



Finance Department

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MEMORANDUM

TO: Chairperson and Members
Boston School Committee

FROM: David Bloom
Deputy Chief Financial Officer

SUBJECT: Grants for Approval

DATE: April 27, 2022

Attached please find the grants for approval by the School Committee on April 27, 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.

David Bloom

Boston Public Schools

Dr. Brenda Cassellius, Superintendent

Boston School Committee

Jeri Robinson, Chair

City of Boston

Michelle Wu, Mayor



GRANTS FOR SCHOOL COMMITTEE

April 27, 2022

| Amount | FY | Grant Name | Status | Fund Manager | Focus Area(s) | Sites |
|---------------------|------|--|--------|-----------------|---------------------------|--------------|
| \$ 2,400,000 | 2022 | Emergency Connectivity Fund Reimbursement | New | Solimar Cruzado | Connectivity | Districtwide |
| \$ 75,000 | 2022 | Social Emotional Learning Educator Practice Communities (EPC) Novo | New | Melissa Brown | Social Emotional Learning | 2 Sites |
| \$ 34,703 | 2022 | (EEC) Comprehensive Preschool Partnership Initiative (CPPI) Implementation Grant | New | David McAuley | Early Childhood | 2 Sites |
| \$ 2,509,703 | | Total | | | | |

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS22680

Grant Name: Emergency Connectivity Fund Reimbursement
Status: New
Grant Type: Entitlement
Start & End Dates: 7/1/2021-6/30/2023
Funding Source: Federal
Grantor Contact: USAC Emergency Connectivity Fund Customer Support Center
Call (800) 234-9781 for support.
Hours: Monday through Friday, 8 a.m. to 8 p.m. ET

Lead BPS Department and/or School(s):

BPS Program Manager: Solimar Cruzado, Director of Technology Business Operations

Department Head/School Leader: Mark Racine, Chief Information Officer

Annual Award Amount: up to \$2,400,000.00

Total Award Amount (if grant period more than a year): \$2,400,000.00

Carry-forward option: Yes

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

Sites: District-Wide

Key External Partners: none

Grant Description

The FCC's Emergency Connectivity Fund (ECF) is a \$7.17 billion program that will help schools and libraries provide the tools and services their communities need for remote learning during the COVID-19 emergency period. ECF will help provide relief to millions of students, school staff, and library patrons and will help close the Homework Gap for students who currently lack necessary Internet access or the devices they need to connect to classrooms.

Expense Categories this Grant Pays For

The ECF Program covers the costs of laptop and tablet computers; Wi-Fi hotspots; modems; routers; and broadband connectivity purchases for off-campus use by students, school staff, and library patrons. Specifically, these funds are a reimbursement for teacher laptops already purchased and received (reimbursement of \$400 each device; 6,000 devices). 100% of this reimbursement will be used towards the expenditure of teacher laptops.

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

To provide qualifying teachers with access to a Macbook Air laptop.

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS22682

Grant Name: Social Emotional Learning Educator Practice Communities (EPC) grant - NoVo EPC

Status: New

Grant Type: Entitlement

Start & End Dates: March 1, 2022 to July 31, 2023

Funding Source: Private

Grantor Contact: Rockefeller Philanthropy Advisors, Education First and NoVo Foundation - Representatives: Kelly James and Emily Brookhart at Education First

Grantor Address: P.O. Box 22871

Seattle, Washington, 98122-0871

Grantor Phone: 208.569.2934

Grantor Email: ebrookhart@education-first.com

Lead BPS Department and/or School(s): Horace Mann School for the Deaf and Hard of Hearing

BPS Program Manager: Melissa Brown

Department Head/School Leader: Michelle Eisan-Smith, Ph.D. Head of School

Annual Award Amount: \$ 75,000

Total Award Amount (if grant period more than a year): \$ 150,000

Carry-forward option: No

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

Sites:

1. Horace Mann School for the Deaf and Hard of Hearing,
2. Boston International Newcomers Community Academy (BINcA)

Key External Partners (if any):

1. I Learn America LLC
2. ENLACE at Lawrence Public Schools
3. Everett Public Schools
4. Massachusetts Teachers Association
5. Blueshift Education

Grant Description:

With the SEL Educator Practice Communities grant, the Rockefeller Philanthropy Advisors, Education First and NoVo Foundation are supporting the spread of innovative social and emotional learning (SEL) practices in schools and districts nationwide. The grant aims to support teacher-led projects that foster social and emotional skills in students, families and staff in grades PK-12.

The goal of the SEL Educator Practice Communities, an outgrowth of the SEL in Action Awards, is to embed educator practice in and across multiple Local Educational Agencies (LEA) with the long-term goal of creating a self-sustaining, SEL-focused community of educators, and rewarding innovative practices in SEL while also providing committed practitioners with an opportunity to positively impact more students.

Expense Categories this Grant Pays For

~4.24% of the grant will be allocated to BPS Teachers based on participation in the SEL Educator Practice Community

~4.33% of the grant will be allocated to BPS schools for materials/supplies/expenses needed for implementation

~69.33% will be used for cross-districts-level investments to support participating schools (including BPS) through activities such as professional development, in-school programs, curriculum implementation, resource development, knowledge sharing and administrative services.

~3% of the grant will be used for PD and Curriculum Material

~11.3% of the grant will be used for support for EPC meetings and community engagement

~7.76% will be used material for in school activities, EPC meetings and others

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

OBJECTIVE: Our Educator Practice Community (EPC) aims to serve as a participatory forum for innovation and reciprocal learning focused on improving schools and classrooms for immigrant origin learners, especially through culturally affirming SEL. Through our sustained and collaborative learning journey, EPC participants will: a) collaborate around shared practices and goals developed with other LEA-based teams across the EPC, and ILA's team and network of partners in Massachusetts, b) identify SEL infused story practices at their schools, c) investigate actions, practices and lessons implemented with ILA and its network of co-practitioners and d) design, implement and adapt new and improved actions for migrant youth-led, culturally affirming SEL infused storytelling that centers immigrant origin youth's lived experiences.

Outcomes for Youth:

Over the grant period (March 22 through July 23), with EPC support, members seek to achieve the following outcomes for immigrant origin youth.

- Strengthen connections with peers, teachers and the community to increase self-awareness, hope, and purpose; Grow and heal as they tackle emotions (anger, depression, guilt, fear, dislocation) associated without difficult times;
- Become socially in-tune, emotionally strong, mentally healthy, and cognitively engaged despite the turmoil that forced many to relocate to larger boston and the isolation cause by Covid19;
- Harness personal stories (present, past and future) to make sense of themselves in this new age, to bolster pride in cultural identities, in their life experiences and communities; while finding time to share joy despite uncertain times;
- Transform stories into tools for civic engagement, community building, social justice and educational equity while developing storytelling and leadership skills with scaffolded platforms to share narratives with peers and community;

Goals for Educators:

The implementation of the EPC (through the grant period) specifically will help educators to share their skills and sharpen our practices to:

- Engage young people, their families and communities so that youth can reach their full potential.
- Build/strengthen learning environments where connections are fused, intersectional identities are valued in their complexity, and newcomers can be their authentic selves;
- Shape our schools and communities' understanding of their interdependence, the necessity of reciprocity and the commitment to supporting each youth within their community.
- Support healing, community re-building, and narrative shifts for/with immigrant origin youth and their familie through a racial justice lens;
- Create cross-cultural solidarity through shared experiences;
- Build classes/communities that challenge xenophobia and oppression with empathy, love, and courage;
- Improve the capacity of youth-led and youth-serving spaces within our schools;

Assessing What Works: Evidence is of critical importance in any youth project, especially those that seek to strengthen the development of educator practice. Consequently, we will aim to assess how our culturally sensitive SEL infused Storytelling/Sharing EPC is able to:

- Generate learning, support and knowledge
- Improve Mental wellness, Intellectual wellness, social/emotional wellness
- Generate Self-expression and self-reflection
- Enhance school experiences

We will use surveys and collect quantitative data as indicators to help assess the level of success our EPC is having in reaching its desired outcomes. However, to evaluate our EPC through surveys and data will not be enough to reveal the extent our EPC is creating and exchanging knowledge amongst the community or if it is improving member's practices. We must also employ qualitative research methodologies to better understand how the EPC shapes collective knowledge, and impacts the way we approach our work, both logistically and intellectually. With this in mind, we aim to use an assessment framework that [Wenger, Trayner, and de Laat \(2011\)](#) created for communities of practice to evaluate how a community supports growth in members' practices and understanding.

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)

Commitment 1 Eliminate Opportunity Gaps

1.4 Implement specific support for English Learners

Commitment 2 Accelerate Learning

2.3 Provides rigorous culturally and linguistically affirming curriculum

Commitment 3 Amplify All Voices

3.1 Engage Youth Voice

3.2 Engage parent voice

3.3 Welcome and value all families and students

3.5 fully engage teachers and school staff and students to ensure representation of voice

Commitment 4 Expand Opportunity

4.1 Funds all schools in a manner that meets the unique needs of the students they serve with a special consideration to English Learners and students with disability

4.2 Improve funding formula

Commitment 5 Cultivate Trust

5.4 Make BPS a place where educators and staff want to be employed

Commitment 6 Activate Partnership

6.1 Establish partnership with community organizations that expand learning beyond the classroom

6.2 Connect students to high quality programs

6.3 Collaborate with partner organization to provide learning and skill building related to special emotional learning skills essential for students' growth

6.4 Coordinate with partner organization with school personnel to enrich learning and services

6.6 Design and implement year long opportunities with partners to promote place based and project based opportunity

Lastly, if this grant was awarded to several sites, please specify how these sites were chosen to receive funds.

Our SEL Educator Practice Community is composed of a diverse, multi-generational team of practitioners who believe that through collaborative learning, we will be able to more effectively use the power of storytelling to advance culturally affirming SEL. We've curated the first cohort of EPC members by pulling in people who have significant experience in using storytelling as their SEL north star, a commitment to collaboration, and a demonstrated practice of supporting, listening to, learning from and caring for immigrant youth. All EPC members are active practitioners (educators, teaching artists, migrant youth student leaders and college aged fellows) who have collaborated with I Learn America to use storytelling/storymaking to support the holistic development of immigrant origin young people in the public schools.

Our EPC will consist of: Hub Partner - I Learn America, a migrant youth-led storytelling organization, its Youth Fellows and Teaching Artists; Lead Partner, The Horace Mann School for the Deaf and Hard of Hearing, a Boston Public School (BPS) and the first with school to gain state approval as a Dual Language ASL/English program; the Boston International Newcomers Academy (BINCA), a Boston Public School, BINCA another BPS school that specifically educates immigrant and refugee students who have recently arrived to Boston; the Everett Public Schools, a school system in a working class city just outside of Boston with a large immigrant population; and Lawrence High School, a district north of Boston in which 93.7% of students are Latinx, 72.3% of students' first language is not English and 70.7% of students are economically disadvantaged. At Lawrence High School the EPC's primary partner will be the school's ENLACE program which works with recent immigrants and refugee students from the Latin American diaspora. As we form and start to activate our EPC, we are looking to share knowledge and invite schools recommended by the Massachusetts Teachers' Association to the EPC.

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS22683

Grant Name: MA Department of Early Education and Care (EEC) Comprehensive Preschool Partnership Initiative (CPPI) Implementation Grant

Status: New

Grant Type: One-time

Start & End Dates: March 1, 2022 through June 30, 2022

Funding Source: State

Grantor Contact: Jocelyn Bowne, MA Department of Early Education and Care

Grantor Address: Department of Early Education and Care, Attention: Grants Administration, 50 Milk Street, 14th Floor, Boston, MA 02109

Grantor Phone: (617) 988-6600

Grantor Email: jocelyn.bowne@mass.gov

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

BPS Program Manager: David McAuley

Department Head/School Leader: Jason Sachs

Annual Award Amount: \$34,703

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: 28 students/families

Sites: 2 UPK sites – Boston Chinatown Neighborhood Center, South Boston Neighborhood House

How are these sites chosen? Through the Universal Pre-K initiative, which partners with 21 overall community providers

Key External Partners (if any): Boston Chinatown Neighborhood Center, South Boston Neighborhood House

Grant Description: Through this grant, BPS and its Universal Pre-K initiative seek to pilot a new financial approach to support students in extended learning days at 2 site locations in Spring 2022; these students do not have state subsidies, and families earn below the state median income and cannot afford private pay. This pilot seeks to determine if a new financial approach can close opportunity gaps for Boston's youngest learners, and inform larger policy across UPK's 30+ sites in future years.

Expense Categories this Grant Pays For: Staffing, Supplies

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

Goal #1: Serve 28 students through extended learning days in Spring 2022 at 2 UPK site locations to provide students access to additional learning opportunities and supportive adults.

Indicator: Student attendance; family survey measuring effects of participation

Goal #2: Assess pilot financial model to provide more students access to extended learning opportunities to determine if this model can be scaled across UPK's 31+ site locations in future fiscal years, by Summer 2022.

Indicator: Budget tracking with EEC, feedback focus groups with 2 external partners

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)

- 2.4 Accelerate Learning – Fully implement Universal Pre-kindergarten through a mixed delivery model that leverages district and community options and ensures a high quality educational experience for all early learners
- 6.5 Engage key partners in decision-making in order to guide and develop coherent year-round wraparound services, and learning experiences and programming for students.