challenges to planning and laboratory tasks. It is our hope to expose students to Mathematics outside the highly structured teacher-controlled classroom environment. Our students will experience a cooperative, hands-on, diverse vocational environment. Incoming freshmen will get a preview of their upcoming exploration choices.

7/13/2021

Fwd: [EXTERNAL] Worcester FC 433 - griffina@worcesterschools.net - Worcester Public Schools Mail

Annex A
gb #1-187
Page 21

----- Forwarded message -----

From: Fuentes, Nyal F (DOE) <nyal.f.fuentes@state.ma.us>
Date: Wed, Jul 7, 2021 at 8:24 AM
Subject: [EXTERNAL] Worcester FC 433
To: lynchse@worcesterschools.net <lynchse@worcesterschools.net>
Cc: Russell, Maura F (DOE) <maura.f.russell@state.ma.us>, Harrington, Carrie J (DESE) <carrie.j.harrington2@state.ma.us>, Bennett, Elizabeth L (DOE) <elizabeth.l.bennett@state.ma.us>



OFFICE OF THE GOVERNOR
COMMONWEALTH OF MASSACHUSETTS
STATE HOUSE • BOSTON, MA 02133
(617) 725-4000

CHARLES D. BAKER
GOVERNOR

KARYN E. POLITO
LIEUTENANT GOVERNOR

July 6, 2021

Congratulations! We are pleased to notify you that Worcester Public Schools has been awarded an CVTE Student Support—Impact and Recovery of \$60,000

We want to thank you for your commitment to support students to make progress in earning industry recognized credentials and pursuing additional technical training opportunities lost due to Covid 19. Through this funding and your continued support, we hope to expand access to great educational opportunities in the Commonwealth.

Further instructions from the Department of Elementary and Secondary Education on next steps are below and please feel free to contact Elizabeth Bennett at elizabeth.l.bennett@mass.gov if you have any questions.

Sincerely,

https://mail.google.com/mail/u/0/#advanced-search/subset=all&has=FC+433&within=1d&sizeoperator=s_sl&sizeunit=s_smb&query=FC+433/WhctKKWxWGfzjXKrLzqQlWFrDGDTLPRDjNkPrfScPpWHI... 1/2

7/13/2021

Fwd: [EXTERNAL] Worcester FC 433 - griffina@worcesterschools.net - Worcester Public Schools Mail

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 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	FEDERAL/ COMPETITIVE administered by the Office of College Career and Technical Education			\$60,000
FC433	CVTE Student Support—Impact and Recovery	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: *Maureen F. Binienda*

TITLE: Superintendent

TYPED NAME: Maureen F. Binienda

DATE: *June 3, 2021*

DATE DUE: Friday, June 4, 2021

Proposals must be received at the Department by 5:00 p.m. on the date due.

Name of Grant Program: CVTE Student Support—Impact and Recovery

Fund Code: 433

PART III – REQUIRED PROGRAM INFORMATION

IDENTIFICATION INFORMATION

- A.** Name of Applicant Organization: Worcester Public Schools
- B.** School(s) supporting through these funds: Worcester Technical High School
- C.** Program Coordinator: Sean Lynch, Mathematics Department Head, WTHS
- D.** Applicant Address: 1 Skyline Drive
- E.** Coordinator email address: lynchse@worcesterschools.net
- F.** Coordinator Phone #: 508-799-1140
- G.** Total Funds Requested: \$60,000
- H.** Number of CTE Students who will be supported: up to 200 Mathematics/CTE enrichment

NARRATIVE SECTION

Sections I through V of Part III comprise the narrative section of the grant. Districts may apply for funds to support credential attainment for and/or for funds to support increased exposure to hands-on technical skills during a summer program for students in Chapter 74 programs. District's narrative response should address Sections I-V and may not exceed six (6) pages in total. All narrative responses must be in Arial 10-point font, with one (1) inch margins. Responses to Section V (Budget) are not included in the page limit. Applicants are required to provide page numbers on every page of the proposal, including appendices and material not subject to the page limits. Additional attachments are permitted.

I. PROGRAM OVERVIEW:

Districts may apply for funds: 1) to support credential attainment for students in Chapter 74 programs and/or for funds 2) to support increased exposure to hands-on technical skills during a summer program. Districts' narrative response should address either 1 or 2, or both if the district is proposing to support both.

- 1) Provide an overview, briefly describing the increase in access to industry-recognized credentials for students whose attainment of said credentials was impacted by the COVID-19 pandemic. List the specific credentials and the Chapter 74 program in which the student was enrolled.
- 2) Provide an overview, briefly describing the hands-on exploratory or technical skill development programming that will be offered for Chapter 74 students in the summer program. While providing programming specific to each program would be ideal, districts should, at a minimum, provide programming that would include technical skills relevant for each cluster offered by the district. If the district is offering an integrated project including academic and technical knowledge and skills, that project may be described in this narrative.

Our proposed summer program "Tech Connect" is designed to alleviate Worcester Technical High School Career Technical Education (WTHS CTE) student learning gaps that have emerged during the Pandemic; gaps that are a direct result of remote learning. Vocational and academic teachers will co-teach hands-on, authentic Mathematics learning experiences in vocational shops to improve the applied Mathematics skills of our incoming ninth grade students.

Worcester Technical High School's vocational programs are divided into four academies. Each academy will be represented in this enrichment experience available to all our Grade 9 students. Vocational

instructors will pair with Mathematics instructors to develop, and then teach, curriculum units to rotate groups of students through the vocational environments. These CTE-math units will be authentically designed to reflect real-world mathematical problems, varying from daily work challenges to planning and laboratory tasks. It is our hope to expose students to Mathematics outside the highly structured teacher-controlled classroom environment. Our students will experience a cooperative, hands-on, diverse vocational environment. Incoming freshmen will get a preview of their upcoming exploration choices.

II. PROPOSED PROGRAM STATEMENT OF NEED:

1. Explain how the proposed project addresses the reasons for the student's inability to earn each specific industry-recognized credential.

Your response should include:

- (a) A description of the reason that students were unable to attain credentials that they typically would have earned prior to graduation.
- (b) Information on the value of the credential.

And/or

2. Explain how COVID-19 impacted students' hands-on technical skill development or program exploration and how the proposed project addresses the issues arising from that impact.

Our students were not able to experience the hands-on exploratory for freshmen at WTHS. They are still unfamiliar with our building and the 22 technical shops at WTHS. This enrichment program will give them hands-on experience in all four technical academies. This, in turn, will help them begin to understand the cross-curricula connections between shops and their academic classes. Our freshmen are arriving from more than 11 feeder schools with varying math backgrounds. This program will provide equity in preparation for success in both their vocational exploratory/shop experiences and Mathematics classes. This intervention aims to impact the Mathematics achievement gap that Gateway City's historically underserved students face.

III. TARGETED POPULATION(S)

1. Explain how the proposed project will provide students equitable access to credential attainment. Provide a description of how the district's proposed activities have considered and address potential barriers to success.

The proposed Tech Connect program will support the WTHS student's equitable access to skills attainment by supporting the needed Mathematics skills to succeed in their CRTE programs as ninth graders. These initial shop skills, i.e., measurements and medical Mathematics, are crucial to obtaining industry credentials and work readiness. English Learners and Special Education supports will be included as well as program teachers and certified technical and academic teachers.

2. Describe the student groups who will access either the exploratory or hands-on skill development programming and how the district will address potential barriers to success.

Our program will be open to all freshmen students at WTHS, 66.4% of whom are minority students and 50.6% are economically disadvantaged. We will be providing bus transportation, breakfast, and lunch to our students. The information about the program will be translated and shared with our student's families through our Naviance system and to incoming freshmen at our accepted student night.

IV. PROGRAM DESIGN

- 1A. Explain the specific activities proposed to allow students to complete the requirements to attain the credentials that they would have earned if not interrupted by the COVID 19 pandemic.
- 1B. Describe the barriers faced by students in completing credentials due to ongoing challenges presented by the COVID-19 crisis and specifically how the proposed activities address those barriers.

2A. Describe the specific activities proposed to provide opportunities for students to gain hands-on technical skill experience and/or exploratory experience. The description should include the number of students to be served and the specific programs and/or clusters included in the proposal. If offering an exploratory program, provide details on its design and schedule.

Hands-on activities/labs/experiences will be developed using the technical strands and CTE teacher feedback in concert with data from formative assessment of incoming ninth graders students using Exact Path Data to identify areas of weaknesses (i.e. Numbers & Operations Topics). CTE teachers will work with Mathematics teachers to design co-teaching units to drive instruction and project themes.

2B. Describe the barriers presented by the COVID-19 crisis related to limitations on hands-on technical and or/ exploratory experience and specifically how the proposed activities address those barriers.

Time in school/shop has presented the largest barrier to hands-on access to building trade skills. Our students only returned to the building at the end of April 2021 in a hybrid capacity (four days in a shop a month) then at the end of May full-time for the last five weeks of school. The student-centered strand-based activities developed for this program, led by shop teachers paired with academic teachers, will support the foundation math skills needed in every shop. The skills taught will prepare incoming freshmen for success and fill in the learning for our freshman who were remote for most of the year. It will also support both groups in building valuable connections and support systems within our school to promote their future WTHS success.

V. BUDGET

Applicants are advised to refer to the ESE Grants Management Procedural Manual, the Fund Use section of the RFP, and the document 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.

- 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. Clearly indicate the cost basis for stipends for teachers for after-school, weekend or summer hours.

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.

Note: Districts are strongly encouraged to collaborate with other districts to offer classes, test prep or testing, particularly where the number of students needing to earn a particular credential is small. Describe the collaboration, including each districts responsibility for particular activities and associated costs.

The Worcester Public Schools generally extends full-time benefits to permanent employees working 20 hours per week or more. Specific positions may be subject to collective bargaining agreements which further define full-time status. No positions are being funded from this grant opportunity. Budgeted stipends reflect additional work performed outside employees' regular work schedules.

Line Number	Justification	Amount	Total
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4: Instructional Professional Staff	<p>Stipends for staff members to work on planning activities.</p> <p>All rates are stipends as this reflects work outside the normal course of the individual work activities. Therefore, there are no FTEs of parts of FTEs.</p>	<p>Site administration and coordination of the program: 1 person X \$40 per hour X 4 hours per day X 13 days = \$2,080</p> <p>Instructional/Professional staff: 22 staff members including 10 Mathematics instructors; 10 CTE instructors and 1 EL and 1 SPED instructor X \$35 per hour X 4 hours per day X 13 days = \$40,040.</p>	\$42,120
7: Supplies and materials	Other instructional materials (non-testing assessment)	\$3,680	\$3,680
9: Other – transportation of students	Safe transportation of students	\$13,000	\$13,000
10: Indirect costs	Required by City of Worcester	2.05 %	\$1,200
TOTAL			\$60,000

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 Equivalent (FTEs) for all salaried staff on both forms.

The Required Budget Form has been submitted with this application.

Applicant Agency: Worcester Public Schools Applicant Number: 348
 Fiscal Year: 2022 Fund Code: 433

6 CONTRACTUAL SERVICES:		Rate	Rate Type	Total Amount	COMMENTS
				\$ -	
				\$ -	
				\$ -	
				\$ -	
				\$ -	
SUB-TOTAL				\$ -	
7 SUPPLIES AND MATERIALS:				Total Amount	COMMENTS
Other (please describe)				\$ 3,680	
				\$ -	
				\$ -	
SUB-TOTAL				\$ 3,680	
8 TRAVEL:				Total Amount	COMMENTS
				\$ -	
				\$ -	
				\$ -	
SUB-TOTAL				\$ -	
9 OTHER COSTS:				Total Amount	COMMENTS
Student Transportation Services				\$ 13,000	
				\$ -	
				\$ -	
SUB-TOTAL				\$ 13,000	
10 INDIRECT COSTS (use indirect costs calculator)		enter rate %		Total Amount	COMMENTS
		.205%		\$ 1,200	At agreed upon rates
11 EQUIPMENT:				Total Amount	COMMENTS
Items costing \$5,000+ per unit & having a useful life 1+ years				\$ -	
				\$ -	
SUB-TOTAL				\$ -	
TOTAL FUNDS REQUESTED				\$ 60,000	

Applicant Agency: Worcester Public Schools

Applicant Number: 348

Fiscal Year: 2022

Fund Code: 433

Program Name: CVTE Student Support—Impact and Recovery

Budget Line Item Category					Amount	
1 ADMINISTRATOR SALARIES:					Total Amount	COMMENTS
	# of staff	FTE	MTRS			
SUB-TOTAL					\$ -	
2 INSTRUCTIONAL/PROF STAFF SALARIES:					Total Amount	COMMENTS
	# of staff	FTE	MTRS			
SUB-TOTAL					\$ -	
3 SUPPORT STAFF SALARIES:					Total Amount	COMMENTS
	# of staff	FTE	MTRS			
SUB-TOTAL					\$ -	
4 STIPENDS:					Total Amount	COMMENTS
	# of Staff	Rate	Rate Type	MTRS		
Teacher Instructional/Professional Staff	22	\$35	per hour		\$ 40,040	For program activities
Administrator	1	\$40	per hour		\$ 2,080	For program activities
					\$ -	
					\$ -	
SUB-TOTAL					\$ 42,120	
5 FRINGE BENEFITS:					Total Amount	COMMENTS
5-a MTRS (automatically calculates if MTRS box is checked)					\$ -	
5-b Other					\$ -	
Health Insurance					\$ -	
Other Retirement Systems					\$ -	
Federal Insurance Contributions (FICA)					\$ -	
SUB-TOTAL					\$ -	

X. GENERAL BUSINESS
Administration
(July 13, 2021)

ITEM - gb #1-188
S.C. MEETING - 7-22-21

ITEM:

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.

PRIOR ACTION:

BACKUP: The program will offer grant funding for the purpose of purchasing life sciences equipment, materials, supplies, technology, and providing teacher professional development for economically disadvantaged schools. Funding will enable teachers to educate students in real-world scenarios that will prepare them for career opportunities in the life sciences. Funding for teacher professional development will ensure that educators receive the technical training needed to effectively use newly acquired equipment and technology. The Program locations are at North High School; South High Community School; Worcester Technical High School; Forest Grove Middle School; Burncoat Middle School; Worcester East Middle School; Arthur D. Sullivan Middle School; University Park Campus School and Claremont Academy.

Annex A (16 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: MLSC: Massachusetts Life Sciences Center STEM Equipment and Professional Development Program

Type of Funder: MLSC is an economic development investment agency dedicated to supporting the growth and development of the life sciences in Massachusetts. Through public-private funding initiatives, the MLSC supports innovation, education, research and development, commercialization, and manufacturing activities in the fields of biopharma, medical device, diagnostics, and digital health.

Awarded Amount: Total award is \$188,548.02. This includes funding for equipment and for professional development.

Grant Funding Period: July 1, 2021 through June 30, 2022

Project title: MLSC STEM Equipment and PD Program

Program coordinator: Lloyd/Ganias

Purpose: The purpose of this program is to further the development and expansion of life sciences education at Massachusetts public high schools and middle schools by investing in project and inquiry-based curriculum and instruction.

Description of the program: The program will offer grant funding for the purpose of purchasing life sciences equipment, materials, supplies, technology, and providing teacher professional development for economically disadvantaged schools. Funding will enable teachers to educate students in real-world scenarios that will prepare them for career opportunities in the life sciences. Funding for teacher professional development will ensure that educators receive the technical training needed to effectively use newly acquired equipment and technology.

Program location: North High School; South High Community School; Worcester Technical High School; Forest Grove Middle School; Burncoat Middle School; Worcester East Middle School; Arthur D. Sullivan Middle School; University Park Campus School and Claremont Academy.

Outcomes and Measures: Teachers will receive coaching and professional development. Students will receive materials to facilitate learning.

From: **Equip MLSC** <Equip@masslifesciences.com>
Date: Thu, Jun 24, 2021 at 12:02 PM
Subject: [EXTERNAL] STEM Equipment and PD Award Notification- Worcester Public Schools
To: lloyd@worcesterschools.net <lloyd@worcesterschools.net>
Cc: Equip MLSC <Equip@masslifesciences.com>, Ryan Mudawar <RMudawar@masslifesciences.com>

Dear Christine,

It is with great pleasure that I inform you that the Massachusetts Life Sciences Center has approved your application for a STEM Equipment and Professional Development Grant for \$183,610.02 in capital funding and \$4,938.00 in professional development support.

We received 50 applications for this round from high schools, middle schools, and educational programs throughout Massachusetts, and this round was highly competitive. Our team is excited to work with you over the next year.

Please hold off on any external promotion or announcement of this award for now. We will work closely with the Baker-Polito Administration on formally announcing these awards and will make certain you and your team are part of that process. This funding and support for you and your students remain incredibly important to our team and we are committed to providing a worthy spotlight on your various efforts. If you have any further questions regarding public announcement, please contact Joe Sullivan, Vice President of Marketing and Communications, at jsullivan@masslifesciences.com.

We will reach back out to you soon regarding the Grant Agreement and to describe the purchasing process.

All the best,
Annie

Annie Walsh
Senior Program Associate
781-296-7782

1075 Main St Suite 100, Waltham
MA 02451

Applicant Name (Organization): Worcester Public School
Applicant City/Town: Worcester, Massachusetts

Massachusetts Life Sciences Center

Name:	Christine Lloyd
Title:	Science & Engineering Curriculum Liaison
E-mail:	lloydc@worcesterschools.net
Telephone:	508-799-3470

Please provide an overview of your school or district, including population served.

Worcester Public Schools is located in the second largest city in the Commonwealth. WPS is the third largest school district in New England with 23,986 students. Of these 43 percent are Hispanic; 29 percent are White; 17 percent African American; 7 percent Asian and 4 percent Multi-race non-Hispanic. In terms of economics, nearly 60 percent of our students are Economically Disadvantaged. Within our school system, there are more than 78 language groups represented. WPS has a large number of students whose first language is not English (58.5%) and whose families may not speak English at all. Of that number, 32% have been classified as English Learners and 21% of our students classified as Students with Disabilities.

Latest accountability data is as follows:

In the spring 2019 MCAS exam, 37 percent of Worcester Public School students tested in grades 3 to 8 scored passing scores of Meeting or Exceeding Expectations in the ELA MCAS assessment. In Mathematics, 31 percent of Worcester Public School students tested in grade 3 to 8 scored Meeting or Exceeding Expectations. In Science and Technology/Engineering, 27 percent of Worcester Public School tested students in grades 5 and 8 scored Meeting or Exceeding Expectations.

In high school, 42 percent of Worcester Public School students tested scored Meeting or Exceeding Expectations in the ELA MCAS assessment; 36 percent of Worcester Public School students tested on the Mathematics MCAS assessment scored Meeting or Exceeding Expectations. 58 percent of tested Worcester Public School high school students scored Proficient or above on Science and Technology/Engineering MCAS assessments.

Among tested students in grades 3 to 8, the average ELA Student Growth Percentile (SGP) for students across all grades was 50.3, indicating that the typical student in the Worcester Public Schools scored similarly to Massachusetts students with similar performance histories. In Mathematics, the median SGP across grades 3 to 8 was 48.9, indicating slightly lower performance in 2019 among Worcester Public School students than Massachusetts students with similar performance histories. In high school, the average ELA SGP 42.9 and the average Mathematics SGP was 47.4, indicating lower performance in 2019 among Worcester Public School students than Massachusetts students with similar performance histories.

Our intent in this proposal is to increase and update the technology and software students access in both their regular and elective curriculum to both increase student engagement (and hopefully the above mentioned scores) as well as their interest and pursuit of life sciences in their post-secondary plans.

Describe any current life science classes offered as either part of the core curriculum or electives

Currently Worcester Public Schools offer the following life science courses as part of our core curriculum at all of our four comprehensive High Schools, Technical High School, and two Junior/Senior High Schools: Biology, AP Biology, and Human Anatomy. We also offer Neuropath physiology & film and Biotechnology as electives at three of our high schools. WTHS has a Biotechnology Chapter 74 program. The district Innovation Pathways program was just granted the designation to begin a life science two-year curricular program.

If your school or district has received previous MLSC funding, please explain the impact it has had on your students and justify the need for further funding.

More than half-a million dollars in previous Massachusetts Life Science Center funding has impacted the students of Worcester Public Schools. We offer her a brief overview of that impact.

Two awards to Worcester Technical High School (\$83,675 and \$99,983) supported the school's Veterinary Assisting and Biotechnology programs, respectively. A barrier for students as they progress from secondary to college/career is the access to equipment. The infusion of funds afforded our programs the opportunity to replenish and replace equipment so that it met with industry standards.

Additionally, new partnerships arose from the receipt of these grant funds. These included Blue Sky Bioservices; MCPHS University, AbbVie and MassBioEd. Dr. Benjamin Benton, the program coordinator for the biotechnology program in the new QuEST center at Quinsigamond Community College, is currently reviewing the curriculums from both the Vet Assisting and Biotechnology programs for equivalencies. WTHS was able to grow its partnership with the Cummings School of Veterinary Medicine at Tufts University, through its "Tufts at Tech Community Veterinary Clinic." This clinic provides routine care and assistance to low-income pet owners. Pre Pandemic, the clinic was averaging 300 to 400 visits per month.

An award of \$99,526 went to Doherty Memorial High School. These funds were used to purchase equipment that was in concert with a new year-long course entitled Biotechnology which started in the fall of 2015. This course is offered to primarily upperclassmen who have completed courses in Biology and Chemistry. The curriculum was developed to reflect the equipment purchased with the grant, and therefore the equipment/supplies serve a vital component of the students' expected experiences. This course was designed to be primarily laboratory based, maximizing the students' contact with the equipment.

Our Worcester Public Schools Middle Schools science programs were greatly enriched through a grant of

\$265,142. The purpose of that grant was to ensure equity of access to rigorous curriculum and lab experiences no matter which Worcester middle school a child attended and to ensure the continuity of rigorous education. Equipment purchased in support of the middle school science standards included density materials; molecular models, glassware and hot plates; microscopes and prepared slides and TI Nspire Handheld Data Collection Device/Graphing Calculator and Vernier Probeware.

This current proposal includes microscopes as well but targets new technology, a different population of students and additional elementary school students based on the vertical alignment of current equipment that will be replaced.

Provide a general overview of your proposal and indicate the anticipated impact of MLSC funding

We plan to invest in materials, community partners, and in-house resources that will engage students in a vertical pipeline leading to increased interest in the Life Sciences STEM fields. We plan to purchase 90 Digital Tablet Compound Microscopes and 50 high capacity digital balances to enhance our core Biology curriculum and directly impact 9th grade students and the Life science elective courses at North and South High School. The microscopes that this equipment replaces will then have an indirect impact on the 14 feeder elementary schools based on 2016 NGSS cell biology standards in our 6th grade classrooms. Our proposal continues this vertical alignment, by expanding our current VEX IQ Robotics program at the elementary school into our middle schools. This application specifically looks to begin an afterschool or computer science program at all 6 Middle Schools using the 50 "Neuromaker Biotechnology Kits" that will be purchased and the accompanying Professional Development. This equipment will directly impact our middle school students to experience biotechnology research and thinking and skills through a hands on inquiry approach while expanding their coding knowledge from VEX IQ and preparing them for real world life science skills in high school and beyond. Finally the Vocational Technical High School program as well as each of the comprehensive high schools through the IPP program will cap our vertical alignment plan through a unique opportunity to obtain and utilize industry equipment with Bioreactor purchased for students in their Biotechnology program.

Curriculum Name::	5E Model
Please describe the proposed curriculum to be implemented or expanded.	

Worcester Public Schools science department curriculum is based on the 5 E model, a constructivist approach to learning that includes Engage, Explore, Explain, Extend, and Evaluate. This curriculum says learners must build their knowledge based on top of old ideas and understandings, while gaining new knowledge from exploring and integrating new knowledge with prior learning and experiences. Our teachers use Central Phenomena and spiral their units around this central idea in order to teach the frameworks. The 5E model and phenomena based instruction require application of the 8 Science Practices outlined in NGSS and MA 2016 frameworks for all science courses. These practices, outlined later in the application, have need of equipment and materials suitable for current laboratory investigations.

Currently, Worcester Public Schools lacks the state of the art technology vital to current life science laboratory skills. The Digital Tablet Compound Microscopes, high capacity scales and Bioreactors will allow our teachers and students to fully investigate the Central Phenomena that are key to our 5E inquiry based curriculum model. The laboratory investigations are necessary to visualize the cellular processes essential to understanding High School Biology. The lab skills and attention to detail that are vital components of any lab based science

curriculum demand state of the art equipment that allows students to practice their computational and investigative skills.

The NeuroMaker curriculum from BrainCo provides students an opportunity to experiment and develop real world applications of AI and BCI (brain/computer interface) technology through scalable hardware, curriculum, challenges and more. NeuroMaker lets students build, code, create and discover with students from all over the world through their competition program. This introduces students to STEM skills through activities and may encourage them to pursue potential future interests in the Life Sciences field. This proposed after school program or computer science course component will supplement the Middle School curriculum by taking the concrete skills and standards and applying them to real world applications and societal questions and concerns with the students as the principal investigators.

The biotechnology high school curriculum will be expanded to include Bio-Manufacturing and will introduce students to the regulatory atmosphere of the industry or current Good Manufacturing Practices (cGMPs). It will also develop students' skills in engineering (facilities, metrology, validation, environmental health and safety, and operational excellence); quality (quality assurance and control); and production (upstream and downstream processing, process development).

To the best of your knowledge, how have industry partners contributed to the development of the curriculum?

At the secondary level, in concert with comprehensive and Chapter 74 biotechnology programs, Worcester Public Schools has communicated with the following industry partners: Massachusetts Biological Initiatives, WuXi Biologics, and Eppendorf to outline curriculum specific to biomanufacturing. Biomanufacturing is a type of manufacturing or biotechnology that utilizes biological systems to produce commercially important biomaterials and biomolecules for use in medicines, food & beverage processing, and industrial applications. BioBuilder has partnered with the Innovation Pathways Program to introduce the living systems used to study microbiology, bioengineering and other life science fields and then connect those skills to the manufacturing processes over the course of the two-year technical program.

What Massachusetts science, technology, and engineering standards does the proposed curriculum meet? How does the curriculum tie together concepts across standards (physical science, life science, and engineering)?

The proposed curriculum will allow students to engage in all eight of the MA Science Practices: Ask Questions, Model, Analyze data, Computational thinking, Design solutions, Engage in argumentation, and Communicate information. These practices are the same across all science standards and tie together the students' vertical science education from pre-Kindergarten through Grade 12. The equipment will also allow students to investigate HS-LS1-3, HS-LS1-4, HS-LS1-5 and HS-LS1-7 through cellular observation and experimentation.

The advised curriculum for secondary and Chapter 74 programs with industry partners Bio-Manufacturing will introduce students to the regulatory atmosphere of the industry or current Good Manufacturing Practices (cGMPs) and develop skills in engineering (facilities, metrology, validation, environmental health and safety, and operational excellence); quality (quality assurance and control); and production (upstream and downstream processing, process development). Furthermore, Chapter 74 frameworks relevant to Strand 2, technical knowledge and skill, in Biotechnology includes skills specific to Safety in the Biotechnology Laboratory, Biomanufacturing Fundamentals, Instrumentation and Lab Assays, Solution Preparation, and Cell techniques.

Please describe how the curriculum will aid schools in improving STEM education, especially among underserved populations.

Teachers need to make their science classrooms places where scientific processes and scientific thinking are modeled and practiced. Students need to build their understanding of the scientific advances by having new experiences and exploring new thinking. Among underserved populations, the ability to make their own thinking visible and understand the thinking of others in the sciences, is often stifled by the lack of experiences with state of the art equipment and technology that utilizes new thinking and ideas. Without exposure to these essential components of scientific advancement underserved populations lack the career skills necessary to advance as easily as their more affluent peers. These students also lack the knowledge of where science has already advanced to, and therefore they become overwhelmed and feel their thinking is inferior to their more advantaged peers.

The use of state of the art lab equipment, Digital Tablet Compound Microscopes, Bioreactors and digital scales, and the Neuromaker Kits proposed in this application directly support the science processes emphasized in current curriculum thinking: planning and carrying out investigations; analyzing and interpreting data; developing and using models; using mathematics, information and computer technology, and computational thinking; engaging in argument from evidence. This gives our underserved populations access to equipment that can help make their own thinking visible and help expose the thinking of others, giving them practical skills for a career in life sciences.

How will the curriculum provide students with skills that prepare them for careers in the life sciences?

According to Scientific American, there is a structural talent gap for the life sciences career fields. The two most desired skills for future employees are communication and collaboration. The National Institute of Health placed technical skills and communication capability as the two most essential requirements for pipeline candidates in the life science fields. Both of these institutions agreed that although technical skills could be taught based on employer protocols, an attention to detail and technical skill of basic machinery was essential.

The Digital table compound microscopes, digital scales, and bioreactors will allow our students to gain that basic knowledge of equipment used in the life sciences. This will start in 6th grade and progress through 9th grade and into their upper secondary education as they take more advanced life science elective courses. The professional development provided to teachers will allow them to integrate the communication and collaboration skills as students engage in phenomena based 5E units with the equipment.

The Neuromaker Biotechnology robotics kits will provide students with those desired skills of communication and collaboration as they move to design solutions and work together to engineer their final products. As deemed important by NIH, the students will also be exposed to the technology being used in the biomanufacturing and biotechnology fields.

What experience does the curriculum provider have partnering with schools serving high populations of underrepresented and economically disadvantaged youth?

Worcester Public Schools families include underserved students, English Language acquisition students, disadvantaged youth, and transitional adult populations. Target populations include all 9th grade students at North

High School and South High School, day Chapter 74 CVTE and afternoon Innovation Pathways high school students as well as middle school students at each of the 6 middle schools across the district. 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 faculty at the schools and programs mentioned above, who will be providing the curriculum, have continued in-house professional development and support in culturally responsive teaching practices, Universal Design for Learning, and creating equity through best practices. Each of these lenses provides opportunities for the involved faculty members to reflect on their own practices and collaborate with others across our diverse district.

Schools served through the program must be vocational technical high schools, public high schools and/or middle schools located in a Gateway City, or economically disadvantaged public schools as defined in the solicitation.

Are you planning to partner with additional schools not indicated in the table?

No

Will the curriculum or program be incorporated into core curriculum or an elective?

The curriculum and programming using the Digital Tablet Compound Microscopes, Bioreactors and high capacity digital scales will be incorporated into both the core curriculum and the life science programs/electives offered. The Neuromaker curriculum will be incorporated into an after school program that will enhance the core curriculum being provided at all 6 of our middle schools.

If incorporated, what resources will be available to the teachers to build into lesson plans?

In the afterschool program teachers will have access to 3 hours of professional development provided by BrainCo Neuromaker Curriculum Team and 3 hours of in-house training. Neuromaker also provides a research based, standard aligned curriculum. The Core curriculum Biology teachers will have access to our Worcester Public School Atlas curriculum resource center which houses our carefully curated and designed resources.

The equipment we propose to purchase including microscopes, scales, and bioreactors will be available to core content Biology students, Biotechnology elective students, and middle school students enrolled in an afterschool program or computer science course. As a result of the newly acquired equipment, elementary schools will also benefit by receiving the microscopes that have been replaced. These microscopes will then allow 6th grade teachers to implement standards based lessons utilizing the hands on science approach.

If the class is an elective, how will students be recruited to the class?

The Bioreactor will be located at Worcester Technical High School (WTHS) and will be accessed by WTHS students, Innovation Pathways students, as well as those enrolled in the North High School Biotechnology elective

class. Innovation Pathway students at each of the six comprehensive high schools will have the ability to apply to the Biotechnology/Life Science Program during their 9th grade year. All 9th grade students watch a recruitment video or presentation, receive a letter in their native language and are encouraged to attend an open house to learn about the programs offered. Those that apply to the Life Science program will enter a lottery to ensure equal representation from their sending schools. Subgroup populations are closely monitored to ensure the Innovation Pathways students mirror the demographics of the larger student population. The students pursuing the North High School elective, will be recruited from the core Biology class they take during their 9th grade year.

The BrainCo Neuromaker Biotechnology kits will be offered as either an afterschool program or within the computer science courses offered at our middle schools. Recruitment into the afterschool program will include general announcements and communication to all students and families in 7th and 8th grade through email, school announcements, and posters around campus. Then a more directed effort will be made through direct teacher communication to recruit girls and a culturally diverse population to become engaged and interested in the life sciences field.

If applicable, how does this curriculum support vertical alignment within the districts in which you are engaging?

We plan to invest in materials, community partners, and in-house resources that will engage students in a vertical pipeline leading to increased interest in the Life Sciences STEM fields. In the end, students will be able to engage in hands-on learning starting at 5th grade with VEX IQ, moving into 6th grade with microscope investigations, middle school biotechnology robotics, and finally 9th grade digital microscope and scale investigations all leading to increased interest in biotechnology courses that will utilize the bioreactors.

How many students, per school, are estimated to be served by the curriculum and access the new equipment?

North High School - Approximately 415 9th graders,
South High School - Approximately 400 9th graders,
Worcester Technical High School - 73 Chapter 74 Biotechnology students
Worcester East Middle School - Approximately 20 - 40 students
Burncoat Middle School - Approximately 20 - 40 students
Forest Grove Middle School - Approximately 20 - 40 students
Sullivan Middle School - Approximately 20 - 40 students
Claremont Academy - Approximately 10-20 students
University Park Campus School - Approximately 10-20 students
Innovation Pathways students representing all 6 comprehensive high schools - 15 students/year

Please describe the milestones for implementing this curriculum at schools.

The digital compound tablet microscopes and digital high capacity scales will be used immediately in the 2021-2022 school year at both North and South high school campuses. All 9th grade students at each of these campuses will have direct access to the proposed equipment.

The BrainCo Neuromaker Biotechnology kits will be made available immediately for the computer science

courses at the middle schools that offer the course. For the other middle schools, the after school program will begin in October and last for 24 weeks, ending sometime in late March or early April, depending on the school calendar.

The bioreactor, which will help to identify the design, test, and commercialization of modern biotechnologies will be used immediately for upperclassmen in the Biotechnology program at Worcester Technical High School as well as those enrolled in the elective course at North High School. This equipment will be used in the winter of 2022-2023 with the Innovation Pathways students as we are just enrolling students for the first year of this program and it is not until Year 2 that the bioreactor will be used as it relates to manufacturing curriculum.

Provide a detailed overview of the equipment, supplies, and/or technology needed to effectively implement the proposed curriculum. Demonstrate a sufficient need for the requested items and describe the value it would bring to delivering quality instruction and preparing students for placement in jobs within the life sciences sector.

We plan to purchase 90 Digital Tablet Compound Microscopes. The Fisher Science Education™ Digital Tablet Compound Microscope is a high resolution microscope with a detachable tablet and wireless capability that allows for easy viewing and sharing of specimens. Compared to the older equipment, this state of the art microscope will allow students to more easily share their findings and questions using the digital screen. These microscopes will also allow students to view specimens with greater clarity and precision. When using the new equipment, lab investigations will be more streamlined as the teacher will be able to view and assess the students work through the digital screen. Additionally the students will also gain that technical experience that employers in this career are looking for.

The next item we plan on purchasing is 50 OHAUS™ Scout™ SKX Portable Balances. The OHAUS balances from Fisher Scientific have Bluetooth capability, .001g readability, and 220g capacity that will allow for data sharing and analysis and higher precision. The portable balances will allow students and teachers to share data with their Chromebook applications faster, with more accuracy and with more precise data points, enabling higher order data analysis. When using the new equipment, lab investigations will be more accurate, precise and compatible with current classroom hardware and software.

At the Middle School level we plan to purchase 50 BrainCo Neuromaker Biotechnology Kits along with the 3 hours of PD provided by the organization. The BrainCo Neuromaker Biotechnology kit is a multi-grade compatible STEM solution that aligns MA state standards with project based learning. Alongside the programming and engineering components of the curriculum, the hardware includes an IR remote (inc.) STEM hand, gesture glove, and additional neuro-controlled sensors and accessories that connect with a wide world of biotech exploration, including commonly recognized STEM concepts into the growing world of Brain Machine Interface Technologies. Students and teachers will be directly impacted through the exploration and use of the state of the art technology and embedded design process that highlights communication, collaboration and industry technology skills.

A bioreactor is an apparatus for growing organisms (yeast, bacteria, or animal cells) under controlled conditions. The Bioreactors are used in industrial processes to produce pharmaceuticals, vaccines, or antibodies. Also used to convert raw materials into useful byproducts such as in the bioconversion of corn into ethanol. Bioreactors are vessels that have been designed and produced to provide an effective environment for enzymes or whole cells to transform biochemicals into products. In some cases, inactivation of cells or sterilization is carried out in the bioreactor such as in water treatment. Many different bioreactors and bioreactor applications are available including those for cell growth, enzyme production, biocatalysis, biosensors, food production, milk processing, extrusion, tissue engineering, algae production, protein synthesis, and anaerobic digestion (L.E. Erickson, in Comprehensive Biotechnology (Third Edition), 2019). The equipment purchased will allow students to learn that

the success of a bioprocess depends critically on good design and operation of the bioreactor, thereby increasing their technology skills identified as important by future employers.

Describe specific needs for professional development that will arise from the implementation of curriculum and the purchase of new equipment?

Professional development necessary for the compound digital microscopes will take place during regularly scheduled department meetings where a representative from the District Instructional Technology office will be available to troubleshoot any technology interface issues. The vertical alignment of passing the replaced microscopes into the elementary schools, will involve an in-house community effort where high school students and their teachers will go to the elementary schools to provide training on the use and care of the machines. The newly purchased scales will not need any professional development on use. Each of these pieces of equipment will have 4 1-hour dedicated after school professional development sessions. The 10 staff at both high schools receiving the equipment will be trained by 2 in house experts on the incorporation of the technology into the curriculum using the 5E model and phenomena based instructional model as the basis.

The BrainCo Neuromaker Curriculum Team will provide our instructors with 3 hours of professional development on the navigation, use and troubleshooting of the equipment. This session will be followed up by 3 1-hr sessions scheduled throughout the 1st year of implementation. These professional development sessions will focus on the 6 faculty members involved and the Science & Engineering Liaison sharing best practices in a collaborative setting to ensure longevity of the program.

Relevant professional development for instructors on good design and operation of the bioreactor will be implemented as well.

Which organization would be providing the professional development (if the provider is not the applicant)?

BrainCo Neuromaker Biotechnology kits would be providing the initial professional development opportunity for our middle school faculty members. All other professional development would be provided in-house by the Worcester Public Schools Science and Engineering Liaison, through the Office of Curriculum and Professional Learning and Office of Instructional Technology.

Multiple agencies are available to support the training of staff on the use of whatever specific bioreactor is purchased as well as continuing education through the instructional specialist in the Chapter 74 biotechnology program.

How will training be provided to teachers? Will the professional development occur in school, a non-school site, or remotely? Will appropriate lab safety measures be taken?

The professional development will be provided to teachers at a school site after school hours. All appropriate lab safety measures will be observed, including any COVID guidelines on gathering size and sharing of materials. If necessary, remote access will be available for all participants and presenters. The only during the school day training will be when high school students and teachers travel to the elementary schools to guide the use and care of the replaced microscopes.

In total how many teachers will receive professional development? Please indicate the number of teachers from each school.

Total number of teacher to receive PD = 20

North High School - 6

South High School - 5

Worcester Technical High School - 3

Forest Grove Middle School - 1

UPCS - 1

Claremont - 1

Sullivan Middle School - 1

Burncoat Middle School - 1

Worcester East Middle School - 1

Will the teachers receive professional development or graduate credit for the training? If so, list the number of points or credits.

No

What is the sustainability plan for teaching the curriculum at the schools? How will the curriculum remain in situations of teacher turnover?

Currently in Worcester Public Schools we have a curriculum repository accessible by all faculty members called Atlas. Within Atlas, we have links to our scope and sequence documents as well as internal and external curriculum resources. At the beginning of the year, the Office of Curriculum and Professional Learning hosts an "Atlas Week" which involves a social media campaign, in person events at every school in the district, and kick off events that introduce and refresh all teachers, coaches, and admin about the resources available. All appropriate components relevant to the proposal presented here will be included in this initiative. Beyond the curriculum repository, Worcester Public Schools also uses TeachPoint where faculty can sign up for and manage their professional development opportunities. Since COVID, all science offerings have been recorded, webinar style, so that participants can review or access the offerings if they were unable to come to the live event. This practice will carry on with any professional development opportunities offered through this proposal. Finally, Worcester Public Schools also utilizes the train the trainer model for our technology initiatives. This model will continue with one person being designated at each school to be the trainer for new teachers coming into their building.

Describe the extent to which the program is leveraging other funds to maintain presence of equipment at schools, including the schools' budget.

The equipment, materials, and supplies that we are requesting through this grant are enduring (i.e. not consumables) so that they should serve us well into the foreseeable future. Our building-based annual budgets will allow for equipment maintenance and repair and will allow purchase of consumable materials as needed. Our ongoing and frequent district teacher professional development will ensure that both old and new teachers have the ongoing support they need for success. Professional development is being provided by District staff knowledgeable in this subject area. These trainers are also willing to provide ongoing technical assistance if a teacher or administrator is having trouble with the equipment and its use with students. This greatly increases the sustainability of the project and the capacity of the school district, as it gives all teachers long term access to crucial technical information and skills. The direct impact that the materials will provide and the indirect impact of elementary school students receiving the replaced microscopes, will leverage the total impact of the proposal, exposing students to careers in Life Sciences at a younger age.

Please share metrics around the success of the organization or curriculum to this point. This could include job placement for graduates, increase in test scores, etc.

Based on the MCAS data referenced above, Worcester Public Schools has much room for growth across all grade levels. Our goal and expectation is that with continual improvement in equipment, technology, and pedagogy, we will engage more students in science and math instruction, and as a result the MCAS scores will show improvement and we will have more students interested in post-secondary pursuit of Life Science careers. Currently, our Chapter 74 Biotechnology program at Worcester Technical High School maximizes enrollment each year. The biotechnology program has graduated more than 160 students since the 2013SY.

Expanding access to the biotechnology shop equipment and exposure to life science career pathways and skills is the major motivation of expanding Innovation Pathways to include Life Sciences. Assuming this expansion is in line with the already established pathways in Worcester, we expect 70% of students to get work-based learning experience (internship or part-time job) and at least 50% of program graduates to pursue a post-secondary plan in the field of Biotechnology or Life Sciences.

Please indicate any accreditation, approvals, or awards the curriculum or organization currently has.

Worcester Public schools was approved for designation for a Life Science/Biotechnology program to begin in SY 2021-2022. The program that was awarded this distinction enrolls 15 students/year and will capitalize on the current resources in existence at Worcester Technical High School as well as some of the proposed equipment as outlined above.

Worcester Technical High School was awarded a blue ribbon school in 2013, an honor designated for national excellence in closing the achievement gap. The biotechnology program has developed

How will the success of the program be evaluated? What constitutes a success?

The proposed program will be evaluated using two main indicators of success. The first indicator is the number of students and teachers impacted by the exposure to state of the art equipment and hands-on learning experiences. A success in this indicator will be more students having exposure to the equipment throughout their 6th to 9th grade science coursework as measured by an annual survey. The second indicator is an increase in the

number of students who pursue coursework, after school experiences or other opportunities in a life science field. We will work with our school and district guidance offices to track our students into high school to determine the extent to which these students contribute to increased enrollment in high school STEM courses.

A secondary component that will constitute a success for this proposal involves teacher capacity and longevity in their school and district. We have had experience with previous MLSC funding in developing/growing a course in Biotechnology. If deemed successful, this proposed Biotechnology course elective will also be offered at more high schools throughout the district. Baseline will be the number of schools offering the program and the numbers of students taking the course in Year 1. Benchmarks will be taken in subsequent years.

In order to evaluate the effectiveness of the proposed course and the infusion of new equipment/technology, we will develop an end of year survey for students, teachers, and parents. The survey will quantify the number of "new" labs and activities that were used by individual teachers in each grade, the success they experienced and the challenges they continue to face. With that information, the leadership team can plan the PD for the upcoming school year. Additionally, we will survey students and parents to identify the impact our new curriculum and equipment has had on students. We will also correlate the use of new labs, activities, and equipment to standardized test scores (MCAS) which assess standards in Grades 6-8 and 9th grade Biology. Finally, we will work with our school and district guidance offices to track our students into high school to determine the extent to which these students contribute to increased enrollment in high school Life science elective courses.

What is the total cost of implementation?

\$247,048

What is the total ask of the MLSC?

\$188,548.02

If the MLSC grant will not cover the full amount needed, how will the budget difference be met? Have you already identified additional funding sources? If not, what is the plan to secure this funding?

WPS is offering a match of approximately 31 percent towards the investment that MLSC is making in equipment and professional development. The source of the match is the effort of each of the school principals. The total contribution is \$58,500 and this includes the principals' time estimated at .05FTE plus associated benefits. The source of this funding is tax levy dollars.

Upload letters from any partners committing to provide cash or in-kind support.

Massachusetts STEM Equipment and Professional Development Grant Application: Proposed Budget					
Applicant: Worcester Public Schools					
Partner School 1: North High School					
Curriculum/Program	Item	Item Details (additional info/description/links)	Item Quantity	Funding Source	Amount
	Fisher Science Education Compound Microscope	Fisher Science Education Compound Microscope	60	MLSC Equipment	\$ 55,080.00
	OHAUS SCout SKX Portable Balances	OHAUS SCout SKX Portable Balances	30	MLSC Equipment	\$ 8,910.00
	In house PD Provided by Office of Curriculum and Professional Development and Office of Instructional Technology	In house PD Provided by Office of Curriculum and Professional Development and Office of Instructional Technology	1	MLSC PD	\$ 920.00
	Indirect costs on professional development	At agreed upon rates by City of Worcester	1	MLSC PD	\$ 19.00
					\$ 64,929.00
Partner School 2: South High School					
Curriculum/Program	Item	Item Details (additional info/description/links)	Item Quantity	Funding Source	Amount
	Fisher Science Education Compound Microscope	Fisher Science Education Compound Microscope	60	MLSC Equipment	\$ 55,080.00
	OHAUS SCout SKX Portable Balances	OHAUS SCout SKX Portable Balances	20	MLSC Equipment	\$ 5,940.00
	In house PD Provided by Office of Curriculum and Professional Development and Office of Instructional Technology	In house PD Provided by Office of Curriculum and Professional Development and Office of Instructional Technology	1	MLSC PD	\$ 920.00
	Indirect costs on professional development	At agreed upon rates by City of Worcester	1	MLSC PD	\$ 19.00
					\$ 61,959.00
Partner School 3: Worcester Technical High School					
Curriculum/Program	Item	Item Details (additional info/description/links)	Item Quantity	Funding Source	Amount
	Bioreactor	Configurable BioFlo 320 System, 3L system	1	MLSC Equipment	\$ 37,426.02
	Indirect costs on purchased equipment	At agreed upon rates by City of Worcester	1	MLSC Equipment	\$ 764.00
					\$ 38,190.02
Partner School 4: Forest Grove Middle School					
Curriculum/Program	Item	Item Details (additional info/description/links)	Item Quantity	Funding Source	Amount
BrainCo Neuromaker	BrainCo Neuromaker Biotechnology Kits	BrainCo Neuromaker Kits	10	MLSC Equipment	\$ 4,000.00
BrainCo Neuromaker	BrainCo Neuromaker Biotechnology Provided PD	PD Provided by BrainCo - 3 hours	1	MLSC PD	\$ 250.00
	In house PD Provided by Office of Curriculum and	In house PD Provided by Office of Curriculum and	1	MLSC PD	\$ 250.00
	Indirect costs on professional development	At agreed upon rates by City of Worcester	1	MLSC PD	\$ 10.00
	Indirect costs on purchased equipment	At agreed upon rates by City of Worcester	1	MLSC Equipment	\$ 82.00
					\$ 4,592.00
Partner School 5: Burncoat Middle School					
Curriculum/Program	Item	Item Details (additional info/description/links)	Item Quantity	Funding Source	Amount
BrainCo Neuromaker	BrainCo Neuromaker Biotechnology Kits	BrainCo Neuromaker Kits	10	MLSC Equipment	\$ 4,000.00
BrainCo Neuromaker	BrainCo Neuromaker Biotechnology Provided PD	PD Provided by BrainCo - 3 hours	1	MLSC PD	\$ 250.00
	In house PD Provided by Office of Curriculum and	In house PD Provided by Office of Curriculum and	1	MLSC PD	\$ 250.00
	Indirect costs on professional development	At agreed upon rates by City of Worcester	1	MLSC PD	\$ 10.00
	Indirect costs on purchased equipment	At agreed upon rates by City of Worcester	1	MLSC Equipment	\$ 82.00
					\$ 4,592.00

Partner School 6: Worcester East Middle School					
Curriculum/Program	Item	Item Details (additional info/description/links)	Item Quantity	Funding Source	Amount
BrainCo Neuromaker	BrainCo Neuromaker Biotechnology Kits	Purchase PD and curriculum	10	MLSC Equipment	\$ 4,000.00
BrainCo Neuromaker	BrainCo Neuromaker Biotechnology Provided PD	PD Provided by BrainCo - 3 hours	1	MLSC PD	\$ 250.00
	In house PD Provided by Office of Curriculum and	In house PD Provided by Office of Curriculum and	1	MLSC PD	\$ 250.00
	Indirect costs on professional development	At agreed upon rates by City of Worcester	1	MLSC PD	\$ 10.00
	Indirect costs on purchased equipment	At agreed upon rates by City of Worcester	1	MLSC Equipment	\$ 82.00
					\$ 4,592.00
Partner School 7: Sullivan Middle School					
Curriculum/Program	Item	Item Details (additional info/description/links)	Item Quantity	Funding Source	Amount
BrainCo Neuromaker	BrainCo Neuromaker Biotechnology Kits	Purchase PD and curriculum	10	MLSC Equipment	\$ 4,000.00
BrainCo Neuromaker	BrainCo Neuromaker Biotechnology Provided PD	PD Provided by BrainCo - 3 hours	1	MLSC PD	\$ 250.00
	In house PD Provided by Office of Curriculum and	In house PD Provided by Office of Curriculum and	1	MLSC PD	\$ 250.00
	Indirect costs on professional development	At agreed upon rates by City of Worcester	1	MLSC PD	\$ 10.00
	Indirect costs on purchased equipment	At agreed upon rates by City of Worcester	1	MLSC Equipment	\$ 82.00
					\$ 4,592.00
Partner School 8: Claremont Academy					
Curriculum/Program	Item	Item Details (additional info/description/links)	Item Quantity	Funding Source	Amount
BrainCo Neuromaker	BrainCo Neuromaker Biotechnology Kits	Purchase PD and curriculum	5	MLSC Equipment	\$ 2,000.00
BrainCo Neuromaker	BrainCo Neuromaker Biotechnology Provided PD	PD Provided by BrainCo - 3 hours	1	MLSC PD	\$ 250.00
	In house PD Provided by Office of Curriculum and	In house PD Provided by Office of Curriculum and	1	MLSC PD	\$ 250.00
	Indirect costs on professional development	At agreed upon rates by City of Worcester	1	MLSC PD	\$ 10.00
	Indirect costs on purchased equipment	At agreed upon rates by City of Worcester	1	MLSC Equipment	\$ 41.00
					\$ 2,551.00
Partner School 9: University Park Campus School					
Curriculum/Program	Item	Item Details (additional info/description/links)	Item Quantity	Funding Source	Amount
BrainCo Neuromaker	BrainCo Neuromaker Biotechnology Kits	Purchase PD and curriculum	5	MLSC Equipment	\$ 2,000.00
BrainCo Neuromaker	BrainCo Neuromaker Biotechnology Provided PD	PD Provided by BrainCo - 3 hours	1	MLSC PD	\$ 250.00
	In house PD Provided by Office of Curriculum and	In house PD Provided by Office of Curriculum and	1	MLSC PD	\$ 250.00
	Indirect costs on professional development	At agreed upon rates by City of Worcester	1	MLSC PD	\$ 10.00
	Indirect costs on purchased equipment	At agreed upon rates by City of Worcester	1	MLSC Equipment	\$ 41.00
					\$ 2,551.00

X. GENERAL BUSINESS
Mayor Petty
(July 13, 2021)

ITEM - gb #1-189
S.C. MEETING - 7-22-21

ITEM:

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

PRIOR ACTION:

BACKUP:

Annex A (55 pages) contains a copy of the Worcester Teacher Pipeline: Recommendations for Diversifying and Retaining Teachers of Color-A Comprehensive Proposal Report.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Administration.



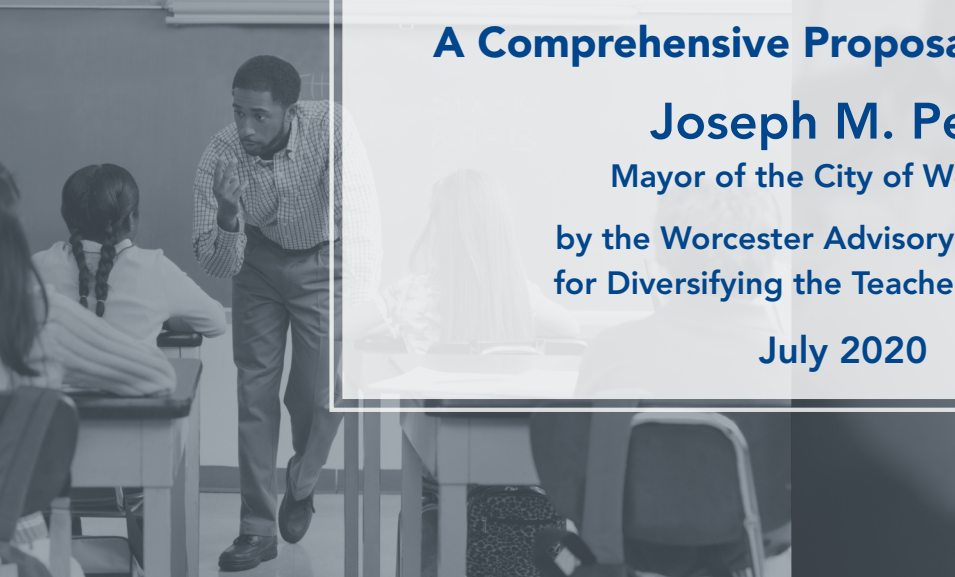
**Worcester Teacher Pipeline:
Recommendations for Diversifying
and Retaining Teachers of Color**

A Comprehensive Proposal Presented to

Joseph M. Petty
Mayor of the City of Worcester

by the Worcester Advisory Committee
for Diversifying the Teacher Workforce

July 2020



Acknowledgments

This committee was formed by Barry M. Maloney, President of Worcester State University, in response to a concern raised by Mayor Joseph M. Petty, who requested a proposal to recruit, train, and retain teachers of color for service in the Worcester Public Schools (WPS). From the larger committee, subcommittees were formed to focus on seven areas identified as crucial to the plan to change the racial composition of the teaching force in WPS.

President Maloney wishes to thank all those who participated in this important initiative, both the committee members, below, and all subcommittee participants.

Viviana Abreu-Hernandez, Associate Vice President for External Affairs, Quinsigamond Community College, vabreu@qcc.mass.edu, Cultural Responsiveness Subcommittee

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Francesco Cesareo, President, Assumption College, fcesareo@assumption.edu, Mentoring and Retention Subcommittee

Jennifer Davis Carey, Executive Director, Worcester Education Collaborative, jdaviscarey@wecollaborative.org, Chair, Teacher Residency Subcommittee and Chair, Funding and Scholarships Subcommittee

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Joseph M. Petty, Mayor, City of Worcester, mayor@worcesterma.gov

Hilda Ramirez, Executive Director, Latino Education Institute at Worcester State University, hramirez@worcester.edu, Funding and Scholarships Subcommittee

Bernard Reese, Mathematics Instructor, Office of Multicultural Affairs, Worcester State University, breese@worcester.edu, Mentoring and Retention Subcommittee

Mary Lou Retelle, President, Ana Maria College, mretelle@annamaria.edu, Recruiting Subcommittee

Sean Rose, District 1 City Councilor, City of Worcester, roses@worcesterma.gov, Cultural Responsiveness Subcommittee

Todd Stewart, Superintendent Fellow, Worcester Public Schools, StewartT@worcesterMA.gov

Greg Weiner, Provost and Academic Vice President, Assumption College, gs.weiner@assumption.edu, Chair, Mentoring and Retention Subcommittee

The subcommittees were comprised of the following participants:

Recruiting Subcommittee

Thomas Del Prete, Subcommittee Chair, Professor and Director of the Adam Institute for Urban Teaching and School Practice (Clark University); Shay Edmond, Coordinator of School Redesign and Innovation Schools (MA DESE); Robert Layne, Assistant Dean for Outreach Programs (UMass Medical School); Allison Little, Assistant Commissioner, P-16 Alignment and Outreach and Principal Investigator, MassTeach (MA DHE); Stacey Luster, Assistant Vice President for Human Resources, Payroll, Affirmative Action, and Equal Opportunity (WSU)

MTEL Preparation and Advising Subcommittee

Raynold M. Lewis, Subcommittee Chair and Point Person for the Teacher Pipeline Committee, Associate Dean of Education (WSU); Greg Mullaney, Professor of Early Childhood (QCC); Linda Larrivee, Dean of Education, Health, and Natural Sciences (WSU); Sue Foo, Professor and Coordinator of the Moderate Disabilities Graduate Program (WSU); Rachel Wright, Elementary Education program student (WSU); Catherine Jreije, WSU alumna and Elementary Teacher (WPS); and Edgar Moros, Director of the Intensive English Language Institute (WSU)

Teacher Residency Subcommittee

Jennifer Davis Carey, Subcommittee Chair, Executive Director (Worcester Education Collaborative); Thomas Del Prete, Professor and Director of the Adam Institute for Urban Teaching and School Practice (Clark University); Jennifer Boulais, Chief Human Resources Officer (WPS); Hannah Weinsaft, Clark University alumna and Teacher (WPS); Raynold M. Lewis, Associate Dean of Education (WSU); Sue Foo, Professor and Coordinator of the Moderate Disabilities Graduate Program (WSU)

Mentoring and Retention Subcommittee

Greg Weiner, Subcommittee Chair, Provost (Assumption College); Francesco Cesareo, President (Assumption College); Mary Ellen Mahoney, Dean of the School of Graduate and Professional Studies (Becker College); Ericka Fisher, Professor (Holy Cross); Bernard Reese, Mathematics Instructor, Office of Multicultural Affairs (WSU)

Funding and Scholarships Subcommittee

Jennifer Davis Carey, Subcommittee Chair, Executive Director (Worcester Educational Collaborative); Hilda Ramirez, Executive Director (Latino Education Institute at WSU)

Cultural Responsiveness Subcommittee

Mary Jo Marion, Subcommittee Chair, Assistant Vice President of Urban Affairs (WSU); Molly McCullough, Member, Worcester School Committee; Sean M. Rose, Worcester District 1 City Councilor

Internships and Employment Subcommittee

Jennifer Boulais, Subcommittee Co-Chair, Chief Human Resources Officer (WPS); Roger Nugent, Subcommittee Co-Chair, President (Educational Association of Worcester); Stacey Luster, Assistant Vice President for Human Resources, Payroll, Affirmative Action, and Equal Opportunity (WSU); Alex Guardiola, Director of Government Affairs and Public Policy (Worcester Regional Chamber of Commerce)

Ex Officio Members: Barry M. Maloney, President (WSU); Luis Pedraja, President (QCC); Maureen Binienda, Superintendent (WPS); Patrick Hare, Staff Associate and Assistant for Government and Community Affairs, President's Office (WSU); Bernard Reese, Mathematics Instructor, Office of Multicultural Affairs (WSU)

Editing support from Renae Lias Claffey, RLC Communications, Renae.Claffey@gmail.com and Nancy Sheehan, President's Office, Worcester State University

Background

This committee was formed by Worcester State University President Maloney in response to a request from Joseph Petty, Mayor of the City of Worcester, to develop a proposal that will diversify the teacher pool in the Worcester Public Schools (WPS). Educators and leaders from various institutions in the city were invited to join in the discussion and the development of a proposal that could bring more teachers of color into Worcester's teacher workforce. The charge was to propose a bold, actionable plan that could address and remove barriers to strengthening the teacher diversity pool in the WPS workforce. The first meeting was held on August 28, 2019, at Worcester State University. Mayor Petty provided a rationale for the request and thanked all those who volunteered their time and support in the development of the proposal. Subsequent meetings were held on September 26, 2019; November 7, 2019; December 5, 2019; January 9, 2020; and February 28, 2020.

Executive Summary Recommendations

Recruitment

Teacher diversity is an immediate and pressing priority, and therefore recruitment must have both a short-term focus and long-term vision. Tools for achieving an increase in diversity include the renewal and development of recruitment pipeline – both home-grown pipelines and networks that connect Worcester to potential recruits from throughout the state and region. Actions include: (a) Make information on Worcester pathways to and through teaching more visible, widely available, and accessible; (b) Plan and hold an annual city-wide recruitment event; (c) Establish a regional as well as local recruitment network; (d) Identify and provide multiple recruitment incentives; (e) Refocus recruitment, hiring, retention, and feedback practices on diversity; (f) Institutionalize a Teacher Diversity advisory process that bridges schools,

community, and governing structures; and (g) Involve the Chief Diversity Officer for the district in the recruitment process.

MTEL Support and Advising

According to the brief titled “[Racial Diversity in the Teacher Pipeline: Evidence from Massachusetts](#),” the Massachusetts teacher workforce’s lack of diversity largely stems from early stages of the teacher development pipeline. The brief suggests that a stronger focus on diversifying the initial pool of licensure exam takers and improving pass rates on the exam might result in teachers from more diverse background entering the workforce. The following recommendations are among those proposed by the subcommittee: (a) Reading and Writing MTEL must be completed by the end of freshmen year, and subsequent MTEs must be scheduled into student’s Program of Study so that all MTEs must be completed one semester prior to the initiation of student teaching; (b) Students with demonstrated financial need will receive vouchers for the MTEs after documented evidence of successful coursework preparation; and (c) Each student will be assigned an advisor who understands the role of advising students of color and who will meet with him/her on a regular basis to assess program progress and other concerns that impact the student’s persistence.

Teacher Residency: A Worcester Teacher Residence Collaborative Model

The subcommittee recommends the following: (a) WPS will work with partners to identify training sites that are enthusiastic about hosting and committing to a resident and that will clearly identify roles, responsibilities, and the allocation of resources at each site; (b) The district will coordinate with university partners in identifying teacher mentors—educators with a solid track record of both positive student achievement and sound family and community outreach skills. In addition, the district will define clear roles, responsibilities, and, as contractually allowed, forms of compensation for mentors, and align final selection criteria with overall residency goals; and (c) The partners, universities, district, and community members will work to identify, recruit, select, and retain residents. To assure a broad and diverse range of candidates, programs and agencies will be identified as partners, and may include the Breakthrough Collaborative, City Year, College and Career Centers, etc. The program will also assure that residents have clearly defined, consistent roles and responsibilities for the duration of the program.

Mentoring and Retention

When students of color attend schools with faculty of diverse backgrounds, they reap benefits, such as higher test scores and higher graduation rates. To achieve and sustain diversity among faculty, the recruitment, mentoring, and retaining of talented faculty of diverse backgrounds is paramount. All stakeholders within the district and state must work collaboratively in order to successfully complete the process of diversifying the teaching workforce, from recruitment to retention. The subcommittee proposes the following recommendations: (a) Develop a mentoring program that extends over the first three years of the teacher’s career that pairs up the teacher of color with experienced teachers of color from across the district or outside the district; (b) Examine the current induction practices used by WPS to ensure that best practices for induction programs are utilized; (c) Placement of new teachers of color should not be in schools that are

known for academic deficiencies or disciplinary problems. Placement should be in schools where these teachers can succeed; (d) Bring together on a monthly basis all new teachers of color from across the district to share mutual issues of concern as well as practices their colleagues have used that have been beneficial and empowering strategies to employ in dealing with school administrators and other staff; (e) The principals of the school where the new teacher of color is placed should meet once a month with the teacher to check in with him/her, offering support and constructive assistance when necessary – a “How are you doing?” check in; (f) Explore partnerships with local higher education institutions to provide scholarships for teachers of color so they may more easily earn a graduate degree, after completing three years of full-time teaching in the district; (g) Provide Critical Professional Development outside of formal teacher education and school-based professional development; (h) Fund high retention pathways to teaching via loan forgiveness, service scholarships; (i) Develop articulation agreements between community colleges and teacher preparation colleges/universities; and (j) Consider earlier hiring timelines for prospective teachers.

Funding and Scholarships

Across the country, public school districts are facing severe shortages of teachers. Those shortages have reached critical levels in mathematics, science, special education, career and technical education, and in bi-lingual education and high-needs schools. In several states, legislation has been recently enacted to attract teachers to high-needs schools and subjects. The subcommittee recommends the following: (a) Secure federal entitlement programs; (b) Invest in an innovation fund to support local education agencies and non-profit organizations in partnership with LEAs or a consortium of schools; and (c) Explore private foundations and seek specific funding for teacher residency programs.

Cultural Responsiveness

The subcommittee also specifically addressed Culturally Responsive Pedagogy (CRP) among current teachers in the WPS as it pertains to creating a climate of understanding among teachers, administrators and students. Teacher Preparation Programs that are preparing teachers to work in the WPS are called upon to include CRP in the curriculum.

Recommendations for WPS: (a) Evaluate core curricula offerings to measure the extent materials represent students of different backgrounds; (b) Use an equity lens to assure selection of curricula are diverse in thought and representation; (c) Increase asset-based approaches that utilize student funds of knowledge, language and culture, multiple intelligences and outside resources to provide diverse tools, strategies, and role models; (d) Culturally responsive outreach to and substantive involvement of families from all groups.

Recommendations for teacher prep programs, the subcommittee recommends the following: (a) Link with national associations for faculty representing diverse communities to increase faculty diversity; (b) Devise strategies that leverage new portfolio-based licensing assessments from DESE to increase students of color entering the workforce; (c) Smoothen the pipeline for transfer students from community colleges entering teacher preparation programs at four-year institutions; (d) Proactively work on strategies to reduce attrition rates for students of color due

in part to the length of non-paid practicums; and (e) Bring to scale current programs and initiatives designed to attract urban students to become teachers.

Internships and Employment

The focus of the subcommittee was on students at the high school or college level who may be interested in a career in public education. The committee recognized that the district currently has multiple programs/partnerships to encourage talented students to enter public education or to encourage talented teachers to advance their careers in public education administration. The subcommittee sees opportunities to build upon and augment these programs and recommends the following: (a) Establish an education pathway as part of the district's early college program which allows qualified students to earn up to 12 credits while still in high school through QCC and WSU; (b) Establish a tracking system to allow the district to follow WPS graduates participating in the Future Teachers Club or the early college pathway; (c) Explore reimagining the student teaching experience from a solo venture to a cohort one; (d) Develop a team dedicated to identifying and supporting applicants of color; (e) Offer short-term summer internships with a nominal stipend to allow students to experience the teaching profession; and (f) Provide release time during the program for participants in the WPS-WSU administrative cohort so they can complete internships.

Subcommittee Reports

Recruitment Subcommittee

Teacher diversity has been recognized for decades as an important factor in ensuring equity and quality in public education, particularly in population centers where the disparity between teacher and student diversity is high. Recent studies point to the positive impact of teacher diversity in raising teacher expectations, lowering suspension rates (proportionately higher for students of color), and increasing educational attainment, including high school graduation and college enrollment rates. Change in the teaching profession has been more incremental than transformative, however, and meeting the challenge of increasing teacher diversity in Worcester, as elsewhere, will depend on a concerted and multifaceted effort.

Subcommittee recommendations:

1. **Teacher recruitment must have both a short-term focus and long-term vision.** Tools for achieving an increase in diversity include the renewal and development of recruitment pipelines.
2. **Success in recruitment depends on efforts to welcome, embrace, and support educators of color,** not only within the WPS and University teacher education programs, but also in the community.
3. **The rewards of teaching in Worcester's diverse community need to be clear** to prospective teachers with testimonials, podcasts, and public events all playing a role in highlighting the career path and pension of teachers in Worcester.
 - Financial as well as programmatic access and incentives such as loan relief and stipends need to be considered and provided.
 - Assurances of priority hiring of qualified applicants will be important in drawing in new recruits, as will a hiring process which has specific guidelines to ensure equity and support diversity and inclusion.
 - A permanent advisory committee representative of the district community can play an important role in giving feedback to the work of building a culture of diversity and recruitment that unites the schools and community.

Teacher Recruitment	
Recommended Action Steps	Key Progress Indicators
<p>1. Make information on Worcester pathways to and through teaching more visible, widely available, and accessible.</p> <ul style="list-style-type: none"> • Create an easily accessible database of the multiple paths to teacher licensure in Worcester. (This could be located/housed at Worcester.gov or WorcesterSchools.net, with short descriptions, contact information, and links to area programs, DESE, any podcasts, etc.) Include: <ul style="list-style-type: none"> ○ Individual college’s undergraduate and graduate programs; ○ District IA pathway(s) with Worcester State University; and ○ Worcester Residency models. • Identify pathways for specific groups, including: high school students, college students, post-baccalaureate prospects, paraprofessionals, and mid-career professionals. (See Worcester Teacher Pathway “map” below as an example.) • Include any teacher diversity incentives (hiring, financial support, etc.). • Include info on what a teaching career trajectory could look like—possible teacher leadership roles, continuing education opportunities at Worcester colleges, state pension, etc. • Develop a pamphlet or poster for distribution throughout the city. • Gather and include testimonies from current Worcester educators of color and students. • Address questions such as: Why teaching? Why teach in Worcester? What do teachers, students, and community members say? 	<ul style="list-style-type: none"> • Information on pathways to teaching in Worcester is collected, consolidated, and readily available on multiple web sites and locations (e.g., WPS, community agencies, Worcester.gov). • Information on the opportunity, incentives, and rewards of teaching in Worcester, with personal testimonies and expressions of support from the community, is included with information on pathways to teaching.
<p>2. Plan and hold an annual city-wide recruitment event that:</p> <ul style="list-style-type: none"> • Is co-hosted by community ethnic groups, colleges, and WPS, including educators of color (e.g., a Saturday morning, 9-12) 	<ul style="list-style-type: none"> • A city-wide event is planned and implemented by the end of the 2020-21 school year and annually thereafter.

<ul style="list-style-type: none"> • Includes opportunities for teacher prospects to talk with current Worcester educators of color (and educator of color affinity groups if they are formed) • Offers tables by college/program pathway (e.g., teacher residency) • Invite those from within and outside of Worcester • Potentially includes separate, concurrent sessions for Worcester high school students, college students, post-baccalaureate prospects, paraprofessionals, mid-career and • Enlists support of EAW. 	<ul style="list-style-type: none"> • The number of teacher candidates of color in all of the pathways to teaching increase each year over the next five years.
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<p>Teacher Residency students—see Teacher Residency report included with this document).</p> <ul style="list-style-type: none"> ○ Advertise Public Service Loan Forgiveness programs. ○ Provide stipends for mid-career students (to cover some costs during student teaching) who commit to teaching in Worcester for at least two years. ● Hiring incentive: <ul style="list-style-type: none"> ○ To the extent possible, guarantee positions (or priority hiring) for teacher candidates of color who enroll in and successfully complete the Teacher Residency program and other programs with a clear urban/Worcester focus. ● Highlight any teacher diversity recruiting incentives identified by local higher education institutions. <ul style="list-style-type: none"> ○ Host a meeting for teacher candidates of color across institutions to discuss teaching in Worcester with Worcester teachers of color, WPS Human Resources office, and the Chief Diversity Officer. 	<p>specific to individual pathways/programs.</p> <ul style="list-style-type: none"> ● The possibility of a scholarship, AmeriCorps, or similar program for those who are in the residency model is explored and reported on through the office of the Chief Diversity Officer and/or a participating non-profit agency by the end of 2020-21. ● A meeting for teacher candidates of color in Worcester pathways to teaching is established by 2020-21 and held annually.
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<ul style="list-style-type: none"> • Institutionalize the focus on diversity, inclusion, and equity in hiring process throughout system. <ul style="list-style-type: none"> ○ Establish a diversity and inclusion advocate as part of the hiring processes at the school and district level (someone with responsibility for ensuring equity in opportunity throughout the process). ○ Establish guidelines for representation of underrepresented groups in the hiring process. ○ Establish training for diversity and inclusion advocates and for those who otherwise have key coordinating and decision-making roles in the process, with attention to race equity. • Include training on race equity and cultural responsiveness in new hire orientation. 	<ul style="list-style-type: none"> • Hiring committees at the school and district level include a designated and trained diversity and inclusion advocate.
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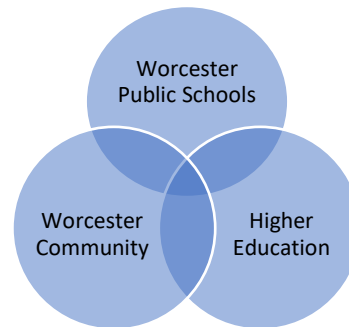
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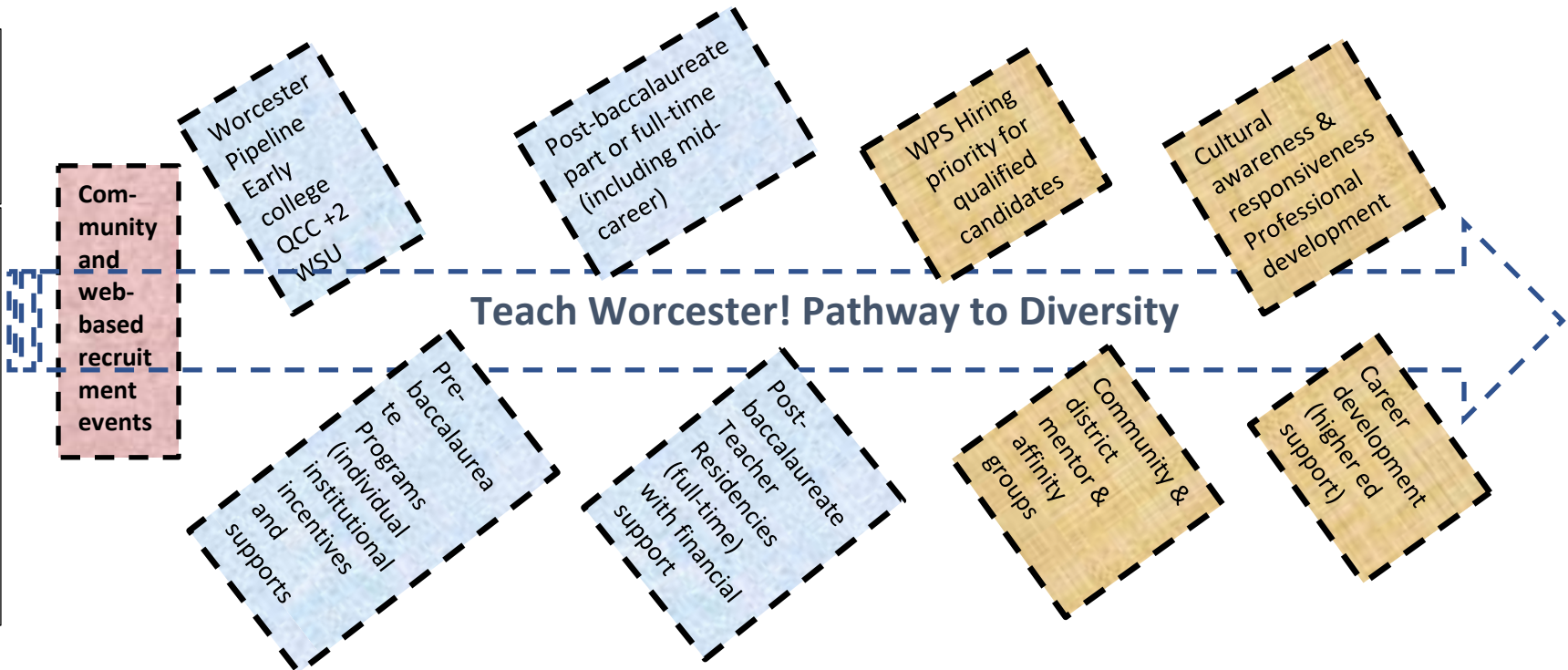
Teach Worcester! Pathway to Diversity



Intentional
Commitment
Priority
Visible
Accessible

WPS D&I
Community
groups
Worcester.gov
Higher Ed

Perhaps form a
recruitment
forum from
these groups
that meets 1-2
times year



MTEL Preparation and Advising Subcommittee

The subcommittee used the existing pipeline to develop an MTEL and advising support system for students of color. According to the brief, entitled “[Racial Diversity in the Teacher Pipeline: Evidence from Massachusetts](#),” the Massachusetts teacher workforce lack of diversity largely stems from early stages of the teacher development pipeline and suggests that a stronger focus on diversifying the initial pool of licensure exam takers and improving pass rates on the exam might decrease this gap. This paper shows that licensure exam takers and passers are substantially less diverse than the college-enrolled population, but among those who pass the exam there are few racial differences in rates of initial teaching employment or retention (Edwin Analytics Data).

The Summer Bridge Program

One of the primary gatekeepers preventing “students of color” who are on the path to become educators is the MTEL. A solution to this problem may be having students take the MTELEs earlier in their program. Building on recruiting efforts among high school students, a summer bridge program between high school and students’ freshman year in college, potential teachers of color will:

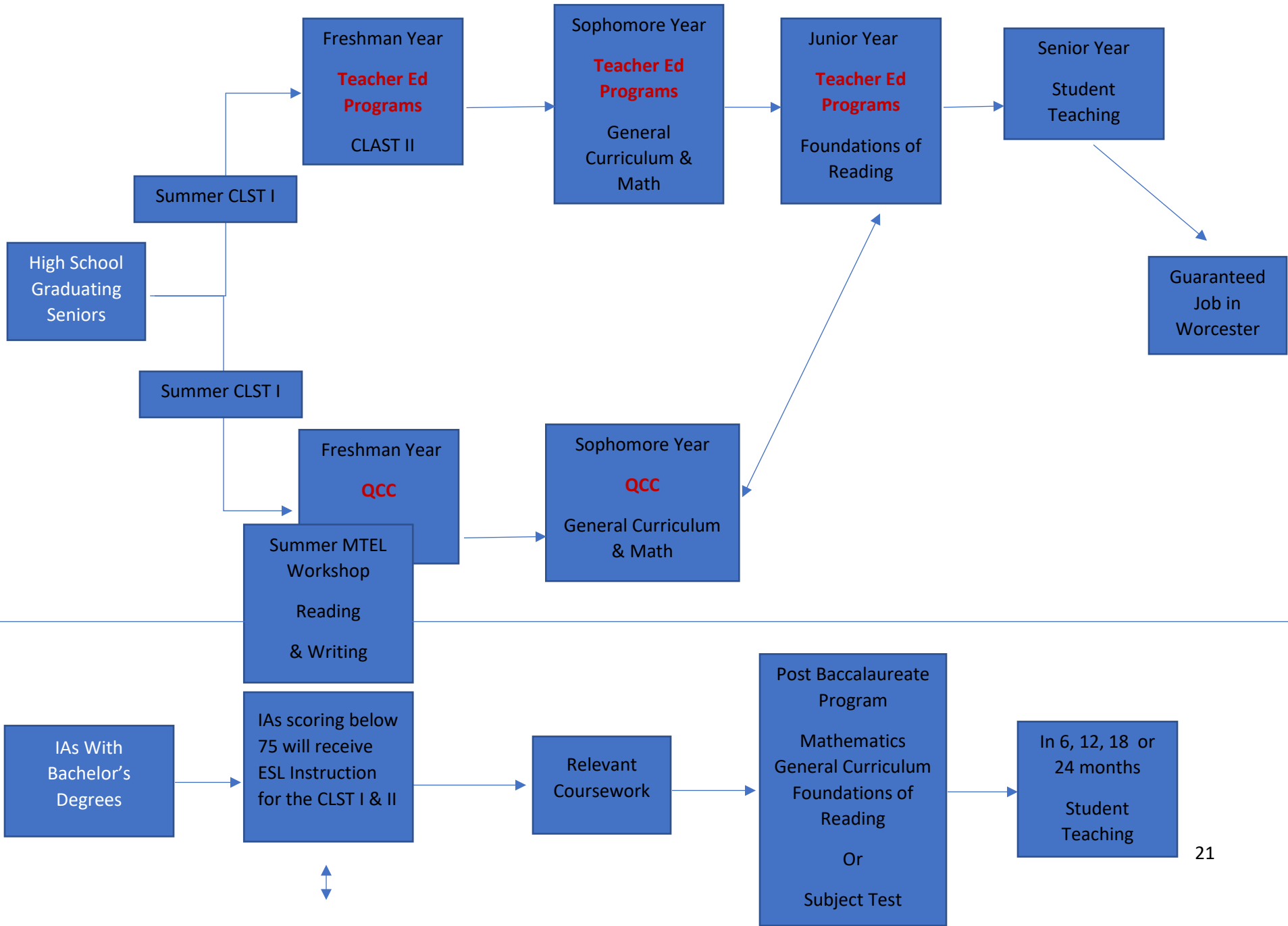
- Enroll in summer MTEL workshops in reading and writing;
- Be assigned an advisor who will guide them through the process of signing up on ELAR and receiving their Massachusetts Education Personal ID (MEPID) number, along with creating a profile on the MTEL Pearson site where they will register for all tests;
- Intern in an educational setting while receiving a stipend for their work;
- Receive free vouchers for these licensure exams (Reading \$76 and Writing \$85); and
- Participate in a summer MTEL workshop to prepare for taking the first test by July 31 and the second test by December of that same year.

A cohort model would provide peer support for students attending QCC and other four-year teacher preparation organizations in the city. Mentors/advisors at these institutions could collaborate and participate in jointly held events to deepen students’ interest and support for teacher education. Currently, QCC utilizes a tutor in the classroom to assist English language learners and students of color to become more competent in English. This is a paid peer tutoring model that works in the QCC context. This model could be replicated at other institutions. Worcester State University utilizes graduate assistants to provide a similar service to students on an ongoing basis.

Spring MTEL Preparation

By May of the first year at QCC or one of the educator preparation programs (WSU, Assumption, Anna Maria, etc.), students should have passed both MTELEs in Reading and Writing. During the second year (preferably summer), a workshop on general curriculum could be offered for those seeking elementary and early childhood licensure (Figure 1). This workshop should be comprehensive by assessing students’ areas for improvement and addressing them as a whole or individually. WSU conducted a curriculum for general curriculum workshop in fall 2019 with an 80 percent pass rate among instructional assistants.

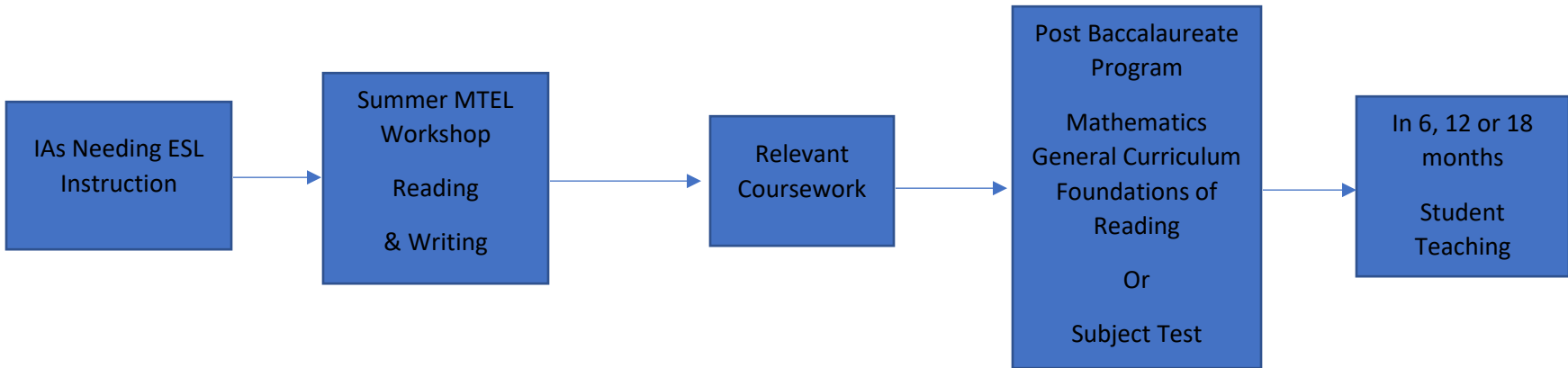
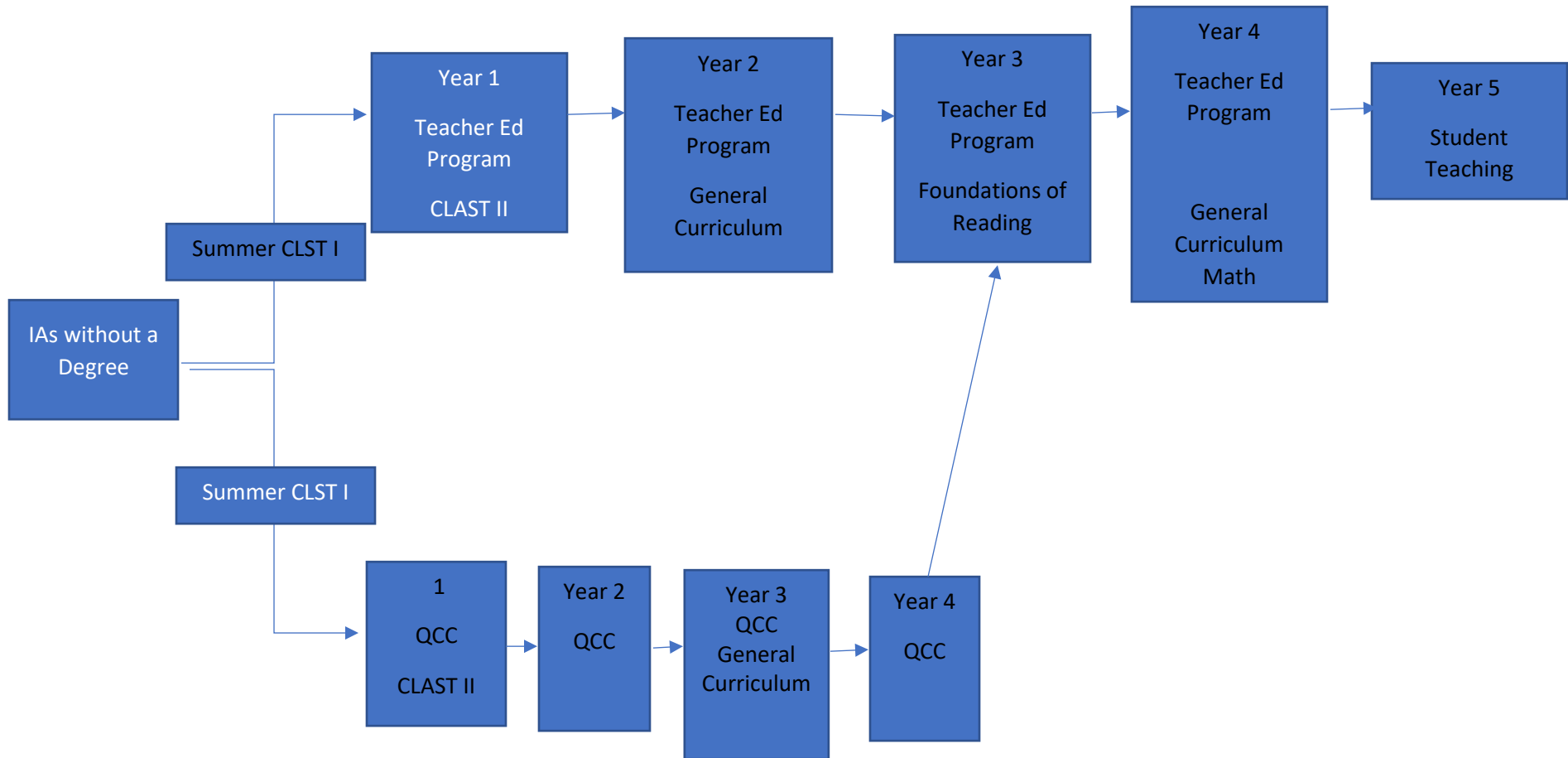
Figure 1



Instructional Aids in WPS

Worcester Public Schools employs approximately 600 instructional aids. Among this group is a large population of teachers from diverse backgrounds who possess a bachelor's degree and can qualify for the post-baccalaureate program option. Currently, four WPS IAs are student teaching after completing coursework in Moderate Disabilities (MOD), and all five MTELs during summer and fall 2019. These IAs will have their license in MOD by June 2020, and one in biology at the Secondary Level. This model is sustainable for IAs with a bachelor's degree who pass the CLST (Figure 2). This process has been shown to work well and we propose that it continues for transitioning IAs to holders of an initial license. However, among this population will be IAs who need additional assistance to pass the CLST due to the fact that English is not their native language.

Figure 2



English Language Learners

Among the recruits who desire to become teachers is a population of paraprofessionals who struggle with passing the MTELEs because of some unique linguistic difficulties. The pass rate among IAs whose native language is not English indicated the need for strong additional supports to address deficiencies in both the Writing and Reading. These students should be assessed to determine whether they will benefit from the services offered by the Institute for English Language Instruction (IELI) at Worcester State University. Students who score below the cut score could receive one-and-one instruction by a competent ESL instructor and in addition could receive the appropriate preparation for the MTELEs tailored to remedy their particular challenges. For those students among this group who possess a bachelor's degree, after passing the CLST they could pursue the MOD or another initial licensure track.

Students with a Few College Credits

IAs with few college credits could participate in MTEL workshops. Once they are successful on the Reading and Writing MTEL, they can proceed at their own pace after applying to an evening program in elementary or middle/secondary. It will take these students a number of years to obtain an initial license since at most colleges/universities, five courses are offered every year. Institutions should be ready to modify their programs and schedule courses and delivery models that are sensitive to IAs instructional experience and time constraints.

Transfer Students

Worcester State University and QCC have had a longstanding academic partnership. Students pursuing a bachelor's degree in Early Childhood Education and Elementary Education transfer into WSU degree programs. It is expected that transfer students would have taken and passed the Reading and Writing MTEL along with the Early Childhood subject test. The remaining test Foundations of Reading could be taken while at the four-year institution. Students in the General Education transfer option should transfer to a four-year institution once they take and pass the Reading and Writing and the Foundations of Reading MTELEs (see Figure 1).

MTEL Support & Advising

Advising is a critical component if students are to persist, navigate the institutional systems, and surmount the many programmatic hurdles. Biswas (2019) stated, "The work of advising and mentoring is critical to recruit and retain a diverse student (and faculty) population at any institution of higher education and, much more important, to ensure that minority students thrive and leave with the life skills to succeed after college." The model of the Dual Enrollment High School students has provided a framework for mentoring/advising and support that works for students, and will contribute to timely passing of their MTELEs.

One of the areas where students need support is in funding their MTELEs. The reading MTEL (\$76), writing MTEL (\$85), general curriculum multi-subject MTEL (\$94), general curriculum – math subtest (\$94), and foundations of reading MTEL (\$139). If students are successful on each of their first tests, the cost would be \$488. The state average of test retake is 25 percent, so each

student should expect to take at least one additional test. The approximate fees for MTELEs would be \$721. One of the reasons students gave for not taking the MTELEs in a timely fashion is the lack of financial support. Many of these students work part-time or full-time jobs. Making vouchers available to students after demonstration of a financial need (see MTELE application) and adequate preparation should be considered in paving the way to taking the MTELEs at appropriate times.

The process of becoming a teacher requires prospective teachers in Massachusetts to possess an ELAR account and MEPID number, and an account with Pearson for registering for the tests. Having an advisor to assist these students by sitting with them and guiding them through the process is invaluable. In fall 2019, Worcester State University formed a group called “Mentoring and Persistence Council.” This group, consisting of staff and faculty, could meet to review the progress of students of color and to link them up with other social and academic service activities on and off campus. In addition, two social events to get all students together in the same room to deepen their commitment to become teachers could be planned in the fall and spring of each academic year. The data from DESE Edwin Analytics confirm that students of color persist in the education major at the same rate as white students. This indicates that, once they are declared as potential educators, they go on to complete the program of studies.

Annual Budget for MTELEs

20 MTELE Reading vouchers	\$1,520
20 MTELE Writing vouchers	\$1,700
20 MTELE General curriculum	\$1,880
20 MTELE Mathematics subtest	\$1,880
25 MTELE Subject matter test	\$3,475
Faculty stipend	\$5,000
Student summer stipend	\$10,000
Total Costs	\$25,455

Policy Recommendations:

- **Reading and writing MTELE must be completed by the end of freshmen year**, and subsequent MTELEs must be scheduled into student’s program of study. All MTELEs must be completed at least one semester prior to fall student teaching.
- **Students with demonstrated financial need will receive vouchers for the MTELEs** after documented evidence of successful coursework preparation.
- **Each student will be assigned an advisor who understands the role of advising “students of color”** and will meet with him/her on a regular basis to assess program progress and other concerns that impact their persistence.

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Teacher Residency Subcommittee: A Worcester Teacher Residency Collaborative Model

Urban Teacher Residencies are clinically oriented teacher preparation programs that prepare educators for the needs of specific districts in which districts partner with a variety of higher education and community partners in the teacher education process.

There are wide differences in funding, structure, and content among residency programs, however all fall between so-called fast-track programs, that provide a path of entry for those outside of traditional teacher education programs, and those entering the profession through traditional college and university programs. In residencies, candidates are selected according to criteria aligned with the specific needs of the district for professionals representing a range of diversities, expertise in areas of critical shortage, or to build program areas. The aspiring teachers participate in one- or two-year programs in which coursework is fully integrated with classroom experience and work with an experienced mentor (Zeichner, 2018, p.208).

According to an Aspen Institute report, residencies (Berry et al, 2008, p.4) work to:

- Closely weave together theory and practice;
- Focus on teacher resident learning with the support of an experienced mentor;
- Group candidates in cohorts to cultivate professional learning communities and to foster collaboration;
- Build effective partnerships among districts, higher education institutions, and nonprofit organizations;
- Support residents once they are hired; and
- Establish and support career goals for experienced teachers.

High quality programs share a common set of operating principles that include sound clinical experiences as the central element and wrapping coursework around this element, learning alongside an experienced mentor, alignment between the curriculum and frameworks used in the host district, and providing sound support during the first year of practice.

Research on teacher residencies conducted by the Learning Policy Institute indicates that teacher residencies have strong positive impacts on school districts. In the 2015-16 academic year, 45 percent of teacher residents were people of color, double the national average for those entering the profession. Residents also staffed high needs schools and entered critical shortage subject areas, with 13% entering STEM fields and 32% ESL or special needs classrooms (Guha, Hylar & Darling Hammond, 2017). Research also indicates that residency programs draw from a broader candidate pool with significant numbers of residents established career-changers. Finally, as a group, residents post higher retention than those entering the profession through traditional routes with 80-90% remaining with their initial district at the three-year mark and 70-80% after five years (Guha, Hylar & Darling Hammond, 2016, p.14).

Teacher Residency Study Group

A strategy stated in the Worcester Public Schools Strategic Plan, *Defining Our Path*, is the creation of a teacher residency in Worcester with the goal of attracting a diverse pool of candidates to work in the Worcester Public Schools, especially in priority areas such as ESL and special needs, and to supporting and retaining exceptional educators.

After the adoption of the strategic plan by the Worcester School Committee in September, 2018, the Worcester Education Collaborative convened a study group to explore the creation of a teacher residency program for Worcester. Chaired by Professor of Education and Director of the Adam Institute for Urban Education at Clark University, the study group met monthly to understand models for teacher residencies and to explore opportunities for partnerships between local colleges and universities, community organizations, and the Worcester Public Schools. Members of the study group included:

Ms. Jennifer Boulais, Chief Human Resources Officer
Dr. Jennifer Davis Carey, Worcester Education Collaborative
Ms. Cheryl DelSignore, Worcester Public Schools
Dr. Tom Del Prete, Clark University Chair
Mr. Marco Estrella, Unum
Dr. Sue Foo, Worcester State University
Dr. Raynold Lewis, Worcester State University
Dr. Susan O'Neil, Worcester Public Schools and
Ms. Hannah Weinsaft, Worcester Public School, Education Association of Worcester

The group met monthly to develop a Worcester Teacher Residency Program with the following goals:

- Attracting a diverse pool of teacher candidates to work in WPS;
- Attracting teachers to work in priority areas such as ESL and special needs;
- Supporting Teacher Residents through the third year of practice; and
- Retaining Residents in the district past the residency program.

An important goal of the Worcester Teacher Residency is the expansion of racial and ethnic diversity in our teaching force. Numerous reports have described the benefits of a workforce that is representative of the diversity of the district. A 2017 study by the National Bureau of Economic Research (Gershenson et al., 2018) found long-term improved academic performance for boys of color taught by same-race teachers, including improved graduation and college enrollment rates. Studies (Egalite et al., 2015; Noguera, 2008; and Ladson-Billings, 2017) suggest a strong role model effect. Other studies have demonstrated higher expectations of teachers of color for their students. In Worcester, 12.3 percent of teachers are non-white compared to nearly 70 percent of the student body. The percent of male teachers who are of color is 16 percent.

Current District Initiatives

The aforementioned statistics are part of a national trend in urban districts in which the teaching force differs significantly in race and ethnicity from that of the student body. With the support of the Commonwealth, the Worcester Public Schools are working to address this disparity.

Teacher Recruitment

On average, Worcester has roughly 150 openings for teachers each year. Positions are posted on School Spring and the District uses an informal network of current and past teachers and administrators to recruit from their colleagues. In addition, positions are posted on Indeed, Monster, Massachusetts Association for Bilingual Education (MABE), and The Massachusetts Association of Vocational Administrators (MAVA). Many new teachers are drawn from the graduating classes of local colleges and universities.

Programs

The Teacher Diversity Pilot Program was created to support district efforts to strengthen and diversify existing teacher recruitment and retention programs, and it focused on programs for:

- Paraprofessionals;
- District graduates and other college graduates;
- Provisionally licensed teachers; and
- Grow-Your-Own initiatives.

The Worcester Public Schools was awarded \$178,560 for a Teacher Diversity Pilot grant by the state Department of Elementary and Secondary Education (DESE) for the 2018-2019 school year. As a result of receiving funds, Worcester Public Schools developed the Professional Educator Pipeline which pairs Worcester State University (WSU), a higher education institution and an approved provider of initial and professional educator licensure preparation programs, and the Worcester Public Schools. The District provided financial assistance to individuals currently employed at elementary and secondary schools within the district. Twenty-four multilingual and multicultural paraprofessionals with bachelor's degrees are currently employed by the district, including 21 percent Hispanic and 79 percent White individuals participated in the first cohort. Of those, eight are bilingual in Spanish, while Albanian, Serbo-Croatian, and Italian each have one bilingual individual.

Using grant funds, paraprofessionals enrolled in the following programs at WSU: 18 in the moderate disabilities program, three in the middle school teaching license program, and three in the secondary teaching license program. In addition to course enrollment, grant funds were utilized to purchase books for courses, fees for MTEL prep courses, and examination fees for the Communication and Literacy portion of the MTEL exam. Eleven paraprofessionals took the writing MTEL with a 64 percent pass rate. Eight paraprofessionals took the reading MTEL with

a 75 percent pass rate. Thirteen are on track to receive their degree by spring 2020; the other, by December 2020.

Funding was also used to support Paraprofessional Pathways (P3) which matched Worcester State University, Worcester Public Schools, and JET (Journey into Education and Teaching). P3 supported 22 paraprofessionals including 32 percent who identify as racially/ethnically diverse (one African American, one Asian and Latino) with associate's degrees or no degree currently employed by the Worcester Public School's seeking initial licensure and an undergraduate degree. Participants were bi-lingual in Spanish (4), Albanian (1), Italian (1), Laotian and Thai (1).

During the summer of 2019, the 22 paraprofessionals worked with JET to apply for the Paraprofessional Teacher Preparation grant program in order to start taking courses in the fall 2019 at Worcester State University. Paraprofessionals without a degree did not take summer credit courses but did participate in MTEL prep courses.

The district is seeking continuation funding through DESE to support paraprofessionals' completion of coursework and teacher licensure and to recruit new cohorts to enroll in the program. The proposal for continuation funding includes resources for additional paraprofessionals with a bachelor's degree, district graduates, or other college graduates, as well as provisionally licensed teachers. The District is also working to recruit a new cohort of paraprofessionals with an associate or no degree to work with JET to partake in coursework at Worcester State University.

Three tracks are available:

- Journey into Education (JET) for Instructional Assistants with no bachelor's degree
 - Mentored by retired teachers
 - Free courses in targeted areas
 - Free MTEL test prep courses and a voucher for the test fee
- Instructional Assistants with bachelor's degrees but without certification
 - Connect Instructional Assistants to a post-baccalaureate program with a focus in
 - English as a Second Language
 - Special education
 - Content
 - Free Summer MTEL test prep courses and test fee vouchers
- Instructional Aides who need to pass MTEL
 - Free Summer MTEL test prep courses

The first cohort of 24 instructional assistants with bachelor's degrees began work in summer 2019 including five IAs of color. Data was not collected on language and therefore no information is available on how many enrolled are multi-lingual.

The Worcester Teacher Residency Collaborative – A Whole Community Approach

The National Center for Teacher Residencies (NCTR) is a national nonprofit organization that serves a growing network of residency programs. The Center publishes standards to guide residencies in incorporating best practices and learnings from the field of teacher residencies and teacher education to assure the development of high performing programs that prepare and retain effective teachers. As Worcester develops a residency program, attention to these standards will be important.

The Center articulates standards across four competency areas:

- Partnership and program sustainability;
- Recruitment and selection;
- The residency year experience; and
- Graduate impact.

The remainder of this document considers the development of a Worcester Teacher Residency Program in the context of these standards.

Competency Area I - Partnership and Program Sustainability

Worcester is fortunate to have several higher education institutions with strong teacher preparation programs. In particular, two programs have strong ties to the Worcester Public Schools and complement each other in program offerings and emphases. To take best advantage of this, in service of preparing teachers specifically for the needs of the WPS district, we propose a multi-institution approach to the residency with prospective teachers enrolling in a distinct pathway at a participating institution while being a member of a cross-institution cohort that would operate as both a community of practice and extended orientation to the broader community, its constituents, and needs. Residents successfully completing the program would be given priority in hiring and those accepting a position would be expected to commit to four years of teaching in the Worcester Public Schools. The Worcester Teacher Residency would be a collaboration between the Worcester Public Schools, Clark University, Worcester State University, and community partners to provide a holistic learning experience for aspiring educators.

Central to the program is the formal teacher preparation provided by the universities, the mentorship and targeted placements provided by the district, and the understanding of community hopes, concerns, and needs provided by community partners with a vested interest in education (see accompanying diagram).

Governance: To be proposed by the Worcester State University Teacher Advisory Committee.

Teacher Residency Structure:

Coursework/Clinical Experience

The Worcester Teacher Residency, a carefully structured and supported year-long immersion leading to initial teacher licensure would offer several program pathways each of which leverages the assets of the teacher preparation programs at Clark University and Worcester State University.

- The Clark-based Residency would lead to a Master of Arts in Teaching with licensure in Elementary or Middle/Secondary English, History, Mathematics, Sciences, Spanish, or the Visual Arts.
- Clark Teacher Residents completing the Master of Arts in Teaching program would have an additional opportunity to qualify for an ESL license through a supplemental program run in coordination with the WPS ESL office.

Or

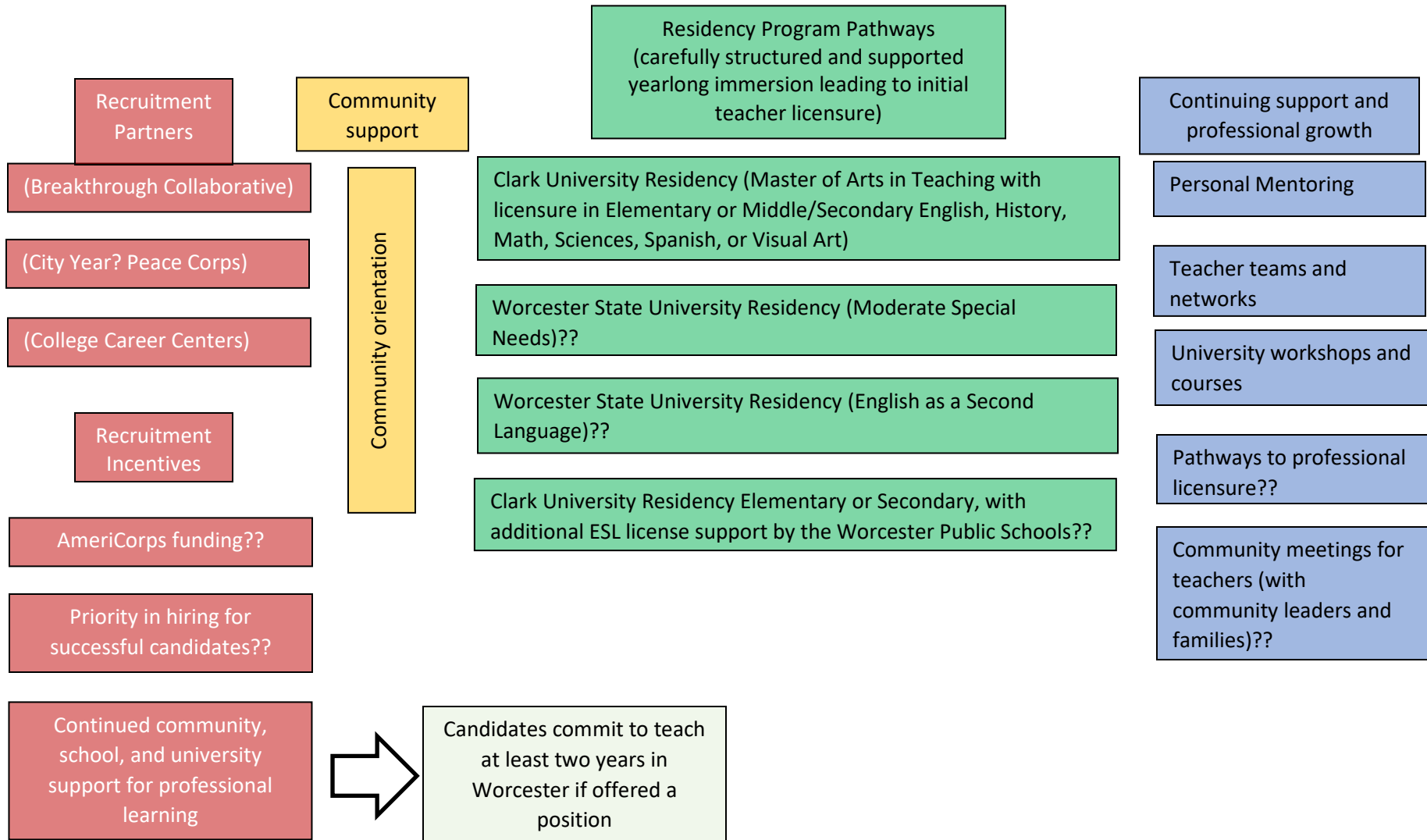
- The Worcester State University-based residency would lead to a Master of Arts, and licensure in Moderate Special Needs or English as a Second Language.

Mentorship:

According to the Learning Policy Institute, critical to the success of teacher residencies is the work of accomplished teachers who serve as mentors to residents who are completing a program. This core feature of successful residency programs also allows veteran teachers to advance and receive recognition for their expertise.

Each resident will be supported by a veteran, high-performing teacher serving as a mentor during the residency period. In addition, residents will participate in a cohort-wide community of practice to provide guided peer support and peer learning facilitated by a member of the university staff. This would build on the strong pre-existing mentor relationships and partnerships developed by the university and district.

Worcester Teacher Residency Program: A Whole Community Approach



Competency Area II - Recruitment and Selection

Successful residencies require attention to both recruitment and selection of residency sites as well as a broad and diverse pool of candidates

In selecting schools, WPS will work with partners to identify training sites enthusiastic about hosting and committing to a resident, and that will clearly identify roles, responsibilities, and the allocation of resources at each site.

The district will coordinate with university partners in identifying teacher mentors—educators with a solid track record of both positive student achievement and sound family and community outreach. In addition, the district will define clear roles, responsibilities, and, as contractually allowed, forms of compensation for mentors, and align final selection criteria with overall residency goals.

The partners, universities, the district, and community members will work to identify, recruit, select, and retain residents. To assure a broad and diverse range of candidates, the program will identify programs and agencies as partners. Such partners may include the Breakthrough Collaborative, City Year, College and Career Centers etc. The program will also assure that residents have clearly defined, consistent roles and responsibilities for the duration of the program.

Competency Area III - Residency Year Experience

The primary focus of the year will be for residents to learn and demonstrate in practice the competencies of an effective teacher as developed by the program partners, in alignment with MA professional standards for teachers and as prescribed by the MA Candidate Assessment of Performance process. This is accomplished through performance benchmarks developed by the partnership, coupled with meaningful and timely feedback to the residents, integrated clinical experiences and coursework, sound mentoring for at least one year, and a range of opportunities to learn, rehearse, practice, and reflect on effective practice.

Competency Area IV - Graduate Impact

The overarching aims of the residency program are to improve student achievement and to graduate effective teacher-leaders to serve in the district. To that end, data on classroom effectiveness and in-district retention will be gathered and analyzed, a hiring strategy for program graduates will be developed in alignment with district needs, and partners will work to create an active alumni network.

Funding Teacher Residencies

The Learning Policy Institute, in a 2016 report, identifies several sources of funding commonly used in support of residency programs. These are:

- Tuition subsidies or loan reimbursements that are generally available for teacher education, as well as those that may be targeted specifically to these programs. For example, the federal TEACH Grant provides up to \$4,000 annually in scholarships to undergraduates and graduate students who will commit to teaching for at least four years in high-need schools;
- Direct federal funds such as TQP grants (under Title II of the Higher Education Act);
- AmeriCorps (specifically for resident stipends) philanthropic support; and
- Federal or state scholarships to offset tuition costs.

The amount of funding from each potential source varies greatly for each program.⁸⁰ Learning Policy Institute.

Notes regarding AmeriCorps and other funding:

- Boston Plan for Excellence (BPE) Teacher Residents are Corps members for their first year and then become teachers of record in the Boston Public Schools District.
- There is a requirement for a minimum of 10 members in a cohort.
- There is an expectation that there will be a dedicated program manager.
- The minimum reimbursable Corps member stipend is \$13,992 with a maximum of \$15,192. There is now upper level cap if the organization wishes to supplement.
- A financial match is required, but the nature of the match is flexible and can include in-kind and other support. The amount and type are negotiated.
- There is also an opportunity to create a professional corps. The institutional responsibilities for this are greater however as is the Corps member stipend.
- The next deadline for applications is in the fall.

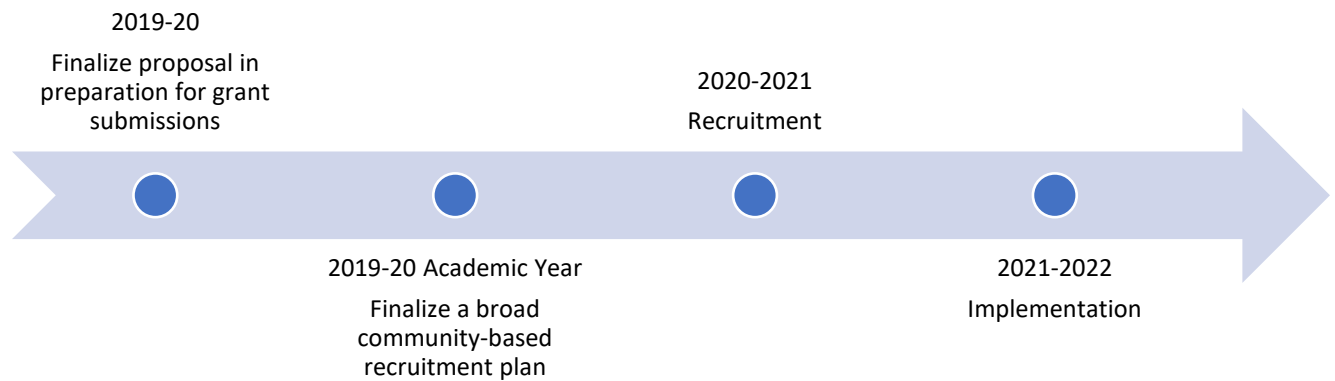
Funding: <https://aacte.org/policy-and-advocacy/federal-policy-and-legislation/435-teacher-quality-partnership-grants>

Applications for TQP grants are posted in March through the USDOE website and federal register.

Budget considerations are:

- Tuition
- Mentor stipend (including a training stipend)
- Resident living allowance
- College and university books and supplies
- Recruitment expenses
- Program staff
- Resident stipend

Timeline



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COMPETENCY AREA 1



Partnership and Program Sustainability

STANDARD 1

Residency programs are partnerships among school districts, universities, and other stakeholders to prepare and retain effective teachers.

GOALS	INDICATORS
Program prepares teachers in direct response to student and district needs.	<ul style="list-style-type: none"> A. Program uses district, state, and other data to identify and address teacher quality needs and shortage areas (i.e., subjects, grade levels, teacher diversity). B. Program partners have the capacity to meet district hiring needs. C. Program is explicitly integrated into district and university strategic plans.
Program develops a strategic and sustainable revenue and cost model , with clear financial commitments from each partner.	<ul style="list-style-type: none"> A. Program costs include the resources and personnel required for effective implementation. B. Program revenue includes multiple and diverse funding sources.

STANDARD 2

Residency programs are designed to achieve program impact and sustainability goals.

GOALS	INDICATORS
Program partners develop and implement a shared vision .	<ul style="list-style-type: none"> A. Program has a governance structure that articulates specific roles, responsibilities, systems, structures, and decision-making processes across all partners. B. Program collaboratively develops impact and sustainability goals. C. Partners commit to continuous evaluation of program impact and sustainability goals.
Program employs a design and management structure to achieve goals .	<ul style="list-style-type: none"> A. Program staff is hired and organized to address the design and implementation needs of the residency program. B. Partners guarantee access and support to/from leadership at different levels of all engaged organizations. C. Partners commit the necessary resources to operationalize the program (personnel, financial, other).

STANDARD 3

Residency programs are continuous learning organizations that use data to drive improvement.

GOALS	INDICATORS
Program establishes clear targets and metrics for measuring program impact and sustainability .	<ul style="list-style-type: none"> A. Program implementation and progress toward goals are monitored through a data collection and management system. B. Program annually reports impact data to all stakeholders and constituents. C. Program annually evaluates targets and metrics and makes necessary revisions.
Program uses data to improve resident, graduate, and teacher educator effectiveness.	<ul style="list-style-type: none"> A. Program utilizes a multiple measures approach to assess resident, teacher educator, and graduate effectiveness. B. Program engages multiple stakeholders in data collection, sharing, mining, analyzing, and reporting.

COMPETENCY AREA 2



Recruitment and Selection

STANDARD 1

Residency program training sites promote a culture of learning, achievement, and growth for residents, teachers, and students.

GOALS	INDICATORS
Program recruits, selects and retains training sites .	<p>A. Program recruits, selects, and retains training sites aligned to program impact and sustainability goals.</p> <p>B. Program clearly defines roles, responsibilities, and allocation of resources for training sites.</p>

STANDARD 2

Residents learn from and with teacher educators who demonstrate the knowledge, skills, and strategies of effective teachers, coaches, and instructional leaders.

GOALS	INDICATORS
Program recruits, selects and retains teacher educators .	<p>A. Program develops ongoing recruitment effort that targets teacher educators with a track record of positively impacting student achievement.</p> <p>B. Program clearly defines roles, responsibilities, and compensation for teacher educators.</p> <p>C. Program develops and utilizes teacher educator selection criteria aligned to program impact goals.</p>

STANDARD 3

Residents demonstrate the competencies and knowledge requisite for entry into a teacher residency program.

GOALS	INDICATORS
Program recruits, selects and retains residents to address identified district needs .	<p>A. Program develops ongoing recruitment effort that attracts teacher candidates with deep content knowledge and a commitment to teaching high need students.</p> <p>B. Program develops clearly defined roles, responsibilities, and financial package for residents.</p> <p>C. Program develops and utilizes research-based resident selection criteria that are aligned to program impact goals.</p>

COMPETENCY AREA 3



Residency Year Experience

STANDARD 1

Residency programs prepare residents to become student-ready teachers of record.

GOALS	INDICATORS
Residents learn the competencies of an effective teacher .	<ul style="list-style-type: none"> A. Program determines the competencies of an effective teacher. B. Program develops and provides residents with integrated clinical experiences and coursework. C. Program develops and provides residents with multiple opportunities to learn, rehearse, enact and reflect on the competencies of an effective teacher.
Program improves resident effectiveness .	<ul style="list-style-type: none"> A. Program builds and implements performance benchmarks to assess resident effectiveness. B. Program provides residents with feedback on development and competence.

STANDARD 2

Teacher educators prepare residents to become student-ready teachers of record.

GOALS	INDICATORS
Teacher educators guide residents to develop the competencies of an effective teacher.	<ul style="list-style-type: none"> A. Program determines the competencies of an effective teacher educator. B. Program pairs residents with effective teacher educators in a clinical setting, full-time, for one academic year. C. Teacher educators provide residents with multiple opportunities to learn, rehearse, enact and reflect on the competencies of an effective teacher.
Program collects and uses data to improve teacher educator effectiveness.	<ul style="list-style-type: none"> A. Program builds and implements performance benchmarks to assess teacher educator development and competence. B. Program provides teacher educators with consistent feedback on development and competence, and targeted training. C. Program shares and analyzes teacher educator and resident data with all stakeholders to improve program design and implementation.

COMPETENCY AREA 4



Graduate Impact

STANDARD 1

Residency program provides graduates support in job placement, induction, and practice improvement either through direct support or a professional peer network.

GOALS	INDICATORS
Program graduates improve student achievement .	<ul style="list-style-type: none">A. Program creates and implements a graduate hiring strategy aligned to district needs.B. Program graduates are hired and retained as teachers of record in district-identified high need schools or positions.C. Program utilizes graduate effectiveness data to provide ongoing and differentiated feedback and professional development to program graduates.D. Program develops and maintains a robust alumni network among graduates.

STANDARD 2

Residency programs provide graduates with professional growth support and encouragement to multiply their impact.

GOALS	INDICATORS
Program graduates are teacher leaders in the district.	<ul style="list-style-type: none">A. Program provides opportunities for graduates to become trained as teacher educators.B. Program engages graduates in a robust alumni network to develop the skills required to take on other school-based leadership roles.

Mentoring and Retention Subcommittee

As public school enrollment continues to draw from more highly diverse populations than in the past, faculty within those schools should reflect the diversity of the general population. All students benefit from having teachers from diverse backgrounds. When students of color attend schools with faculty of diverse backgrounds, they reap benefits such as higher test scores and higher graduation rates (Egalite et al., 2015). To achieve and sustain diversity among faculty, recruitment, mentoring, and retaining talented faculty of diverse backgrounds is paramount. All stakeholders within the district and state must work collaboratively in order to successfully complete the process of diversifying the teaching force from recruitment to retention (Achinstein et al., 2010).

Current Initiatives

The Worcester Public School district has undertaken several initiatives to recruit, support, and retain teachers:

1. The district provided two ESL MTEL (Massachusetts Tests for Educator Licensure) prep workshops (spring 2019, fall 2019) for ESL teachers on provisional waivers. WPS would have planned another session for the spring 2020.
2. WPS launched an Advanced Orientation for new ESL/DL/TBE teachers: a hybrid six-part course. Staff meet monthly to coach and support teachers new to teaching ESL and/or new to Worcester Public Schools. The orientation includes ESL pedagogy (e.g., lesson planning and unit design, student goal setting, literacy development, WIDA standards, Common Core standards for literacy, and cross-curricular integration). Delivery of topics is based on participant needs. Follow-up classroom visits will be conducted by the instructors for participants as they apply what they've learned and receive feedback on their practice.
3. Last year, WPS provided the Clark University MAT practicum students a seminar-style consultation with WPS ESL elementary coaches. Readings were assigned and discussions on classroom experiences were integral to ensure WPS fosters high quality potential WPS ESL teachers.
4. The ELL department has networked with state organizations and attended college fairs on a regular basis to have a wider net reach.
5. **RealTALK!** is an "after-hour" PLC (professional learning community) for school leaders and teachers focusing discussions on diversity, equity, race, workforce landscape and teaching diverse learners. WPS participants met for three 2-hour meetings last year (October, 29, 2018, December 10, 2018 and February 5, 2019). This year, WPS consulted with Irvin Scott, Ed.D., Director of Harvard Graduate School of Education and Kiesha E. Lamb, Educational Equity Specialist from Assabet Valley Collaborative on ideas to expand RealTALK! efforts this year. Guest speakers and a book study was planned for the Winter/Spring 2020.

6. InSPIRED Fellow - One WPS teacher was selected for the DESE InSPIRED Program.

InSPIRED Fellows are **In-Service Professionals** who are committed to **Increasing the Racial and Ethnic Diversity** of our teacher workforce by recruiting students and young adults from target communities at the high school, community college or undergraduate level into the teaching profession. This Fellowship is designed to address two goals:

- **Increase the diversity of the teaching workforce in Massachusetts; and**
- **Increase the retention rates of current educators committed to a culturally responsive and diverse workforce.**

This highly-selective fellowship is for current educators with close ties to their school-communities and who have the ability to connect with students in target districts to recruit the next generation of culturally responsive, diverse, and effective teachers. These connections may exist for a variety of reasons, including, for instance: growing up in the district, being a fluent speaker of the predominant in-home language of many of the students in that community, or being a first-generation college student.

Educators in the following target districts are strongly encouraged to apply: Boston, Brockton, Chelsea, Everett, Holyoke, Lawrence, Lowell, Lynn, Randolph, Revere, Springfield, and Worcester. The Fellowship could have run from October 2019 through June 2020. Fellows will have touchpoints with at least 100 students from the target districts and receive a stipend of \$1,500 for their time.

7. All first-year teachers are mentored by an experienced teacher for one academic school year. Mentors spend a minimum of thirty hours with their mentee over the course of the school year. Mentors offer systematic support for new teachers, in broad areas such as school culture, state standards, learner development, teacher evaluation, instructional planning and assessment of student learning. Both mentors and mentees use the text, Mentoring in Action: Guiding, Sharing, and Reflecting by Carol Pelletier Radford. The text includes a monthly curriculum that is planned and reflected on with the novice teachers.
8. A current partnership with Worcester State University Teacher pipeline is ongoing. As a result of participation in the FY19 Teacher Diversity Pilot program, WPS provided financial assistance to current faculty and staff at elementary and secondary schools within the WPS district. They included: 24 multilingual and multicultural paraprofessionals with bachelor degrees, including 21% Hispanic and 79% White individuals who participated in the first cohort. By recruiting a diverse candidate pool including individuals who are bilingual in Spanish (8), Albanian (1), Serbo-Croatian (1) and Italian (1), the WPS demonstrated a commitment from individuals who reflect the racially and ethnically diverse backgrounds of Worcester students. Through the use of grant funds, paraprofessionals enrolled in the following programs at Worcester State University included 18 paras enrolled in the moderate disabilities program, three paraprofessionals enrolled in the middle school teaching license program and three paras enrolled in the secondary teaching license program. In addition to course enrollment, grant funds were utilized for paraprofessionals to participate in MTEL prep courses and to take the Communication and Literacy portion of the MTEL exam. There

were 11 paraprofessionals that took the writing MTEL, achieving a 64% pass rate. Eight paraprofessionals took the reading MTEL, achieving a 75% pass rate. As of January 2, 2020, 13 paraprofessionals are on track to receive their degree by Spring 2020 and seven paraprofessionals are on track to receive their degree by December 2020.

9. WPS received \$150,000 from DESE to be a “Grow Your Own” Bilingual Education Teacher program hub for the state. In collaboration with Boston College, we will provide courses to current WPS teachers to get their Bilingual Education Endorsement. In addition, we will do some community outreach to promote bilingual teaching as a career option.

Recommended Action Steps

1. Develop a mentoring program that extends over the first three-years of the teacher’s career that pairs up the teacher of color with experienced teachers of color from across the district or outside the district. The mentor should be a sounding board and an advocate for the new teacher with school administrators.
 - Mentors should be trained in the mentor role, as well as provided time and compensation for mentoring.
 - a. Mentees should be provided with time to connect with their mentor. This time could be used for a number of purposes, such as reflection, observation debriefing, and co-planning.
 - b. Mentors should be intentionally “matched” with a mentee. Best results were found when principals select mentors who “can develop strong relationships, teach similar students and subject-matter, and who share a common goal of student success” (Long et al., 2012).
2. Examine the current induction practices used by WPS to ensure best practices for induction programs are utilized. According to Long et al. (2012), quality induction programs include:
 - Reflective inquiry
 - Observations of the beginning teacher by a mentor or administrator where the mentee is given specific, timely, and actionable feedback
 - a. Time provided for the beginning teacher to observe model teachers
 - b. Involvement of administrators
 - c. Targeted practice and feedback on “high impact strategies,” so that new teachers can practice specific strategies linked with student learning and achievement (State of Victoria, Department of Education and Training, 2019).
3. Placement of new teachers of color should not be in schools that are known for academic deficiencies or disciplinary problems. These new teachers should be placed in schools where they can hone their teaching skills and have opportunities for on-going professional development geared toward the specific challenges that teachers of color may face. Placement should be in schools where these teachers can succeed.
4. Bring together on a monthly basis all new teachers of color from across the district to share mutual issues of concern, practices their colleagues have used that have been beneficial, strategies to employ in dealing with school administrators and other staff that will empower

them. These sessions should be facilitated by experienced teachers of color, either from within or outside the district, and occasionally by district administrators so that they can better understand the concerns and challenges new teachers of color encounter.

5. Principals in the schools where the new teacher of color is placed should meet once a month with the teacher to check-in with him/her, offering support and constructive assistance when necessary. Should be akin to a “How are you doing?” dialogue showing that the principal cares and is available to the new teacher of color.
6. Explore partnerships with local higher education institutions to provide scholarships for teachers of color to earn a graduate degree after completing three years of full-time teaching in the district.
7. Critical Professional Development outside of formal teacher education and school-based professional development to develop racial literacy (Kohli, 2018).
8. Fund high retention pathways to teaching via loan forgiveness, service scholarships so that a higher percentage of teacher candidates of color may enroll in “high quality” teacher preparation programs (including extensive field work, student teaching, etc.).
9. Develop articulation agreements between community colleges and teacher preparation colleges/universities. The cost of community colleges is more affordable, and students could get opportunities to build academic content knowledge and skills necessary for teaching and licensure tests.
10. Consider earlier hiring timelines for prospective teachers. The Boston Public School district changed hiring policies in 2014 by posting open positions and making those postings available to BPS employees as well as outside applicants. Competitive applicants of color are more likely to be available earlier in the year. 40% of teachers hired before August were teachers of color (Black and Latina/o) compared to 27% hired in August (Boston Municipal Research Bureau, 2016).

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Funding and Scholarships Subcommittee

Federal Funding for Teacher Recruitment, Retention and Development (from CAST Professional Learning)

Federal Entitlement Programs award funds based on economic factors relating to a school's student population, such as poverty level or percentage of students in the Free and Reduced Lunch program.

Title IA – Improving Basic Programs:

Provides funds to ensure that children in high-poverty schools meet challenging State academic content and student achievement standards.

Title I funds may be used to support professional development initiatives that help teachers prepare low-achieving students for successful participation in advanced course work, including:

- Equipping educators with high-quality, ongoing professional development and
- Developing and retaining highly effective teachers to serve as instructional leaders.

Title III – English Language Acquisition:

Provides funds to improve the education of Limited English Proficient (LEP) children and youths by helping them learn English and meet challenging state academic content and student academic achievement standards.

Competitive grant funds are awarded to state education agencies who then release a state competition to local education agencies.

Title I – School Improvement:

School Improvement Grants (SIG), authorized under Title I or ESEA are grants to State educational agencies (SEAs). SEAs use the grants to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise the achievement of students in their lowest-performing schools.

Rural and Low-Income School Program:

The purpose of the program is to provide financial assistance to rural districts to assist them in meeting their state's definition of adequate yearly progress (AYP). Awards are issued annually to SEAs, which make subgrants to LEAs that meet the applicable requirements. Recipients may use program funds to conduct the following activities:

- Teacher recruitment and retention, including the use of signing bonuses and other financial incentives;
- Teacher professional development, including programs that train teachers to use technology to improve teaching and that train teachers of students with special needs; and
- Support for educational technology, including software and hardware, that meets the requirements of ESEA, Title II, Part D (Enhancing Education Through Technology; # 84.318).

Investing in Innovation Fund (i3):

The Investing in Innovation Fund, established under the American Recovery and Reinvestment Act of 2009 (ARRA), provides funding to support (1) local educational agencies (LEAs), and (2) nonprofit organizations in partnership with (a) one or more LEAs or (b) a consortium of schools.

The purpose of this program is to provide competitive grants to applicants with a record of improving student achievement in order to expand the implementation of, and investment in, innovative practices that are demonstrated to have an impact on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates.

i3 funds can be applied toward teacher professional development so long as it meets the criteria listed above (innovative practices that impact student achievement, etc.).

Private Foundations:

Based in New York City, The Wallace Foundation is a philanthropy working to foster improvements in learning and enrichment for disadvantaged children and the vitality of the arts for everyone. The Foundation has funded teacher recruitment initiatives at a number of schools and department of education.

Additional Thoughts:

Across the country, public school districts are facing severe shortages of teachers. Those shortages have reached critical levels in mathematics, science, special education, career and technical education, and bi-lingual education and in high needs schools. In several states, legislation has been recently enacted to attract teachers to high needs schools and subjects (2018, Education Commission of the States). In Massachusetts, expectations of the new Student Opportunity Act (SOA) will likely put added pressure to recruit and retain teachers to add to the state teaching force, particularly in high needs districts like Worcester, exacerbating an already existing problem. The following types of efforts were funded:

- Research and Data Collection: Convening work groups and collecting teacher supply and demand data;
- State and District Innovations: Giving state and local education agencies the flexibility to design their own targeted teacher recruitment strategies;
- Career Pathways and Grow-Your-Own Programs: Creating career pathways and grow-your-own programs for high school students;
- Preparation and Licensure: Altering teacher preparation and licensure requirements;
- Financial Incentives: Providing financial incentives such as scholarships/grants, loan forgiveness and hiring bonuses/salary increases; and
- Retired Teachers: Providing incentives for retired teachers to return to the profession.

Funding Specific to Teacher Residencies

The Learning Policy Institute, in a 2016 report, identifies several sources of funding commonly used in support of residency programs. These are:

- Tuition subsidies or loan reimbursements that are generally available for teacher education, as well as those that may be targeted specifically to these programs. For example, the federal TEACH Grant provides up to \$4,000 annually in scholarships to undergraduates and graduate students who will commit to teaching for at least four years in high-needs schools;
- Direct federal funds such as TQP grants (under Title II of the Higher Education Act);
- AmeriCorps (specifically for resident stipends) philanthropic support; and
- Federal or state scholarships to offset tuition costs. The amount of funding from each potential source varies greatly for each program.⁸⁰ Learning Policy Institute.

Notes regarding AmeriCorps and other funding:

- Boston Plan for Excellence (BPE) Teacher Residents are Corps members for their first year and then become teachers of record in the Boston Public Schools District.
- There is a requirement for a minimum of ten members in a cohort.
- There is an expectation that there will be a dedicated program manager.
- The minimum reimbursable Corps member stipend is \$13,992 with a maximum of \$15,192. There is now upper level cap if the organization wishes to supplement.
- For a program such as this, the minimum of participants in the cohort is ten.
- A financial match is required, but the nature of the match is flexible and can include in-kind and other support. The amount and type are negotiated.
- There is also an opportunity to create a professional corps. The institutional responsibilities for this are greater however as is the Corps member stipend.
- The deadline for applications is in the fall.

Cultural Responsiveness Subcommittee

The subcommittee examined best practices and reviewed literature in developing recommendations for improving equity, diversity, and inclusion in the Worcester Public Schools. The subcommittee recommends an emphasis on Culturally Responsive Pedagogy (CRP), which will foster a climate of understanding among teachers, administrators, and students. Teacher Preparation Programs that are preparing teachers to work in the WPS are also called upon to include CRP in the curriculum.

Equity, Diversity, and Inclusion Areas of Inquiry

- What are the practices and policies in place to promote culturally responsive workforce?
- What are the practices and policies in place within WPS to promote culturally responsive curriculum and learning opportunities?
- What are practices and policies in place within teacher preparation programs and higher education institutions to prepare educators to teach in increasingly diverse classrooms?

Recommended Practices and Policies for Promoting a Culturally Responsive Workforce¹

- Use research to support best practices to improve diversity, equity and inclusion in schools.
- Modify the following strategies, adapting them to Worcester Public Schools:
 - Encourage school boards to signal and embrace the importance of teacher and school leader diversity.
 - Collect and use data to examine school district recruitment, interview, and hiring practices.
 - Question and change recruitment practices to identify additional qualified applicants of color.
 - Improve the working environment for educators of color.
 - Invest in mentorship and career ladders for current and aspiring teacher, school, and district leaders.
- Potential action steps and possible progress indicators to assess those strategies follow.

¹The Education Trust – New York. 2019. The Educator Diversity Playbook: 5 Steps Every New York School District Can Take to Improve Diversity, Equity and Inclusion. May. <https://seeourtruth-ny.edtrust.org/wp-content/uploads/sites/9/2019/05/Educator-Diversity-Playbook.pdf>

Recommended Strategies

Strategy 1 - Encourage school boards to signal and embrace the importance of teacher and school leader diversity.

Potential Action Steps:

- Adopt a board resolution making the district’s commitment to diversity, equity, and inclusion explicit and describing how the district will pursue these goals in the short- and long-term.
- Include diversity, equity, and inclusion in the school board’s mission and vision statement.
- Establish clear and specific performance goals for district leadership that reflect educator diversity, including but not limited to issues such as recruitment, hiring, support, and retention.
- Call on district leadership to create and present a strategic plan for diversity, equity, and inclusion, with specific activities, timelines, and measurable goals.

Possible Progress Indicators:

- Number of school board meetings per year where specific goals and strategies to improve teacher and school leader diversity are on the public agenda and are discussed.
- Funding in the district budget for specific investments that promote diversity, equity, and inclusion (e.g., professional development on implicit bias, “grow your own” initiatives, quality induction and mentorship programs).

Strategy 2 - Collect and use data to examine school district recruitment, interview, and hiring practices.

Potential Action Steps:

- Track and report robust disaggregated human capital data including: who submits applications; is invited for an initial interview; proceeds to subsequent interview rounds; receives a job offer; is hired by the school district; and is successfully retained over multiple years.
- Establish quantitative targets with date-specific benchmarks to improve diversity, equity, and inclusion at each step of the recruitment, hiring, and retention pipeline.

Possible Progress Indicators:

- Progress towards quantitative targets in recruitment, hiring, and retention.
- Regular meetings convened by the superintendent with the district leadership team that uses data to evaluate district policies, measures progress, and revises district policies and processes as needed.
- Quarterly updates presented to the school committee on the data and progress towards targets.

Strategy 3 - Modify recruitment practices to identify additional qualified applicants of color.

Potential Action Steps:

- Actively engage teacher preparation programs at Historically Black Colleges and Universities (HBCUs), Hispanic-serving institutions (HSIs), and other institutions that serve prospective educators of color for strategic recruitment of graduating students and alumni.
- Advertise job openings widely, specifically outreaching to professional networks serving educators of color.
- Include educators of color in candidate screening, interview, and promotion committees.
- Provide relocation incentives as part of a compensation package to attract teacher candidates.
- Require implicit bias and cultural competence training for all personnel involved in hiring.
- Implement strategies such as “name-blind” recruitment (where identifying information that could reveal race/ethnicity is hidden until those to be interviewed are chosen) and greater reliance on performance tasks instead of resumes.
- Create and fund “grow your own” pathways in partnership with higher education programs, specifically focusing on preparing current students, paraprofessionals, and after-school staff to teach.

Possible Progress Indicators:

- Number of educators of color interviewed, hired, and promoted.

Strategy 4 - Improve the working environment for educators of color.

Potential Action Steps

- Make the school environment more equitable and inclusive by valuing the unique experiences and voices of educators of color and strive to make schools places where they are safe, welcomed, and belong.
- Conduct staff experience surveys, disaggregating the results by race and ethnicity, and use the outcomes to improve policies and programs (while protecting individual privacy).
- Provide financial compensation, time during the workday, and/or promotional opportunities for additional work and responsibilities beyond the classroom that can disproportionately impact teachers of color (e.g., Latino/a teachers who are asked to serve as translators).
- Provide new teachers of color with support and instructional assignments that improve opportunity for success as teachers of record.
- Set teachers up for success in the classroom by providing early career development opportunities.

Possible Progress Indicators:

- Retention rates for educators of color.
- Improvement and high levels of satisfaction on staff experience surveys.

Strategy 5 - Invest in mentorship and career ladders for current and aspiring teacher, school, and district leaders.

Potential Action Steps:

- Implement a cohort approach to hiring and assignment to reduce professional isolation for educators of color, creating cross-school networks where necessary.
- Invest in mentorship and career ladders for current and aspiring teachers, and school and district leaders.
- Create support networks for educators of color that provide mentorship, camaraderie, and professional development opportunities.

Possible Progress Indicators:

- Retention rates for educators of color.
- Promotion rates for educators of color.
- Improvement and high levels of satisfaction on staff experience surveys.

In addition to the above, the subcommittee was also tasked with providing recommendations for Worcester Public Schools and for Teacher Prep Programs, in specific areas as outlined below. We thank the following individuals for their willingness to spend time with subcommittee members to explain the current landscape: Mary Meade Montague, manager of instruction and school leadership, and Dr. Magdalena Ganas, manager of curriculum and professional learning. We also gained insight from Dr. Christina Kaniu, chair of WSU's Education Department, and Dr. Melissa Fama, dean of the School of Public Services, Education, and Social Sciences at QCC. We used official guidance provided by DESE as a basis for the recommendations that follow.

Recommendations for WPS: Culturally Responsive and Sustaining Curricula and Pedagogy

- **Institute culturally responsive and sustaining curricula and pedagogy** by evaluating core curricula offerings to measure the extent materials represent students of different backgrounds. Presently, learning materials are not collected in a comprehensive fashion that would allow for an equity review lens.
- **Use an equity lens to assure selection of curricula are diverse in thought and representation.** WPS has a systematic process for selecting and building-out curricula involving teams of teachers and coaches. We recommend consideration be given to ensuring teams are representative of the WPS student body and their experiences and that the Worcester School Committee also consider equity factors when reviewing and approving offerings.
- **Increase asset-based approaches that utilize student funds of knowledge, language and culture, multiple intelligences, and outside resources to provide diverse tools, strategies, and role models.** In this context, the subcommittee was very encouraged to learn

about important work underway with Dr. Giselle Martin-Kniep, the president of Learner Centered Initiatives, Ltd., around learner-centered teaching practices. The expectation is that student-centered learning will get to culturally-responsive teaching practices. Her website is <http://www.lciltld.org/>. LCI is working on PD at the teacher and school leadership level.

- **Culturally responsive outreach to and substantive involvement of families from all groups** in varied aspects of the educational program, both planning and instructional. DESE recommends the Parent Institute of Quality Education (PIQE) as the best practice. Worcester was the first district in the Commonwealth to implement PIQE, and we recommend WPS return to the best-practice cohort of the state.

Recommendations for Teacher Prep Programs: Ways to Prepare Teachers for Diverse Learners and to Improve Success for Students of Color

- **Link with national associations for faculty representing diverse communities** to increase faculty diversity.
- **Devise strategies that leverage new portfolio-based licensing assessments from DESE** to increase students of color entering workforce.
- **Smoothen the pipeline for transfer students from community colleges entering teacher preparation programs** in four-year institutions.
- **Proactively work on strategies to lessen attrition rates for students of color** due in part to the length of non-paid practicums.
- **Bring to scale current programs and initiatives designed to attract urban students to become teachers** including expanding efforts to other districts.

Internships and Employment Subcommittee

The focus of the subcommittee was on aspiring educators (i.e., students at the high school or college level who may be interested in a career in public education). The subcommittee recognized that the district currently has multiple programs/partnerships to encourage talented students to enter into public education; or, to encourage talented teachers to advance their careers in public education administration. Programs include:

1. Future Teachers clubs at North High School and South High School
2. IA to Teacher Pipeline Program with Worcester State University
3. WPS Administrative Cohort with Worcester State University

The subcommittee sees opportunities to build upon and augment these programs and recommends the following:

- **Establish an Education Pathway as part of the district's early college program.** The early college program allows qualified high school students to take college courses for credit. Students can earn up to 12 college credits while they are still in high school. The district proposes that the three partners develop a pathway specifically to give students a jump start on a degree in education.
- **Establish a tracking system to allow the district to follow WPS graduates** participating in the Future Teachers club or the early college education pathway.
- **Explore the feasibility of re-imagining the student teaching experience from a solo venture to cohort** through the Chief Diversity Officer and in partnership with local colleges and universities.
- **Commit resources every year** to hire at least five graduates of color from area colleges and universities.
- **Develop a team drawn from human resources and building principals dedicated to identifying and supporting applicants of color** as they navigate the application process. The team would support the applicants and also assist with connecting principals who are seeking specifically licensed applicants with qualified applicants of color.
- **Offer short-term summer internships with a nominal stipend** to allow undergraduate students at local colleges and universities who are exploring public education as a career the opportunity to experience the teaching profession.
- **Provide release time from teaching duties so participants in the WPS-WSU administrative cohort can complete an internship.** The district can work with local colleges and universities to identify qualified teachers of color (or, qualified students who will be graduated with DESE licensure) to serve as long term substitutes while the teacher completes the internship.



WORCESTER
STATE
UNIVERSITY

486 Chandler Steet, Worcester, MA 01602
508-929-8000

Worcester State University's Office of Communications & Marketing
was pleased to contribute to finalizing this report for the City of Worcester.

X. GENERAL BUSINESS
Administration
(July 14, 2021)

ITEM - gb #1-190
S.C. MEETING - 7-22-21

ITEM:

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

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS
Administration
(July 13, 2021)

ITEM - gb #1-191
S.C. MEETING - 7-22-21

ITEM:

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

PRIOR ACTION:

BACKUP: Planning grants support Massachusetts High Schools with designated aligned Chapter 74 vocational programs, who are not yet ready to implement adult training programs through the Career Technical Initiative. The purpose of the funds are to provide schools with time and capacity for planning and program design.

To address the persistent demand in construction/trades and manufacturing and to prepare the school to become responsive for a new initiative that seeks to transform vocational high schools into Career Technical Institutes (CTIs), running three shifts per day to expand enrollment of high school students and adults.

Annex A (4 pages) contains a copy of the Grants Acceptance Form.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

Grant Acceptance Form

Name of Grant: Career Technical Initiative Planning Grant

Type of Funder: The Career Technical Initiative is funded through an appropriation in the Fiscal Year 2021 State Budget (line item 7002-1091). This grant initiative is administered by Commonwealth Corporation on behalf of the Workforce Skills Cabinet.

Awarded Amount: \$10,000

Grant Funding Period: June 15, 2021 through August 31, 2021

Project title: Night Life Career Technical Initiative Planning Grant

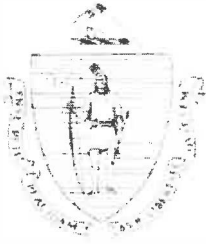
Program coordinator: Seward/Sippel

Purpose: Planning grants support Massachusetts High Schools with designated aligned Chapter 74 vocational programs, who are not yet ready to implement adult training programs through the Career Technical Initiative. The purpose of the funds are to provide schools with time and capacity for planning and program design.

Description of the program: To address the persistent demand in construction/trades and manufacturing and to prepare the school to become responsive for a new initiative that seeks to transform vocational high schools into Career Technical Institutes (CTIs), running three shifts per day to expand enrollment of high school students and adults.

Program location: Worcester Technical High School

Outcomes and Measures: CTI planning funds will be utilized to develop programs for Night Life in both manufacturing and diesel tech with a focus on attaining industry required certifications for entry level jobs



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CHARLES D. BAKER
GOVERNOR

KARYN E. POLITO
LEUTENANT GOVERNOR

July 6, 2021

Ruth Seward
Coordinator, Night Life Adult Education
Worcester Public Schools
20 Irving Street
Worcester, Massachusetts 01609

Dear Ms. Seward:

Congratulations!

We are pleased to notify you that **Worcester Public Schools** has been awarded a **Career Technical Initiative Planning grant** in the amount of **\$10,000**.

The Career Technical Initiative addresses the persistent demand in **construction/trades and manufacturing** sectors by transforming vocational high schools into Career Technical Institutes and providing funding to deliver adult training, credentialing, and placement services in partnership with MassHire Career Centers and Workforce Boards.

You will be receiving further instructions from Commonwealth Corporation on next steps. Please feel free to contact Anthony Britt at abrutt@commcorp.org if you have any questions.

Governor Charles D. Baker

Lt. Governor Karyn E. Polito

A handwritten signature in blue ink, appearing to read "Charles D. Baker".

A handwritten signature in blue ink, appearing to read "Karyn E. Polito".

CTI Planning Grant Narrative

Worcester Public Schools Night Life Continuing Education Division has a proven record of creating post-secondary workforce training programs that align with our Chapter 74 High School Training Programs.

1. WPS’s dedicated grant team managed funds awarded by federal, state and local sources for all of our programs. Most recently we managed, for Night Life, a Massachusetts Department of Education Planning Grant which was to develop a new post- secondary workforce development program. The outcome of that planning grant was application for a DESE implementation grant. The biggest challenge executing the planning grant was a recent staff change – because the lead employee on the grant passed away. We were able to overcome this difficulty with a new staff member. She had past experience managing grants and the advisory team that had been assembled included industry partners and experienced staff who helped her with a successful planning process.

WPS Demographics	
Hispanic	43%
White	30%
African American	16%
Asian	7%
Multi-race (non-Hispanic)	4%

2. Our target population are adults who will participate through WPS Night Life and reflects WPS diversity (see chart, left). The need for industry-specific, low-cost ESOL education is underscored through data indicating that 58% of WPS students are First Language Not English, 33% are English Learners, and 58% are economically disadvantaged. WPS demographics mirror those of the region; engaging WPS students will complement outreach and recruitment tactics (see 3E) to inform adults without high school diplomas or the equivalent, English learners,

individuals with disabilities, economically disadvantaged individuals, veterans, and those pursuing career pathways not traditional for their gender.

Night Life program recruitment includes a website, printed booklets for fall and spring semesters, participation of the Director and instructors on local radio and television shows, and robust social media marketing through WPS and partners’ social media (including the Worcester Regional Chamber of Commerce). Our multimedia recruitment tactics reflect our diverse and vibrant community of adult learners. Program success is objective and subjective and includes the number of applications to each program, number of returning students, placements into the workforce and college, and positive post-course surveys.

3. Night Life Continuing Education Division will submit an application in response to the FY22 CTI in accordance with the requirements listed in Section 3.

4. The three greatest challenges to developing capacity for our school to apply for FY22 CTI funding will be:

1) Determining the most effective program design to correspond to current industry needs. This will be addressed by forming Program Advisory Councils for each program and engaging with industry partners. Night Life Education Division has successfully accomplished this in past projects so we are confident in our capacity to tap into the right industry leaders and effectively implement their suggestions.

2) Developing a program that will attract applicants who will be vested in careers in the industries we have identified. By interviewing potential students and engaging with them before classes begin, we can work with them individually to ascertain that they are in the right program for them. We will partner with MassHire to provide the best experience for each student and the best potential employees for each business partner.

3) Finding qualified instructors for the programs we have proposed. Night Life Continuing Education Division has trained industry professionals as well as Chapter 74 certified instructors working for our programs. Therefore we have instructors already connected to our program who will either teach for us or help us connect with qualified instructors for our programs.

5. Currently, Worcester Public Schools runs a successful high school Chapter 74 Diesel Technology Program and a Chapter 74 high school Manufacturing program. However, we currently do not have a corresponding Night Life Program for post-secondary learners. CTI planning funds will be utilized to develop programs for Night Life in both fields with a focus on attaining industry required certifications for entry level jobs.

Labor insight from Burning Glass Technologies predicts that needs for skilled Machinists increase by 4.6% annually for the next two years with a median entry level salary of \$31,456. As workers gain experience and

qualifications, their salaries and their potential for promotion will increase. Diesel technicians and CDL drivers are predicted to grow 3% annually for the next two years with an average entry level salary of \$58,569.

As the lead applicant, WPS Night Life Continuing Education Division is well positioned to coordinate activities that maximize outreach and recruitment tactics undertaken with workforce development organizations, CBOs, and private employers. Each of WPS' 25 learning centers has a Program Advisory Board comprised of representatives from business/industry, labor unions, post-secondary education, and parents; these diverse volunteers offer input to implement culturally appropriate recruitment strategies and messages.

6. In FY 2020, the MassHire Central Region Workforce Board (MCRWB) awarded Night Life Continuing Education Division training funds for Allied Health Certified Clinical Medical Assistants (CCMA). We applied these funds to train and place 10 students in positions at UMASS Memorial Hospital. Building on our initial success, MCRWB subsequently awarded Night Life a second training grant in FY2021 to provide training for an additional 10 students. Night Life was awarded a third training grant for CCMA's through the Healthcare HUB Training grant for Spring 2022.

MassHire's Worcester Career center helped us advertise our CCMA program throughout the Worcester community, they screened and interviewed potential students, assisted us with the development and execution of the Workforce readiness segment of our CCMA training program, they helped us place students in externship positions. We would look to them to assist us in the same way for programs we develop with the CTI funds.

With planning grants, our industry partners assist us by informing us of their needs for entry level employees such as guiding us to understand the proper certifications they would like workers to have as well as the basic skill sets they would like taught in our curriculum. UMASS Memorial also helped interview each potential student for our CCMA program and assisted with the screening process they needed for each student to work in their facility. WPS works with industry partners to ensure each student has been properly vetted for their employment process. Currently we work with all of our partners using email, phone calls and Zoom conferences. We look forward to meeting in person during the summer months.

Worcester Night Life is also a training partner with the Executive Office of Housing and Economic Development (EOHED) Advanced Manufacturing Consortium. Night Life offers adults a Basic Welding course that has been fully enrolled since its inception. In FY19, the EOHED and MassHire North Central Workforce Board (through ReMake 4.0) supplied \$12,500 in funds that allowed 10 transitional adults to learn entry level Advanced Manufacturing skills in a Precision Measurement Instruments course. In FY20, this ReMAke 4.0 grant was increased to \$15,500 to support 20 students in CAD/CAM/G-Code/CNC and Welding courses. We will build off of our industry partnerships, instructor relationships and MassHire associations begun with this project to ensure we will be prepared to submit an FY'22 CTI Adult Training application.

Worcester Night Life consults with the MassHire Central Region Workforce Board and Career Centers to align our priorities, course offerings, and curriculum with specific goals in the Central Massachusetts Regional Workforce Blueprint, including: 1) Align/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; and 4) Close the skills gap for priority industries and occupations. The proposed program aligns with the Blueprint by:

1. Addressing the top challenge facing regional businesses: **finding and retaining talent**. Employers report the loss of older workers as they retire is creating critical supply gaps in the region's priority industries. This is reinforced by data indicating that 25.5% of our region's workforce is aged 55 or older. These workers are often the most experienced, making them difficult to replace with workers equal in skills and knowledge.
2. **Integrating New Americans into the workforce**. This describes the majority of Night Life's student demographic and is aligned with Night Life's long term goals of developing incumbent staff (e.g., via ESOL programs) and expanding the region's labor pool to non-traditional workers (including career opportunities for older workers seeking a second career).

X. GENERAL BUSINESS
Administration
(July 15, 2021)

ITEM - gb #1-192
S.C. MEETING - 7-22-21

ITEM:

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

PRIOR ACTION:

BACKUP:

WPS AP called F.W. Webb to see when the items would be delivered and were told that the order was cancelled. The Purchase Order was then cancelled and the items were received now the balance is due.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS
Administration
(July 15, 2021)

ITEM - gb #1-193
S.C. MEETING - 7-22-21

ITEM:

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

PRIOR ACTION:

BACKUP:

WPS AP called Archer Security and was erroneously told that all invoices were paid. the final invoice was then received after the Purchase Order was closed.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS
Administration
(July 15, 2021)

ITEM - gb #1-194
S.C. MEETING - 7-22-21

ITEM:

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

PRIOR ACTION:

BACKUP:

The Purchase Order was closed before final invoices were received.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS
Administration
(July 15, 2021)

ITEM - gb #1-195
S.C. MEETING - 7-22-21

ITEM:

To approve the following donations:

- \$5.50 to Woodland Academy from Box top 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

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS
Administration
(July 15, 2021)

ITEM - gb #1-196
S.C. MEETING - 7-22-21

ITEM:

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.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.

X. GENERAL BUSINESS
Administration
(July 15, 2021)

ITEM - gb #1-197
S.C. MEETING - 7-22-21

ITEM:

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

PRIOR ACTION:

BACKUP:

Annex A (2 pages) contains a copy of information regarding the item.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Refer to the Standing Committee on Governance and Employee Issues.

PROPOSAL FOR THE NEW DUAL LANGUAGE SCHOOL'S
NAME AND RATIONALE:

La Familia was the recommendation for the name of the Dual Language School by the Administration, the English Language Learning Advisory Committee and the English Language Department.

Worcester's new dual language school unites students and families from diverse linguistic and cultural backgrounds to learn and grow together. As one school family, students learn to understand each other and themselves more deeply and to value the many assets each brings to the learning community. The new dual language school will live the vision statement of WPS' dual language programs:

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

The proposed name, **Familia Dual Language School**, will represent the ideals of this school, our students and their families, and the broader community. These ideals are:

- Understanding and embracing one's own identity and others' identities
- Elevating and celebrating diversity of language and culture
- Learning and working together with a shared purpose
- Respecting each other within a caring community
- Growing together with high expectations and plenty of support

Regardless of language background, everyone recognizes the word “familia” and what it represents. In addition, the word is a cognate in both English and Spanish. Finally, we believe it would be fitting to connect the name of this school with the fallen Officer, Enmanuel Familia. Officer Familia was a Worcester Public Schools graduate, an English learner, and a Transitional Bilingual Education student who benefitted from our city’s bilingual program. He was in elementary school, when his family moved from the Dominican Republic to make their new home in Worcester, a community Officer Familia embraced and dedicated his life to serving. We believe he represents the vision of our dual language school in how he pursued his education, career, and personal life. He is a role model for our students, not only for how he died but for how he lived.



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

ITEM:

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.

(Continued on page 2.)

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Discuss.

ITEM (continued)

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.