

MEMORANDUM

TO: Chairperson and Members
Boston School Committee

FROM: Nathan Kuder
Chief Financial Officer



SUBJECT: Grants for Approval

DATE: March 16, 2022

Attached please find the grants for approval by the School Committee on March 16, 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.



GRANTS FOR SCHOOL COMMITTEE

March 16, 2022

Amount	FY	Grant Name	Status	Fund Manager	Focus Area(s)	Sites
\$ 71,624	2022	Adult Education – Family Literacy	Increase	Kristen D’Avolio	Adult Education	Madison Park Adult Ed Center
\$ 9,100	2022	My CAP Development & Implementation	Increase	Catherine Chiu	Achievement Gap	6 Sites
\$ 82,855	2022	EBT Local Level Administrative Cost Reimbursement Funds	New	Eric Stevens	Administration Cost	Food and Nutrition Services
\$ 437,500	2022	Social Emotional Learning in School & Out of School Setting Initiative Planning Grant	Continuing	Ali Ettis	Social Emotional Learning	14 Sites
\$ 81,680	2022	Pre K through Grade 3 Remote learning Partnership Grant	New	Jason Sachs	Pre K Learning	4 Sites & 18 Programs
\$ 25,000	2022	MCIEA District Grant	New	Sarah Jay	Performance Assessment	District Wide
\$ 707,759	Total					

SCHOOL COMMITTEE ACCEPTANCE FORM - BPS22638

Grant Name: Adult Education Family Literacy

Status: New, Year 4 of 4

Grant Type: Competitive

Start & End Dates: 09/01/2021 to 08/30/2022

Funding Source: Federal

Grantor Contact: Paula Jurigian, Program Specialist

W 781-338-3837

paula.jurigian@doe.mass.edu

Adult and Community Learning Services

Department of ESE

75 Pleasant Street

Malden, MA 02148

Lead BPS Department and/or School(s): Department of Adult Education

BPS Fund Manager: Kristen D'Avolio, Senior Director

Department Head/School Leader: Kristen D'Avolio, Senior Director

\$569,950 Original Awarded Amount

\$ 71,624 Increase Amount

\$641,574 New Award Amount

Total Award Amount (if grant period more than a year): \$2,366,512

Carry-forward option: No

Approximate # of students: 148 students: 65 ESOL and 70 ABE/ASE and 13 culinary high school)

Sites: Dept. of Adult Education/Boston Central Adult High School at Madison Park Technical Vocational High School Building Complex

Key External Partners: OpenAirBoston, , Adult Literacy Initiative Masshire, New England Aquarium, Zoo New England, Museum of Fine Arts, Mayor's Office of Workforce Development

Grant Description

As part of the BPS Adult Education Family Literacy Program, this grant provides adult basic education, high school and ESOL classes to Boston Public Schools parents to support their academic, economic, and civic development in order that they can then support their children's learning.

Expense Categories this Grant Pays For

The grant will be used to pay for part-time evening and day teachers, an Academic Advisor, a Manager of High School programs, a student support specialist, fringe, supplies, and indirect costs.

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

Goal #1¹: In FY21, 51% of enrolled adult ESOL students will meet or exceed the state’s target for measurable student gain. as measured by BestPLUS and TABE Class-E. **Indicator:** FY22 test scores.

Goal #2: In FY21, 39% of students enrolled adult basic education will meet or exceed the state’s target for measurable student gain. as measured by BestPLUS and TABE Class-E. **Indicator:** FY22 test scores.

Goal #3: In FY21, 42% of enrolled adult ASE students will meet or exceed the state’s target for measurable student gain as measured by MAPT. **Indicator:** FY22 test scores.

Goal # 4: In FY 22, 90% of culinary students will receive their Servsafe certificate and complete 75 hours of culinary training. **Indicator:** FY22 test scores.

Strategic Plan Alignment

These goals are tied to the BPS Strategic Goal Number One: Eliminate Opportunity and Achievement Gaps. By supporting Boston’s adult residents in earning their high school diploma or learning English, BPS Adult Ed serves serves highly talented students who have been impacted by social, systemic and social barriers, and racism in and outside of school.

¹ These goals are set by DESE ACLS based on federal NRS data of adult ed students nationwide.

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS22670

Grant Name: MyCAP Development and Implementation - FC434

Status: New

Grant Type: State

Start & End Dates: 7/1/2021 - 8/31/2022

Funding Source: State

Grantor Contact: Lisa Harney

Address: Office of College, Career and Technical Education,
75 Pleasant Street, Malden, MA 02148

Phone (781) 338-3903

Email: lisa.m.harney2@state.ma.us

Lead BPS Department and/or School(s): Office of Secondary Schools

BPS Program Manager: Marsha Inniss- Mitchell, Director of Post- Secondary Partnerships & Initiatives

Department Head/School Leader: Lindsa McIntyre & Elia Bruggeman, Secondary School Superintendents

\$53,400 Original Award

\$62,500 New Amount

\$ 9,100 Increase

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 841

Sites:

ACC: \$2,500

Boston Latin School: \$9,600

Brighton: \$2,500

Burke High School: \$2,500

Charlestown High School: \$7,300

East Boston High School: \$9,600

Edward M. Kennedy Health Careers Academy: \$4,800

English High School: \$2,500

Fenway High School: \$4,800

Madison Park: \$2,500

New Mission High School: \$7,300

Other. \$6,600

Key External Partners:

Grant Description

The purpose of this targeted grant opportunity is to provide supplementary support to school districts currently engaged in or interested in beginning implementation of My Career and Academic Plan (MyCAP). MyCAP is a student-driven process designed to ensure all students graduate from high school college and career ready. The MyCAP process requires schools to create a scope and sequence to implement MyCAP. This grant will provide planning team members the supplementary support necessary to attend professional development and team meetings outside-of- school hours.

Priorities:

This grant is intended to provide high school leadership teams working on the school-wide implementation of MyCAP with funding to: (a) convene the team outside of school hours for the creation of a four year scope and sequence; (b) design the implementation plan for the rollout of MyCAP; and (c) identify a metric(s) for assessment of student success

Expense Categories this Grant Pays For

100% of the grant pays for staff and teacher stipends

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

Goal #1: 50% of students in grades 9-12 complete their assigned My Career and Academic Plan (MyCAP) activities by June 2022

Indicator: CR307 school-level reports (FAFSA Completion Report Summary) from DESE’s Edwin Analytics

Please specify how this grant aligns with the district’s 20/25 Strategic Vision’s Commitment (s) and Priority(s). Please List them below: (see attached – go to (page 59)

- 1) ACCELERATE LEARNING High-quality schools and joyful classrooms district-wide.
 - 2.1 Redesign secondary schools, including alternative schools, in alignment with MassCore, career preparedness, and other advanced coursework opportunities to prepare students for college, career, and life.

- 2) ACTIVATE PARTNERSHIPS Expand learning beyond the classroom and connect the community to the classroom
 - 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.
 - 6.4 Champion college and career awareness and work experiences creating visible pathways to postsecondary education, training, trades and career opportunities.

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS22672

Grant Name: P-EBT Local Level Administrative Cost Reimbursement Funds (13-035)

Status: New

Grant Type: Non-competitive

Start & End Dates: October 1, 2020 through March 31, 2022

Funding Source: State

Grantor Contact: Robert Leshin and Peter McLoughlin

Grantor Address: 75 Pleasant Street, Malden, MA 02148-4906

Grantor Phone: (781) 338-3000

Grantor Email: Robert.M.Leshin@mass.gov or Peter.D.McLoughlin@mass.gov.

Lead BPS Department and/or School(s): Food and Nutrition Services

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

Department Head/School Leader: Laura Benavidez, Executive Director

Annual Award Amount: \$ 82,855

Total Award Amount (if grant period more than a year): \$

Carry-forward option:

Approximate # of students (or teachers, central office staff) served: 53,000

Sites: ALL

Key External Partners: Department of Elementary and Secondary Education, Department of Transitional Assistance (DTA)

Grant Description:

The Department of Elementary and Secondary Education (DESE) has announced the availability of reimbursement funds for school district level costs related to activities supporting the administration of Pandemic EBT (P-EBT). These funds were made available through the federal FY21 Omnibus and COVID Relief and Response Act and appropriated to the United States Department of Agriculture (USDA).

School district allocations have been calculated using a predetermined USDA formula based on specific rates per school based upon the number of students identified as eligible for P-EBT.

Expense Categories this Grant Pays For

Examples of allowable reimbursable costs to apply against these funds include limited salaries of personnel, supplies, support services (including contracts for staffing or system-related work which shows clear allocation to the P-EBT program), or other expenses associated with the P-EBT program. Other more specific allowable reimbursable costs examples include:

- Reporting monthly school level learning models and eligible students to DESE.
- Designated staff to respond to parent requests and questions.

- Collecting and processing school meal applications specifically to establish eligibility for P-EBT.

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

Goal #1: Provide BPS students access to PEBT funds during the school year and options to obtain means for breakfast and lunch while schools are closed or in hybrid mode.

Indicator: The percentage of students utilizing the PEBT funds is over 80%.

Goal #2: Collaborate with BPS teams to ensure the facilitation of PEBT funds and communication to Families results in all families obtaining PEBT funds to ensure BPS students have access to meals when schools are closed.

Indicator:

Please specify how this grant aligns with the district's [20/25 Strategic Vision's Commitment](#) (s) and Priority(s). Please List them below: (see attached – go to (page 59)

Nearly 73% of BPS students are economically disadvantaged. While appealing, nutritious meals are important for all students, they are particularly important for our students of color, low income students, and high needs students. We are keenly aware that many of our students live in “food deserts” and/or the meals served at school are the only meals they eat each weekday. Therefore, the quality of these meals is particularly crucial to their health and well-being.

During the pandemic, access to meals became increasingly difficult. Therefore, with the implementation of PEBT, it is important to provide students with alternative ways to obtain meals. These funds were provided to families to purchase groceries for students, so they could continue to have access to meals.

This project aligns with the BPS Strategic Commitment to cultivate trust. As FNS continues to raise the district’s standards for meals served to our students, and increase access to good nutrition. Studies show nutritious foods drive improved health and academic outcomes. Our mission is ultimately to increase students’ potential to learn.

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS22554

Grant Name: Social Emotional Learning in School and Out-Of- School Setting Initiative Planning Grant

Status: Continuing

Grant Type: Competitive

Start & End Dates: September 1, 2021 – August 31, 2024 (2 years of funding)

Funding Source: Private

Grantor Contact: Polly Sing

Wallace Foundation

Phone: 212-251-9824

Email: psingh@wallacefoundation.org

Lead BPS Department and/or School(s): Office of Health and Wellness

BPS Fund Manager: Ali Ettis, Grant Project Manager

Department Head/School Leader: Jill Carter, Assistant Superintendent

Annual Award Amount: \$437,500.00

Total Award Amount: ~\$6,500,000 over 6 years

Carry-forward option: Yes

Approximate # of students (or teachers, central office staff) served: 7 Pilot Schools and 7 Comparable schools, approx. 6,000 students over the 6 years. Additional educators and central office staff will benefit from District-wide and central office professional development.

Sites: ~14 sites districtwide

Key External Partners: Boston After School and Beyond

Grant Description

The Boston Public Schools (*BPS*) and Boston Afterschool & Beyond (*BASB*) aspire to seamlessly integrate social emotional learning (*SEL*) and wellness across all settings, both in school and across out-of-school time (OST) for every BPS student. Our approach builds the capacity of adults in multiple settings to deliver explicit SEL instruction, and to create diverse SEL supportive learning environments. This supports our shared vision: that every Boston student will realize their full potential with ample opportunities to develop a strong sense of self, think critically, form constructive relationships, and make responsible decisions.

We are entering the 5th year of the Partnership in Social Emotional Learning Initiative.

Expense Categories this Grant Pays For

BPS & BASB were awarded \$850,000 for September 1, 2021 – August 31, 2024 as noted in the grant agreement. \$437,500.00 of this will be held in BPS. Carryforward funds from FY 21 will also populate the FY 22 BPS budget.

Personnel: ~82% of the grant will be used to hire staff that will be dedicated to push the work forward and support the schools included on both the pilot and comparable sides for the PSELI.

Instructional Materials: ~11% of the grant will cover instruction materials for the Partnership in Social Emotional Learning Initiative schools participating in the grant.

School Staff, Stipends: ~2% of the grant will be used to cover the stipends for teachers or school-based employees to attend training, meetings and workshops to move the work forward.

Communications: ~2% of the grant will be used to cover communications for SEL for the PSELI initiative and also in support of SEL District-wide.

Indirect Cost: 2.73%

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

Goal 1: By August 2024, students and adults involved with the PSELI will have improved social and emotional learning skills, developing the intuitive ability to use intrapersonal, interpersonal, and applied skills in their daily lives both in and out of school. Approx. 2,000 Students that will be involved in the Pilot will be able to use skills in self-awareness, self-management, social awareness, relationships skills, and decision making across settings, in and out of school time, supporting healthy relationships.

Indicator:

- % of schools receiving a comprehensive menu of SEL resources by August 2024, inclusive of a rigorous curriculum that aligns with culturally and linguistically sustaining practices, access to coaching and professional development.
- % increase in student SELWeb data in each of the SEL domains (only through 2020)
- % increase in teacher survey SEL domains
- RAND school site observational data shows evidence of student and adult learning in SEL

Goal 2: By August 2024, the Boston Public Schools District will develop a district plan for Transformative SEL that incorporates strategies and key learnings from PSELI and other SEL initiatives and programs. By identifying and leveraging district strengths and areas of growth, we will intentionally create a shared vision, language and transformative practices that will mobilize a coordinated, systemic and sustainable approach that will uplift student and adult SEL.

Indicator:

- SEL Steering Committee established
- Assessment of current state of SEL programming completed
- Vision, mission, and principals of SEL established
- Cross departmental plan for implementation of priority SEL domains established
- Communications plan developed and implemented
- School-based supports and tools developed and piloted

Goal #3- By 2024 BPS & BASB will have developed a strengths-based partnership to educate and support schools and OST programs in their alignment of site-level management in support of SEL practices across schools, across OST programs, and across school-OST settings. By 2023, the district will have access to a menu of partner programs that are inclusive of SEL practices and designed to support the individual needs of our students.

Indicator:

- BPS and OST Program Partners have developed best practices and resources to support SEL implementation in and out of school time
- A menu of partners that have been trained in SEL practices is accessible to school leaders
-

Site Selection Process:

Schools were selected through a process that recruited schools to participate in the PSELI research study. Schools were matched for size, demographics, grade configuration and other characteristics and then randomly assigned to Phase 1, Intervention, and Phase 2, delayed intervention groupings.

SCHOOL COMMITTEE ACCEPTANCE FORM - BPS22658

Grant Name: Pre-K through Grade 3 Remote Learning Partnership Grant

Status: Renewal

Grant Type: Competitive

Start & End Dates: February 22, 2021 through June 30, 2022.

Funding Source: State, Executive Office of Education

Grantor Contact: Contact Name: Blair Brown, chief of staff at the Executive Office of Education
Address: 75 Pleasant Street, Malden, MA 02418
Phone: (781)338-6885
Email: blair.brown@mass.gov

Lead BPS Department and/or School(s): Department of Early Childhood

BPS Program Manager: Jason Sachs, Executive Director

Department Head/School Leader: n/a

Annual Award Amount: \$81,680

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

Carry-forward option: Yes

Approximate # of students (or teachers, central office staff) served: 2,500 students K - 2nd Grade

Sites:

The Summer Early Focus program serves students across 4 BPS sites (West Zone ELC, Ellison Parks EES, East Boston EEC, Orchard Gardens) selected to serve the most underserved neighborhoods for K0/K1 - 2nd Grade student populations and classrooms in 18 programs from the 5th Quarter Portfolio Early Childhood who apply to use the Focus curriculum (Dudley Street Neighborhood Charter School SLA, Surround-Care Coalition (SCC) Summer Learning Academy, Grew Summer Learning, Hayes Early Education Center SLA, Horizons Greater Boston at Mattahunt Elementary, Josiah Quincy Elementary Summer Learning Academy, YMCA Ashley Street SLA, YMCA Dorchester SLA, YMCA at the Gardner Pilot Academy SLA, YMCA Huntington Avenue SLA, YMCA Mendell Kennedy SLA, YMCA Menino SLA, YMCA Oak Square SLA, YMCA Parkway SLA, YMCA Roxbury SLA, YMCA at the Umana Middle School SLA, YMCA Wang SLA, YMCA Washington Beech SLA)

Key External Partners: n/a

Grant Description

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

The grant will provide summer materials for students in grades K0/K1 to 2nd during the summer of 2022 and is expected to serve around 2,500 students using the Summer Early Focus curriculum. Students served are distributed across three programs, BPS Summer Early Focus programs and BPS 5th Quarter Portfolio programs. Materials are aligned to the Summer Early Focus curriculum and ensure that all children can fully participate in summer learning.

Expense Categories this Grant Pays For

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

~~100% of the grant will be allocated to teacher and student materials for Early Childhood summer programming

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: Promote student health and wellness: develop student socio-emotional needs and increase student efficacy by building skills and competencies in critical thinking, creativity, social awareness & relationships, teamwork and self-regulation. Paying careful attention to any additional socio-emotional needs in students as a result of the pandemic.

Indicator: Pre- and post assessment.

Goal #2: Strengthen the effectiveness of school-family/community partnerships: assess the needs and learning environments of families and use that information to drive collaboration and communication with families, through inclusive, reciprocal, understandable and helpful family engagement activities

Indicator: a. Individual check-ins with families about student work every 3 days via phone, zoom, google meet. b. Mid-program progress reports emailed to families in their preferred language. c. Seesaw link with families.

Goal #3: Mitigate student academic achievement loss and address unfinished learning from school year SY21-22 through project-based activities aligned with the Summer Early Focus curriculum.

Indicator: Pre- and post assessment scores in Math and ELA.

Please specify how this grant aligns with the district's 20/25 Strategic Vision's Commitment (s) and Priority(s). Please List them below: (see attached – go to (page 59)

The Summer Early Focus program has been one of the Early Childhood department's core services the City of Boston most vulnerable students and it is aligned with the department's strategic initiatives for curriculum, professional development and universal PreK expansion included in the following District's priorities:

02 ACCELERATE LEARNING High-quality schools and joyful classrooms district-wide

- 2.4 Fully implement universal pre-kindergarten
- 2.5 Implement rigorous and consistent elementary learning expectations and curriculum
- 2.8 Implement a comprehensive district-wide professional development plan

03 AMPLIFY ALL VOICES Shared decision-making, partnerships and mutual accountability

- 3.7 Engage families and community to understand needs

06 ACTIVATE PARTNERSHIPS Expand learning beyond the classroom and connect the community to the classroom

- 6.2 Collaborate with partner organizations
- 6.5 Engage key partners in decision making

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS22680

Grant Name: MCIEA District Grant

Status: New

Grant Type: Competitive

Start & End Dates: 3/1/2022-8/30/2022

Funding Source: Private

Grantor Contact:

Contact [Dawn Shearer-Coren](#)

Address 33 Harrison Avenue, 6th fl. Boston, MA 02111

Phone: 617-817-1508

Email: dshearer-coren@ccebos.org

Lead BPS Department and/or School(s): Data and Accountability

BPS Program Manager: Sarah Jay, Director of Assessment and Strategic Action

Department Head/School Leader: Monica Hogan, Executive Director, Office of Data and Accountability

Annual Award Amount: up to \$25,000

Total Award Amount (if grant period more than a year): \$25,000

Carry-forward option: NO

Approximate # of students served: Immediate impact ~500 students, long term impact, 51,000 students

Sites: Districtwide

Key External Partners: MCIEA Consortium, Center for Collaborative Education

Grant Description:

CCE MCIEA Goals:

- **Build more voice and ownership for MCIEA:** Increased awareness, understating and commitment for the work from all constituents: Districts, Schools, Families, Communities, Legislature, etc.
- **Build Capacity:** Increase capacity for all stakeholders: staff, leaders, teachers, principals, etc.

- **Increased Personal and Academic Growth** Increased growth based on district and school goals for MCIEA)

MCIEA Strategy for FY22:

- We will use the district grants as a vehicle to drive, document and tell the MCIEA Story
- The MCIEA grants will help determine staffing and roles and responsibilities for FY22
- We will create a new coaching/ support model based on the district grant needs
- We will use research as the vehicle to document the MCIEA work: Voice and Ownership, Capacity Building , etc.

Expense Categories this Grant Pays For

Project: Create and implement an Academic Ladder Credit (ALC)- bearing course:

- Recruit teacher teams and experienced performance assessment creators to build out the next phase of this performance assessment plan
- Based on the learning of the prior year, build out a pathway to district-wide performance assessment uptake through developing teachers' capacity to develop high-quality performance assessments that promote critical consciousness and the development of grade level skills.
 - Link to District Instructional Focus: Equitable literacy
- Continue to design, implement and record data on performance assessment, refining systems for collecting performance assessment data and processes for collecting high-quality tasks in Illuminate
- Begin to develop a cadre of teacher-facilitators to lead performance assessment capacity-building activities across the district

Budget:

- **Facilitation of 1 PD session**= \$310 of work. This is 6 hours at the BTU rate (\$51.74), assuming preparation, material review and revision, facilitation time and reflection.
- **Development of district tool/resource=\$520 of work.** This is 10 hours of work at the BTU rate, and assumes multiple people are working on the tool: drafting/outline, research, worktime, feedback, revision, review, publishing.
- **Development of district PD course=\$1,034 of work.** This is 20 hours and assumes collaboration, including drafting the outline, research, development, feedback, revisions, review, publication.

6 Teachers developing course: $6 \times \$1,034 = 6,204$

4 teachers implementing course: $4 \times 12 \times \$310 = 14,880$

Total: \$21,084

Additional funds, up to a total of \$25,000, to be used to stipend participating teachers in cross-district MCIEA work.

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.

EXAMPLE:

Goal #1: By December 31, 2022 40% of students in participating classrooms will demonstrate proficiency on the assessed standards for ELA, as opposed to an average of 16% of students demonstrating proficiency on BPS ELA Interim 1.

Indicator: Performance Assessment results

Goal #2: By December 31, 2022, participating teachers will report a 30% increase in self-perception of assessment literacy and effective assessment design.

Indicator: Pre- and Post- participant surveys.

Please specify how this grant aligns with the district's 20/25 Strategic Vision's Commitment (s) and Priority(s).

1.6 Develop and monitor progress toward achieving explicit goals for schools and central office around implementing strategies to eliminate opportunity and achievement gaps (especially for English Learners and students with disabilities) and central office will be responsible and accountable for monitoring progress and providing support - employing school and district Equity Roundtables as a structure for shared accountability and problem-solving.

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

2.5 Implement rigorous and consistent elementary learning expectations and curriculum that prepare all students for high school, including strong science and math programming.