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MEMORANDUM

TO: Chairperson and Members  
Boston School Committee

FROM: Nathan Kuder  
Chief Financial Officer

SUBJECT: Grants for Approval

DATE: January 26, 2022

Attached please find the grants for approval by the School Committee on January 26, 2022. Full copies of the grant proposals are available for your review and have been filed with the Office of the Secretary to the School Committee.

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Boston Public Schools

Dr. Brenda Cassellius, Superintendent

Boston School Committee

Jeri Robinson, Chair

City of Boston

Michelle Wu, Mayor



# GRANTS FOR SCHOOL COMMITTEE

January 26, 2022

Amount	FY	Grant Name	Status	Fund Manager	Focus Area(s)	Sites
\$ 421,803	2022	Kaleidoscope Cohort	New	Yvonne Macrae	College & Career Readiness	15 Sites
\$ 100,000	2022	Succeed Boston Bullying Prevention & Intervention	New	Jodie Elgee	Bullying Prevention	1 Site
\$ 169,911	2022	Teacher Diversification Pilot Program	New	Ceronne Daly	Educator Diversity	Districtwide
\$ 50,000	2022	Boston School-Based Behavioral Health Collaborative	New	Andria Amador	Health & Wellness	Districtwide
<b>\$741,714</b>		<b>Total</b>				

## SCHOOL COMMITTEE ACCEPTANCE FORM - BPS22643

Grant Name: Kaleidoscope Cohort 2 School Funds

Status: New

Grant Type:

Start & End Dates: July 1, 2021 - June 30, 2022

Funding Source: State (DESE)

Grantor Contact: Komal Bhasin

Grantor Address: 75 Pleasant Street Malden MA 02148

Grantor Phone: (617) 306-9001

Grantor Email: komal.bhasin@mass.gov

Lead BPS Department and/or School(s): Region 1 Schools (Charlestown, East Boston, and the North End)

BPS Program Manager: Yvonne Macrae, Director of Grants and External Funds

Department Head/School Leader: Tommy Welch, Region 1 School Superintendent

Annual Award Amount: \$421,803

Total Award Amount (if grant period more than a year): N/A

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 7200 Region 1 students, 150 teachers, and 20 school leaders/administrators

Sites: Region 1 Schools - Charlestown HS, Harvard-Kent K6, Warren Prescott K8, Eliot Innovation K8, Adams K6, McKay K8, East Boston EEC, Alighieri Montessori K6, Umana Dual Language Academy K8, O'Donnell K6, Otis K6, PJ Kennedy K6, East Boston HS, Guild K6, and Bradley K6

Key External Partners: DESE Kaleidoscope Collective for Learning

### **Grant Description:**

#### **Professional development and coaching (\$371,803):**

The Kaleidoscope Collective for Learning, an organization within the Department of Elementary and Secondary Education, supports a cohort-based approach to provide professional development on Deeper Learning throughout the Commonwealth. A key goal is to advance the development of a statewide (and regional) vision for both effective and equitable Deeper Learning and understanding of the necessary implementation conditions that support all students. The concept of Deeper Learning pulls from and relates to many other best practices in the field, such as project-based learning, inquiry models, blended learning, or culturally responsive teaching (e.g., the Ready for Rigor Framework). These practices take place within the context of coherently aligned high-quality instructional materials. Deeper Learning is the intersection of: a standards-aligned, culturally responsive curriculum that challenges students; authentic and relevant problems that engage students; and the skills and

tools of the 21st century that prepare students for success. We know that Deeper Learning has happened when we look to our students -- what they say, do, and produce -- to see a sense of mastery, identity, and creativity.

The Kaleidoscope Cohort Two grant funds the professional development stipends for the participating Pilot Advisory Team members during the 2021-2022 school year.

### **Kaleidoscope Cohort 2 School Pilot Advisory Teams**

- Every school in Kaleidoscope Cohort 2 must have a Pilot Advisory Team comprised of at least three members, including at least one instructional leader and at least two classroom-based educators. Beyond the three required members, there are no requirements around the roles of additional Pilot Advisory Team members. This grant opportunity will fund a maximum of 10 members of each Pilot Advisory Team at each school in the Cohort for up to 6 hours of Kaleidoscope work per month.

### **Kaleidoscope Convenings, On-Site Coaching, and Independent Learning**

- During the school year 2021-2022, the Kaleidoscope Collective for Learning will run two required full-day convenings (about 4.5 hours) for Kaleidoscope Pilot Advisory Team members and monthly professional learning sessions (about 2 hours).
  - Active participation at both convenings is required, as well as attendance at the monthly professional learning sessions is expected for all Kaleidoscope team members.
  - Schools must report convening and professional learning attendance via an attendance tracker provided by Kaleidoscope, which will be verified by their Regional Superintendent.
- Outside of professional learning sessions, the Pilot Advisory Team (PAT team) will spend 2-3 hours a month to meet to implement learning from sessions, work to create proof points of adjusted Deeper Learning tasks with the use of Kaleidoscope tools and resources, as well as prepare for Year 2 and 3 school-wide roll-out and implementation.
- Kaleidoscope staff will utilize protocols and coaching to support the implementation and team reflection of deeper learning tasks adjusted and prepped by the Pilot Advisory Team. At times, this may include school and classroom visits that require the Pilot Advisory Team to share tasks, agendas, protocol notes, and other instructional materials with the Kaleidoscope team to support ongoing learning and coaching.
- Kaleidoscope/DESE staff will conduct four half-day on-site visits to help facilitate local team meetings and planning activities, support implementation of Kaleidoscope specific Deeper Learning efforts, as well as to inform the state vision of effective and equitable Deeper Learning and the necessary conditions for implementing effective and equitable Deeper Learning at scale.
- During monthly PAT team meetings, Kaleidoscope staff may ask school teams to video record clips of deeper learning tasks and/or use of Kaleidoscope protocols and tools for the purposes of creating a collection of examples of effective implementation. These videos may be used in professional learning sessions and to provide examples of deeper learning across the Commonwealth.
- Kaleidoscope estimates that classroom-based educators will spend about 60 hours per year, outside of contract hours, participating in professional learning, coaching, planning for FY22-23, and engaging in PAT team activities. Kaleidoscope estimates that building principals will spend about 50 hours per year, outside of contract hours, engaged in Kaleidoscope activities.

### **School-Based Strategic Planning Process**

- In Spring 2022, PAT teams will work collaboratively with the Kaleidoscope team to develop a strategic school-wide action plan to accomplish their goals to support deeper learning, informed by the work of the PAT team in Year 1. Note: In SY22-23 and SY23-24, schools will be expected to reflect on the school-wide plans and create action plans to identify progress and determine the next steps as they implement their strategic plan.

Schools must meet the requirements above throughout 2021-2022 to maintain active status in this grant opportunity.

**Early College (\$50,000):**

For the High Schools Charlestown HS and East Boston HS will receive \$25,000 each), a technical assistance provider, funded by DESE, will support designing/ advancing the implementation of an Early College program. After an initial diagnostic report is completed by the technical assistance provider, the school team and DESE staff will meet with the provider to review the recommendations of the diagnostic report. Based on these recommendations, the school team will work with the provider and DESE staff to create a multi-year plan for the enhancement of the school’s Early College Program towards the goals laid out in the state’s Early College Designation Criteria. The school will participate in regular meetings with DESE staff and the technical assistance provider to receive support with plan development and implementation.

**Expense Categories this Grant Pays For:**

Approximately 88% of the grant will fund professional development stipends for the Pilot Advisory Team members at each school site.

Approximately 12% of the grant will fund planning and support for Early College Designation at Charlestown and East Boston High Schools.

**Specific, Measurable, Attainable, Realistic, and Time-bound (SMART) Goals**

**Goal #1:** In Spring 2022, Pilot Advisory Teams will work collaboratively with the Kaleidoscope team to develop a strategic school-wide action plan to accomplish their goals to support deeper learning, informed by the work of the PAT team in Year 1. As part of this process, Pilot Advisory Teams at each school site will collaborate to adjust at least three lesson units during the first year of the Kaleidoscope partnership.

**Indicator:** Completion of the school-wide action plan; evidence of task/lesson adjustments in the Region 1 shared drive/website

**Goal #2:** By May 2022, School Leaders will collaborate to develop an initial draft of their Quality School Implementation Plan (QSIP) for SY23 that aligns with the goals of the district’s rollout of Equitable Literacy, the Region 1 focus on the key principles of Deeper Learning, and the school-specific Instructional Focus.

**Indicator:** Completion of the initial draft of the SY23 QSIP that is aligned with each school’s ESSER investment strategy and professional learning plan for the upcoming year

**ALIGNMENT TO BPS 20/25 Strategic Vision’s Commitment (s) and Priority(s)**

In addition to the areas below, there are a number of aligned progress measures in the BPS Strategic Plan linked to these areas that are supported by Kaleidoscope’s work.

Alignment to the six commitments includes the following areas:

<b>1: Eliminate Opportunity and</b>	- 1.3 Empower and partner with educators to review curriculum for cultural and linguistic bias and relevance, to ensure that new purchases are culturally and linguistically relevant.
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<b>Achievement Gaps</b>	<ul style="list-style-type: none"> <li>- 1.10 Develop and monitor progress toward achieving explicit goals for students with disabilities and implementing strategies to increase inclusionary practices and address dis-proportionality in sub separate settings.</li> </ul>
<b>2: Accelerate Learning</b>	<ul style="list-style-type: none"> <li>- 2.2 Support and coach educators to deliver high-quality inclusionary learning opportunities to ensure students with disabilities are well-served in the general education setting.</li> <li>- 2.3 Provide rigorous culturally and linguistically affirming curriculum and instruction that includes learning opportunities in the arts, science, literacy, world languages, physical education, health education, and civics, access to athletic programs and technology, and fully integrates student wellness into the educational experience.</li> <li>- 2.5 Implement rigorous and consistent elementary learning expectations and curriculum that prepare all students for high school, including strong science and math programming.</li> <li>- 2.8 Implement a comprehensive district wide professional development plan for paras, teachers, counselors, and school and central leaders to develop capacity and expertise to change student outcomes as outlined in this plan.</li> </ul>
<b>3: Amplify All Voices</b>	<ul style="list-style-type: none"> <li>- 3.3. Welcome and value all families and students in our schools, including them as partners in school improvement and student learning.</li> </ul>
<b>4: Expand Opportunity</b>	<ul style="list-style-type: none"> <li>- 4.3 Uphold a standard of organizational effectiveness and excellence to ensure that we are meeting students' needs and define the foundational academic and support services that every school must provide.</li> </ul>
<b>5: Cultivate Trust</b>	<ul style="list-style-type: none"> <li>- 5.3 Support and hold school leaders accountable for creating inclusive, culturally and linguistically sustaining, high-performing school communities, and leveraging teacher leadership.</li> <li>- 5.4 Make BPS a place where educators and staff want to be employed because they are focused on serving our students and feel valued and supported in their work.</li> </ul>
<b>6: Activate Partnerships</b>	<ul style="list-style-type: none"> <li>- 6.3 Coordinate partner organizations with school personnel to enrich learning and services during the school day including student support, college readiness and advising, dual enrollment ,and early college pathways.</li> <li>- 6.4 Champion college and career awareness and work experiences creating visible pathways to postsecondary education, training, trades and career opportunities.</li> </ul>

## SCHOOL COMMITTEE ACCEPTANCE FORM - BPS22675

Grant Name: Succeed Boston Bullying Prevention and Intervention

Status: New

Grant Type: Private

Start & End Dates: Immediately

Funding Source: This is a private donation from the English Family

Grantor Contact: Paul English

Grantor Address: 22 Liberty Drive, Boston MA 02210

Grantor Email: [pmeboston@gmail.com](mailto:pmeboston@gmail.com)

Grantor Phone: 617-329-1549

Lead BPS Department and/or School(s): Succeed Boston @ the Counseling and Intervention Center BPS Program Manager:

Yvonne Macrae, Director of Grants and External Funds Department Head/School Leader: Jodie Elgee, Senior Director

Annual Award Amount: \$ 100,000

Carry-forward option: any and all

Approximate # of students (or teachers, central office staff) served: 750

Sites: 515 Hyde Park Avenue Roslindale, MA

Key External Partners: TBD

### Grant Description:

The grant is intended to highlight, increase capacity and resources for the Bullying Prevention and Intervention work being done at Succeed Boston. The four areas of work include:

Area 1: Promotion and Development

Hire a grant writer/development consultant to identify and apply for grants that focus on bullying prevention and to

- Work with students in focus groups to develop a student-led campaign that focuses on empowering bystanders
- Develop promotional materials

Area 2: Increase student reporting using the Safe Space and Bullying Prevention Hotline (\$15,000) ● Expand Social Media Presence

TikTok, Instagram, Twitter

- Educate students about the role and impact bystanders have in bullying situations, (e.g., bullying stops in 10 seconds when a peer intervenes).
- Provide bystanders with a variety of safe ways to intervene and support targets (e.g., sitting with a student who is alone in the cafeteria or the bus)
- Feature vignettes from bystanders in their own voices
- Develop interactive online quizzes where students choose what they would do in situations, how to resolve conflicts, what to do when they witness bullying, bias-based speech, or behavior
- Provide updated online resources (e.g., how to seek help)
- Conduct polls

#### Area 3: Program Evaluation and Staffing:

- Reinstatement of the Saturdays for Success Program across the District in 4 sites (East Boston, Dorchester, Brighton, Roslindale)
- Add personnel (contracted) to evaluate the program, analyze disaggregated bullying reporting data by school and develop a survey that provides measurable data to inform next steps in program development
- Invest in metrics to achieve data-driven decision making on impacts and funding

#### Bullying Intervention Specialist (BIS) role

- Develop cohorts of specialists by school type for quarterly training
- Update guidance documents and train the trainer materials for BIS

Expense Categories: **Consultants, evaluators, stipends for BPS staff, program materials** Specific, Measurable,

#### **Attainable, Realistic, and Time-bound (SMART) Goals**

**Goal #1: Increase awareness of and use of the Safe Space and Bullying Prevention Hotline by students** Indicator: **Number of calls and page views by students will increase by 100%**

**Goal #2:** Collect data to evaluate the effectiveness of the [Saturdays for Success Program](#)

**Indicator:** Through the use of pre and post surveys students will show an increased understanding of bullying dynamics and a change in attitude regarding students who are targets and the impact of bystanders in preventing and stopping bullying

**Please specify how this grant aligns with the District's Strategic Vision's Commitment (s) and Priorities. ELIMINATE OPPORTUNITY**

#### **& ACHIEVEMENT GAPS**

1.8 Develop capacity to address health and social contributors to opportunity gaps, such as - hunger, chronic illness, mental health, sexual health, homelessness, and LGBTQ+ identify. (add Bullying)

#### **ACCELERATE LEARNING**

2.6 Reduce chronic absenteeism by ensuring that students are welcomed into joyful and engaging classrooms and where their unique needs can be met.



2.7 Make every school a safe space for every BPS student, offering the support and protection needed to learn, grow, and thrive.

**SCHOOL COMMITTEE ACCEPTANCE FORM – BPS22622**

Grant Name: Teacher Diversification Pilot Program

Status: Continuation

Grant Type: Competitive

Start & End Dates: 12/7/21 – August 31, 2022

Funding Source: State

Grantor Contact: Shay Edmond  
75 Pleasant Street Malden MA 02148  
Phone: (781) 338-3219  
Email: sedmond@doe.mass.edu

Lead BPS Department and/or School(s): Office of the Superintendent  
Equity, Strategy and Opportunity Gaps Division

BPS Fund Manager: Ceronne B. Daly, Managing Director,  
Office of Recruitment, Cultivation and Diversity Programs

Department Head/School Leader: Charles Grandson, Chief Equity and Strategy Officer Annual Award Amount:  
\$169,911

Total Award Amount (if grant period more than a year): N/A

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 75+ Students, 85+ Educators Key External Partners:  
TBD

**Grant Description**

The competitive Teacher Diversification Pilot Program is designed to support local school district efforts to strengthen and diversify existing teacher recruitment and retention programs. Through the use of state funds, participating pilot school districts will engage in thoughtful approaches intended to increase the number of effective and diverse teachers in their schools. Applicants may propose to use grant funds to strengthen existing teacher recruitment and retention programs in the following ways: Financial Assistance for

Paraprofessionals, District Graduates or other college Graduates, and Provisionally Licensed Teacher; Teacher Recruitment and Financial Incentives; Grow Your Own Initiatives-Education Pathways. School districts will identify thoughtful, high-impact strategies to enhance existing 'grow your own' initiatives. Examples of high-impact strategies include, but are not limited to; financial incentives, financial support for paraprofessionals, development/ enhancement of educational specific pathways for high school students, development of partnerships, identification and use of research-based teacher retention strategies etc.

**Expense Categories this Grant Pays For**

<b>Program</b>	<b>Expense Short Desc.</b>	<b>Award Amount</b>
MTEL Support	Staff stipends	\$79,942.48 (47%)
Teacher Cadet	Staff stipends, Speakers, College tours, Interns - Contracts	\$61,434.51 (36%)
Recruitment	Hiring Bonuses - Stipends	\$14,000.00 (8%)
Sustainability	Supplies	\$10,018.71 (6%)
Indirect Cost	2.73% of expenses	\$4,515.30 (2.66%)
Total		\$169,911

**Specific, Measurable, Attainable, Realistic, and Time-bound (SMART) Goals**

**Goal #1:** BPS Teacher Pipeline Programs and MTEL Prep Support in the Office of Recruitment, Cultivation & Diversity, Division of Equity, Strategy & Opportunity will increase the number of BIPOC teachers who are licensed, prepared and hired by BPS by August 2022. These funds will support the district’s strategic goal to diversify the teaching workforce in response to the LOOK Act by cultivating bilingual educators through our Bilingual Endorsement strand, SEI Endorsement and MTEL Prep Support courses, provided at no-cost to our paraprofessionals, career changers and long-term substitute teachers so they earn the provisional licenses. In addition, through our Teacher Cadet Program for middle school through college programs our current BPS students who are underserved and persistently marginalized will have opportunities to learn, teach and lead in education-specific careers, especially in STEM and math literacy.

**Indicators:**

- 45 pre-service teachers in our Bilingual Educators/Accelerated Community to Teacher Program, RCD will receive MTEL prep support, SEI Endorsement and pre-practicum training seminars to become provisionally licensed. 12 of the 45 teachers will receive bilingual endorsement by August of 2022
- 14 in-service, first-year, full-time teachers in the BPS Teaching Fellowship will receive support for subject-area MTEs and earn their Initial Licenses in ESL and/or moderate disabilities.
- 75 middle school through college Teacher Cadets will receive programs in mentorship and student-leadership to explore careers in education, which includes teaching a math literacy course this summer at the Trotter Elementary School. Seniors in high school will have Cadets who are in college supporting them on their college applications and career planning.

**Goal #2:** Increase the number of diverse teachers hired in BPS in the hardest-to-staff subject areas or most highly sought demographics including Latinx educators, male educators of color, bilingual educators, or multi-licensed educators by cultivating

and recruiting teacher candidates to be hired by August 2022.

**Indicator:** At least 28 diverse educators will be hired as a result of receiving the hiring bonus. 100% of candidates will be of populations the district has traditionally had difficulty recruiting and hiring.

## SCHOOL COMMITTEE ACCEPTANCE FORM – BPS22677

Grant Name: Boston School-Based Behavioral Health Collaborative (BSBBHC).  
Status: New  
Grant Type: Donation  
Start & End Dates: 9/1/21 - 8/31/22  
Funding Source: State or Federal: Private  
Grantor Contact: Jason Kahn  
Co-Founder & Chief Science Officer of Neuromotion  
Phone: 617-230-5659  
Email: jason@neuromotion-labs.com

Lead BPS Department and/or School(s): Behavioral Health Services  
BPS Fund Manager: Andria Amador, Senior Director of Behavioral Health Service  
Department Head/School Leader: Andria Amador, Senior Director of Behavioral Health Services  
Annual Award Amount: \$ 50,000.00  
Total Award Amount (if grant period more than a year):  
Carry-forward option: Yes, with approval  
Approximate # of students (or teachers, central office staff) served: 10,000  
Sites: All BPS schools  
Key External Partners: Boston Metro Department of Mental Health Services and BPS Community Mental Health providers

### **Grant Description**

*Please provide a 2-3 sentence, high-level description of this grant.*

This grant allows for the continued implementation and expansion of the Boston School-Based Behavioral Health Collaborative (BSBBHC). The BSBBHC is a collaborative co-lead by BPS Behavioral Health Services and Boston Metro Department of Mental Health. The BSBBHC brings together all of the community behavioral health partners as well as the allied city and state agencies that provide behavioral health services to the students of BPS. This grant will create a part-time management position to help coordinate the work of the collaborative including the BSBBHC Annual conference, professional development, data collection and the implementation of the BSBBHC Standards of Practice.

### **Expense Categories this Grant Pays For**

*Please provide a description of the major items this grant will pay for.*

- \$50,000 of the grant will be used to fund the Boston School Based Behavioral Health Collaborative (BSBBHC) Project Director position. This position will support the functioning of the Boston School Based Behavioral Health Collaborative (BSBBHC) including partnership development, data collection and partnership professional development.

## **Specific, Measurable, Attainable, Realistic, and Time-bound (SMART) Goals**

*Please detail up to 3 SMART Goals and Indicators for this grant. Each Goal should capture a student-focused, quantifiable outcome of the grant. Each Indicator should describe the tool you will use to measure progress towards the Goal.*

**Goal #1:** By June 2022, all community mental health partners will share detailed program information with BPS including student level data.

**Indicator:** BPS Partnership Portal

**Goal#2:** By June 2022, the BSBBHC will provide workforce development events that include an annual conference and additional monthly professional development opportunities.

**Indicator:** BSBBHC Annual conference evaluation forms

**Goal #3:** By September 2022, the BSBBHC will produce an annual report that will summarize the behavioral health partnership work happening in BPS. (Note: Most of this will be completed by June 2022, with the exception of the Annual Report to be released in September 2022)

**Indicator:** BSBBHC Annual Report.