
MEMORANDUM

TO: Chairperson and Members
Boston School Committee

FROM: Nathan Kuder
Chief Financial Officer



SUBJECT: Grants for Approval

DATE: November 1, 2023

Attached please find the grants for approval by the School Committee on November 1, 2023. 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

November 1, 2023

Amount	FY	Grant Name	Status	Fund Manager	Focus Area(s)	Sites
\$397,749	2024	JP Morgan Chase New Skills Ready Grant - EdVestors	Continuation	Michelle Sylvaria	Career & Technical Education	Districtwide
\$888,080	2024	Junior Reserve Officers Training Corporation (JROTC)	Renewal	Yvonne Macrae	College & Career Readiness	6 Sites
\$800,000	2024	Targeted Assistance Grant (TAG) FC 325	Renewal	Michael Sabin	Turnaround	40 Sites
\$120,000	2024	Playball!	Renewal	Amy Daniels	Health & Wellness	22 Sites
\$600,000	2024	Early College FC 460	Renewal	Lydia Emmons	College & Career Readiness	7 Sites
\$120,000	2024	Early College Incubator FC 160	Renewal	Lydia Emmons	College & Career Readiness	TBD
\$30,000	2024	Genocide Education FC 215	Renewal	Angela Hedley-Mitchell	Curriculum & Instruction	Districtwide
\$99,768	2024	Farm to School Grant	New	Deborah Ventricelli	Food & Nutrition	3 Sites
\$49,998.38	2024	Equity Workforce Training Planning Grant	New	Francesca Brangman	Clean Energy	Madison Park Technical Vocational High School
\$100,000	2024	Special Olympics BPS UCCS Grant	Renewal	Avery Esdaile	Health & Wellness	30 Sites
\$3,205,595.38	Total					

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS21557

Did you complete the Intent to Apply form: Yes

If No: please delay submission until the Intent to Apply form has been completed and approved.

Is the grant approved/awarded?

If No: please delay submission of this fund until the application has been approved.

If Yes, please attach an award letter/email and continue completing this form.

Commitment letter

Grant Name: JP Morgan Chase New Skills Ready Grant

Status: New/Renewal/Continuation: Continuation, year 4 of a 5 year grant

If Renewal/Continuation:

What is the Renewal/continuation Amount: \$ 397,749

Start & End Dates: April 1, 2023 - June 30, 2024

Funding Source: Private

Grantor Contact: Contact Name: Marinell Rousmaniere

Grantor Address: Address: 209 Columbus Ave, Boston, MA, 02116

Grantor Phone: Phone: 617.585.5747

Grantor Email: Email: rousmaniere@edvestors.org

Lead BPS Department and/or School(s): Offices of Career and Technical Education, Data and Accountability, and Equity and Strategy

BPS Program Manager: Michelle Sylvaria, Apryl Clarkson, Ana Tavares

Department Head/School Leader: Michelle Sylvaria, Apryl Clarkson, Ana Tavares

Annual Award Amount: Total Award Amount (if grant period more than a year): \$2,023,876

Carry-forward option: Yes

Approximate # of students (or teachers, central office staff) served: 500

Sites: District-wide supports plus specific pathway development at Brighton, Burke, Charlestown, and Excel High Schools

How are these sites chosen? There was a stakeholder process within the New Skills Ready working group to develop site selection criteria which included the Racial Equity Planning Tool and the Opportunity Index. The process led to the selection of four open enrollment schools for this opportunity.

Key External Partners (if any): Edvestors, Private Industry Council, Bunker Hill Community College, UMass Boston

Priorities: New College and Career Pathways, College and Career Advising through MyCAP

Purpose: The funds to support the development of new pathway models are coming via EdVestors from the grant provided by JP Morgan Chase as part of the larger New Skills Ready Network initiative. New Career Pathways in high priority industry sectors, with a focus on equity and access, will be developed in 4 secondary schools as a result of this initiative.

Desired Outcomes: Successful pathway designations through DESE and launch and roll out through the grade levels of sequence of pathway technical and advanced coursework in the targeted schools with the integration of MyCAP scope and sequence.

If the grant is a ‘continuation grant’, please give a brief description of the outcomes experienced to date including (a) what is changing? (b) How is it changing our practice moving forward:

Boston will continue to roll out high quality college and career pathways in 4 New Skills Boston Secondary Schools as evidenced by increased pathway enrollment. We will continue to support the professional learning of the career pathways coordinators to sustain the pathway development work over time and build seamless transitions to post-secondary education. We are activating MyCAP implementation plans for a robust career and academic planning system for students beginning in middle grades and spanning the secondary, postsecondary, and job placement continuum.

If the grant is decreasing/Increasing, please state reason(s) why: Decreasing as a result of being in year 4 of a 5 year grant with a step down in support for school-based positions from 100% in year 2, 70% in year 3, and 30% in year 4.

If not a ‘continuation grant’, please provide Date of Outcomes Report will be completed and available

Please specify how this grant aligns with the district’s focus areas (*please complete this section completely*):

Prioritizing and Accelerating Academic Performance- the grant supports the launch and sustaining of college and career pathways which include advanced coursework and work-based learning

Strengthening Access to Social-emotional Learning- the grant supports MyCAP with an emphasis on college and career readiness. The MyCAP curriculum is connected to 3 Domains: Personal-Social Identity, Career Development, and Academic, College & Career Planning. Financial Literacy has also been added.

Streamlining Operations and Ensuring Student Safety- the grant supports integrating safety credentials for students into the pathway curriculum and planning safe career pathway classrooms with the industry standard equipment and materials

Developing Authentic Family and Community Engagement Practices - the grant support plans for engaging families in the pathway recruitment process are part of the school pathway planning

Improving Internal and External Communication with Families and Staff- the grant support plans for communicating with stakeholders including families, partners, and staff are part of the school pathway planning

Increasing Accountability for both the Central Office and our Schools - State accountability metrics for pathways are in place through SIMs data collection.

Lastly, if this grant was awarded to several sites, please specify how these sites were chosen to receive funds. There was a stakeholder process within the New Skills Ready working group to develop site selection criteria which included the Racial Equity Planning Tool and the Opportunity Index. The process led to the selection of four open enrollment schools for this opportunity.

Will you be attending the school committee meeting to discuss this grant? Y. If No, please provide the name and contact information for the designee Yes

SCHOOL COMMITTEE ACCEPTANCE FORM– BPS24328

Did you complete the intent to Apply form? **Yes**

Is the grant approved/awarded? **Yes**

If No: please delay submission of this fund until the application has been approved.

If Yes: Attach an award letter/email and continue completing this form.

Grant Name: Junior Reserve Officers Training Corp (JROTC)

Status: Renewal

Grant Type: Entitlement

Start & End Dates: July 1, 2023 – June 30, 2024

Funding Source: Federal

Grantor Contact: Contact: Air Force - Robert Leveille

Address: Holm Ctr/SDFA, 551 E Maxwell AFB, AL 36112-6106

Phone: (334) 653-4249

Email: robert.levaille.1@us.ar.mil

Contact: Army - CC JROTC (ATCC-J-10) HQ US Army Cadet Command

Address: 1307 Third Av, Fort Knox, KY, 40121

Phone: 1-800-347-6641

Contact Name: Marines - DFAS CLEVELAND

Address: 1240 East Ninth Street, Cleveland, OH 044199, Room 2583, Attn: MCJROTC

Phone: 703-784-4249

Contact: Navy - NSTC, NJROTC PROGRAM Code CD211

Address: 250 Dallas Street, Suite A, Pensacola, Fl, 32508-5268

Phone: 850-452-9495

Lead BPS Department and/or School(s): Finance

BPS Fund Manager: Yvonne Macrae, Grants Unit Leader

Department Head/School Leader: Nathan Kuder, Acting Chief Financial Officer

Annual Award Amount: \$888,080

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

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 15 teachers

Sites: East Boston HS, English HS, Community Academy of Science and Health, South Boston – Excel High School, Madison Park High School, O’Bryan School of Math and Science

Key External Partners: US Department of Defense

Grant Description

Junior Reserve Officer Corp (JROTC) is a federal program designed to teach high school students the value of citizenship, leadership, service to U.S., personal responsibility, and a sense of accomplishment while instilling in them self-esteem, teamwork and self-discipline. The federal government will reimburse 1/2 of the ROTC teachers' salaries.

Expense Categories this Grant Pays For

100% of the grant goes towards funding salaries for Air Force, Army, Marine, and Navy JROTC Instructors.

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

Goal #1: JROTC will teach students character education, student achievement, wellness, leadership, and diversity while fostering a more constructive learning environment. By June, the majority of students will increase attendance, decrease school discipline referrals, and increase GPA from pre-program performance.

Indicator: Attendance records, discipline records, and GPA records.

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS24482

Did you complete the intent to Apply form? **Yes**

Is the grant approved/awarded? **Yes**

If No: please delay submission of this fund until the application has been approved.

If Yes: Attach an award letter/email and continue completing this form.

Grant Name: Targeted Assistance Grant – FC 325

Status: Renewal

Grant Type: Competitive

Start & End Dates: 10/4/2023 - 6/30/2024

Funding Source: Federal (through State)

Grantor Contact: Michael Seymour
75 Pleasant Street
Malden, MA 02148
Phone: 781-338-3514
Email: MSeymour@doe.mass.edu

Lead BPS Department and/or School(s): Office of School and District Transformation (OSDT)

BPS Program Manager: Michael Sabin, Executive Director OSDT

Department Head/School Leader: Michael Sabin, Executive Director OSDT

Annual Award Amount: \$800,000

Carry-forward option: No

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

Approximately 18,000 across 40 schools

Sites: 34 Transformation Schools (plus Lynden K-8)

BCLA/Ruth Batson, Blackstone, Brighton High, Burke High, Charlestown High, Chittick, Clap, CASH, Condon, Curley, Dearborn, Edison, Ellis, English, Excel, Frederick, Grew, Higginson-Lewis, Hennigan, Holmes, Keny, King, Lee, Lyndon, Lyon Upper, Madison Park, Margarita Muniz, Mason, Mildred Ave, Orchard Gardens, Perkins, Philbrick, Sarah Greenwood, Shaw, Snowden, Taylor, TechBoston, Tobin, Umana, Young Achievers

How are these sites chosen?

These 40 sites have been identified by Massachusetts DESE for focused/targeted support or broad/comprehensive support (based on the Massachusetts accountability system). Several schools have exited the DESE intervention category and are now categorized as “not requiring assistance or intervention” (Chittick, Edison, Grew, Philbrick) but BPS continues to provide the support and funding that helped them to show improvement over recent years.

Key External Partners (if any):

Harvard Graduate School of Education (for turnaround PD for school-based teams)

Priorities:

Targeted Assistance Grant (TAG) funds are expected to support the development of and implementation of district identified priorities in schools eligible for DESE TAG funding, and to enhance the ability of districts to support accelerated improvement (transformation) in these schools. Within BPS we are prioritizing the development of strong school based leadership teams, impactful Quality School Plans (QSPs), and thorough monitoring of improvement initiatives. Most specifically, this grant supports the development of cadres of teacher leaders to promote Equitable Literacy and implementation of the Universal Expectations and QSP strategic initiatives.

Purpose:

The purpose of the TAG grant is to support accelerated improvement at BPS schools identified for low student achievement. The TAG funds are intended to build capacity for accelerated improvement at the school and district level.

If not a ‘continuation grant’, please provide Date of Outcomes Report will be completed and available:

July 15, 2024

Desired Outcomes:

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

Goal #1: Accelerate student growth in literacy

Indicators: Improvement in MAP growth scores, MCAS growth percentiles in literacy, and achievement percentiles at all Transformation School on the End-of-Year MAP assessment

Goal #2: Implementation of district equitable literacy instructional goals

Indicator: Improved ratings of classroom-level equitable literacy practices between first quarter Instructional Rounds and third quarter Instructional Rounds at transformation schools.

Please specify how this grant aligns with the district’s focus areas:

- *Prioritizing and Accelerating Academic Performance*
- *Strengthening Access to Social-emotional Learning*
- *Streamlining Operations and Ensuring Student Safety*
- *Developing Authentic Family and Community Engagement Practices*
- *Improving Internal and External Communication with Families and Staff*
- *Increasing Accountability for both the Central Office and our Schools*

This grant supports the school transformation work that is critical to achieving all BPS priorities in our Transformation Schools. Most specifically, the TAG grant focuses on “Prioritizing and Accelerating Academic Performance” through the development of strong Instructional Leadership Teams and Quality School Plans in all Transformation Schools. In addition, the emphasis on clear progress monitoring in Quality School Plans, and aligning regional supports with these plans, supports the BPS priority of “Increasing Accountability for both the Central Office and our Schools.”

Will you be attending the school committee meeting to discuss this grant? YES

If No, please provide the name and contact information for the designee

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS24560

Did you complete the Intent to Apply form:

If No: please delay submission until the Intent to Apply form has been completed and approved.

Is the grant approved/awarded?

If No: please delay submission of this fund until the application has been approved.

If Yes, please attach an award letter/email and continue completing this form.

Playball Commitment Letter 23-24

Grant Name: Play Ball! Foundation - Boston, Middle School Athletics

Status: New/Renewal/Continuation: Renewal

If Renewal/Continuation: Renewal

What is the Renewal/continuation Amount: \$120,000

Grant Type: Start & End Dates: September 1, 2023 - August 31, 2024

Funding Source: Non-Profit

Grantor Contact: Contact Name: Chris Lynch - Executive Director Playball Foundation

Grantor Address: 57 Main St, Concord, MA 01742

Grantor Phone: (617) 275 - 6470

Grantor Email: clynch@playballfoundation.org

Lead BPS Department and/or School(s): Athletics Department, Boston Public Schools

BPS Program Manager: Amy L. Daniels

Department Head/School Leader: Avery Esdaile

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

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: BPS district: 1,000

Sites: Curley K-8, Edison K-8, Frederick, Higginson-Lewis, Lyndon K-8, Mildred Ave, Murphy, Orchard Gardens, Roosevelt, New Mission, McCormack, Ohrenberer., Sara Greenwood, Condon K-8, Hennigan, McKay, Lee, Tobin, Young Achievers, Warren Prescott Elliot Innovation, Haley Pilot, Umana

How are these sites chosen? Sites are long with standing and waiting list

Key External Partners (if any): Park and Recreation, Dream Big, Playball Foundation, BCYF

Priorities: Increasing sports program opportunities for students in grades 6,7,8th.

Purpose: The funds to support the increase opportunities of sports programs not funded by Boston Public Schools.

Desired Outcomes: Successful pathways to increase opportunities for students to access sports programs during middle level transitional years to high school.

If the grant is a 'continuation grant', please give a brief description of the outcomes experienced to date including (a) what is changing? (b) How is it changing our practice moving forward:

N/A

If the grant is decreasing/Increasing, please state reason(s) why:

N/A

If not a 'continuation grant', please provide Date of Outcomes Report will be completed and available:

August 15th, 2024

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

Goal #1: Student participation in quality sports programming will increase by at least 40%. In preparation for this year's sports programs, identified policies/procedures will improve the data collection to measure the opportunity for increased participation in all of our sports programs.

Indicator: ASPEN programs registration

Goal #2: Students' experience/skill development while participating in our middle-level athletic programs will demonstrate effective readiness to participate at the high school level by at least 45%. We will be tracking the percentage of middle school students participating in our ML programs to determine the % of participation in high school athletic programs to make informed decisions with programming moving forward.

Indicator: ASPEN program data analysis at the end of the school year

Please specify how this grant aligns with the district's focus areas (*please complete this section completely*):

Prioritizing and Accelerating Academic Performance - the grant supports the launch and sustaining of sports readiness programs which include increase in academic performance and daily attendance in school.

Strengthening Access to Social-emotional Learning - the grant supports and expands learning beyond the classroom to learn and practice skills needed for academic success and building healthy relationships.

Streamlining Operations and Ensuring Student Safety - the grant supports encouraging student participation with qualified coaches in fun and exciting activities ensuring students understand rules regarding respectful communication and appropriate interactions during sports practices and competitions.

Developing Authentic Family and Community Engagement Practices - the grant supports plans to inform families about the team environment and safety by encouraging family engage in child's participation on a sports team.

Improving Internal and External Communication with Families and Staff - the grant supports plans for communicating with stakeholders including families, partners, staff, and community members.

Increasing Accountability for both the Central Office and our Schools - the grant supports the use of metrics for participation in place through ASPEN.

Lastly, if this grant was awarded to several sites, please specify how these sites were chosen to receive funds. The sites are long with standing and waiting list.

Will you be attending the school committee meeting to discuss this grant? Y. If No, please provide the name and contact information for the designee Yes

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS24623

Did you complete the Intent to Apply form: Yes

If No: please delay submission until the Intent to Apply form has been completed and approved.

Is the grant approved/awarded?: Yes

If No: please delay submission of this fund until the application has been approved.

If Yes, please attach an award letter/email and continue completing this form.

FY24 FC460 Allocation (2).pdf

Grant Name: Early College Support Grant FC460

Status: New/Renewal/Continuation: Renewal

If Renewal/Continuation:

What is the Renewal/continuation Amount: \$600,000

Grant Type: Start & End Dates: 10/2023-6/2024

Funding Source: DESE

Contact Name: **Phylitia Jamerson, Executive Director of Early College**

Address: **75 Pleasant Street, Malden MA**

Phone: **(781) 338-3000**

Email: **Phylitia.Jamerson@mass.gov**

Lead BPS Department and/or School(s):

Office of Secondary Schools

Charlestown High School

Dearborn STEM Academy

Fenway High School

Madison Park Technical Vocational High School

New Mission High School

Brighton High Schools

Boston Community Leadership Academy

BPS Program Manager: Lydia Emmons, Director of Early College

Department Head/School Leader:

Ted Lombardi, Superintendent of College, Career & Life Readiness

Charlestown High School, Ajay Trivedi

Dearborn STEM Academy, Darlene Marcano

Fenway High School, Geoffrey Walker

Madison Park Technical Vocational High School, Dr. Sidney Brown

New Mission High School, Will Thomas

Brighton High School, Andrew Bott

Boston Community Leadership Academy, Ondrea Johnson

Annual Award Amount: Total Award Amount (if grant period more than a year): \$ 0

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 700

Sites: Charlestown High School, Dearborn STEM Academy, Fenway High School, Madison Park Technical Vocational High School, New Mission High School, Brighton High School, BCLA-McCormack

How are these sites chosen?: These sites have existing, state designated Early College programs

Key External Partners (if any): UMass Boston, Bunker Hill Community College, Wentworth Institute of Technology, Franklin Cummings Tech

Priorities:

- Expanding equitable access to advanced coursework in BPS secondary schools
- Increasing immediate post-secondary enrollment of BPS graduates
- Increasing the number of high quality college & career pathways in BPS

Purpose:

Through Early College Support Grant DESE provides implementation support to existing Early College programs. This support funds staff capacity, instructional materials, transportation, and planning stipends across 7 secondary schools and ensures high quality program delivery.

Desired Outcomes:

1. Increase enrollment into High Quality Early College Pathways at Charlestown High School, Dearborn STEM Academy, Fenway High School, Madison Park Vocational Technical High School and New Mission HS, Brighton High School & Boston Community Leadership Academy
2. Increase the number of students graduating from high school with at least 12 highly transferable college credits

If the grant is a 'continuation grant', please give a brief description of the outcomes experienced to date including (a) what is changing? (b) How is it changing our practice moving forward: N/A

If the grant is decreasing/Increasing, please state reason(s) why: This grant is allocated each year. This year new programs at Fenway HS, New Mission HS, BCLA & Brighton were all designated and included on the grant

If not a 'continuation grant', please provide Date of Outcomes Report will be completed and available: 7/5/2024

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

Goal #1: Enroll an additional cohort of Early College students at each participating high school by 12/23 increasing enrollment from 279 in SY23 to 700 in SY24

Indicator: October SIMS Data

Goal #2: Ensure 75% of senior Early College cohort graduate with a minimum of 12 college credits in June 2024

Indicator: DESE Senior credit tracker and DHE HEIRS data analysis

Please specify how this grant aligns with the district's focus areas (*please complete this section completely*):

Early College pathways provide relevant, authentic and immersive education to all of our students. Through these programs we seek to increase access to college coursework for Boston Public Schools students and reduce the time and cost of a first credential of

value. This directly aligns with the district's focus area of **prioritizing and accelerating academic performance** as it creates equitable opportunities for young people to pursue high quality college and career pathways through rigorous, college level coursework in partnership with local colleges and universities.

Prioritizing and Accelerating Academic Performance: the grant creates equitable opportunities for young people to pursue high quality college and career pathways through rigorous, college level coursework in partnership with local colleges and universities.

Strengthening Access to Social-emotional Learning the grant supports MyCAP with an emphasis on college and career readiness. The MyCAP curriculum is connected to 3 Domains: Personal-Social Identity, Career Development, and Academic, College & Career Planning. Financial Literacy has also been added.

Streamlining Operations and Ensuring Student Safety

Developing Authentic Family and Community Engagement Practices- the grant support plans for communicating with stakeholders including families, partners, and staff are part of the school pathway planning & implementation

Improving Internal and External Communication with Families and Staff

Increasing Accountability for both the Central Office and our Schools

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

These site have existing, state designated Early College programs

Will you be attending the school committee meeting to discuss this grant? Y. If No, please provide the name and contact information for the designee

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS24686

Did you complete the Intent to Apply form: Yes

If No: please delay submission until the Intent to Apply form has been completed and approved.

Is the grant approved/awarded?: Yes

If No: please delay submission of this fund until the application has been approved.

If Yes, please attach an award letter/email and continue completing this form.

Grant Name: Early College Support Grant

Status: New/Renewal/Continuation: Renewal

If Renewal/Continuation:

What is the Renewal/continuation Amount: \$120,000

Grant Type: Start & End Dates: 10/2023-6/2024

Funding Source: DESE

Contact Name: Phylitia Jamerson, Executive Director of Early College

Address: 75 Pleasant Street, Malden MA

Phone: (781) 338-3000

Email: Phylitia.Jamerson@mass.gov

Lead BPS Department and/or School(s):

Office of Secondary Schools

BPS Program Manager: Lydia Emmons, Director of Early College

Department Head/School Leader: Ted Lombardi, Superintendent of College, Career & Life Readiness

Annual Award Amount: Total Award Amount (if grant period more than a year): \$ 0

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 40

Sites: Roxbury Community College

How are these sites chosen?:

Key External Partners (if any): Roxbury Community College

Priorities:

- Expanding equitable access to advanced coursework in BPS secondary schools
- Increasing immediate post-secondary enrollment of BPS graduates
- Increasing the number of high quality college & career pathways in BPS

Purpose:

Through the grant DESE seeks to build out innovative Early College models that will significantly increase the number of underrepresented students served in the Commonwealth. Boston Public Schools and Roxbury Community College will design and pilot a college level course for multilingual learners in BPS. The course is intended to increase access to and participation in rigorous, advanced coursework for multilingual students in BPS.

Desired Outcomes:

1. Increase enrollment into High Quality Early College Pathways at Charlestown High School, Dearborn STEM Academy, Fenway High School, Madison Park Vocational Technical High School and New Mission HS, Brighton High School & Boston Community Leadership Academy
2. Increase the number of students graduating from high school with at least 12 highly transferable college credits

If the grant is a ‘continuation grant’, please give a brief description of the outcomes experienced to date including (a) what is changing? (b) How is it changing our practice moving forward:

In year 1 of this grant, RCC & BPS faculty and staff met regularly through the planning phase to determine the gaps in programming for multilingual learners, identify opportunities for collaboration, and develop preliminary plans for course development that bridges students past developmental education. Year 2 of this grant will put that planning into action through a pilot course within the ESOL department at RCC. Throughout the pilot we will monitor best practices for student & family recruitment and engagement, co-facilitate embedded support, and lead college readiness activities.

If the grant is decreasing/Increasing, please state reason(s) why: N/A

If not a ‘continuation grant’, please provide Date of Outcomes Report will be completed and available:

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

Goal #1: Co- Develop a college credit level course designed to bridge multilingual learners past remedial coursetaking into college level coursework in math and english.

Indicator: Meeting attendance forms/sign in sheets, planning notes, agendas.

Goal #2: By June 2024 Enroll and progress monitor up to 40 students in the first cohort ensuring the successful completion of the course

Indicator: # of students enrolled and earning a C or higher in the course

Please specify how this grant aligns with the district’s focus areas (*please complete this section completely*):

Early College and dual enrollment pathways provide relevant, authentic and immersive education to all of our students. Through these programs we seek to increase access to college coursework for Boston Public Schools students and reduce the time and cost of a first credential of value. This directly aligns with the district's focus area of **prioritizing and accelerating academic performance** as it creates equitable opportunities for young people to pursue high quality college and career pathways through rigorous, college level coursework in partnership with local colleges and universities.

Prioritizing and Accelerating Academic Performance: *the grant* creates equitable opportunities for young people to pursue high quality college and career pathways through rigorous, college level coursework in partnership with local colleges and universities.

Strengthening Access to Social-emotional Learning the grant supports MyCAP with an emphasis on college and career readiness. The MyCAP curriculum is connected to 3 Domains: Personal-Social Identity, Career Development, and Academic, College & Career Planning. Financial Literacy has also been added.

Streamlining Operations and Ensuring Student Safety

Developing Authentic Family and Community Engagement Practices- the grant support plans for communicating with stakeholders including families, partners, and staff are part of the school pathway planning & implementation

Improving Internal and External Communication with Families and Staff

Increasing Accountability for both the Central Office and our Schools

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

N/A

Will you be attending the school committee meeting to discuss this grant? Y. If No, please provide the name and contact information for the designee

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS24704

Did you complete the Intent to Apply form: Yes

If No: please delay submission until the Intent to Apply form has been completed and approved.

Is the grant approved/awarded? Yes

If No: please delay submission of this fund until the application has been approved.

If Yes, please attach an award letter/email and continue completing this form.

Grant Name: Genocide Education- FC215

Status: Renewal

If Renewal/Continuation:

What is the Renewal/continuation Amount:

Grant Type: Competitive

Start & End Dates: 7/1/23-6/30/24

Funding Source: State

Grantor Contact: Ruben Henriques

Massachusetts Department of Elementary and Secondary Education

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

Grantor Phone: 781-338-3515

Grantor Email: reuben.f.henriques@mass.gov

Lead BPS Department and/or School(s): Teaching and Learning

BPS Program Manager: Angela Hedley-Mitchell

Department Head/School Leader: Lesley Ryan Miller

Total Award Amount: \$ 30,000

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: BPS district-wide

Sites: District-wide

How are these sites chosen? All school/teachers will have access to receive curriculum and attend professional learning on genocide education.

Key External Partners (if any): Facing History and Ourselves, Upstander Project, Northeastern University

Priorities:

Ensuring teachers are provided with HQIM to engage students with lessons that explore incidents of genocide across the globe and in the United States. To build teacher content understanding to instruct lessons of genocide and human rights violations.

Purpose:

The Boston Public Schools looks to expand the teaching of genocide education. To encompass a more significant number of classrooms and to ensure that teachers are receiving high-quality professional learning that will help them to facilitate and engage students in dialogues about issues around human rights and to understand the acts of genocide that have happened throughout history and issues of genocide in today's world.

Desired Outcomes:

To provide teachers in the BPS with HQIM regarding the topic of genocide. Providing teachers with quality instructional strategies to engage students with difficult conversations and learn about genocide and human rights violations from multiple countries.

If the grant is a 'continuation grant', please give a brief description of the outcomes experienced to date including (a) what is changing? (b) How is it changing our practice moving forward:

If the grant is decreasing/Increasing, please state reason(s) why:

If not a 'continuation grant', please provide Date of Outcomes Report will be completed and available:

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

Goal #1: During SY 23-24 provide teachers instructing grades 8-12 in the Boston Public Schools with curriculum resources and content knowledge to engage students in discussion and lessons on the topic genocide education. And to provide teachers with professional learning to support their teaching of incidents of genocide around the world.

Indicator: Teacher attendance at professional learning session. Observations of teachers engaging in lessons on genocide education.

Goal #2: Provide professional learning sessions during SY23-24 on various incidents of genocide across the globe. The sessions will be open to all BPS teachers grades 8-12.

Indicator: Uploading sessions on Vector and advertising via department newsletter and district Friday flyer.

Please specify how this grant aligns with the district's focus areas (*please complete this section completely*):

Prioritizing and Accelerating Academic Performance

The grant allocation provides professional learning for teachers on the topic of genocide education. This professional learning will support teachers with HQIM, support content understanding, and provide teaching strategies to support the teaching of genocide education to BPS students grades 8-12 which supports Tier 1 instruction. Curriculum resources will allow students to engage with content that utilizes the history/social science practice standards and the literacy practice of engaging with complex text.

Strengthening Access to Social-emotional Learning

Streamlining Operations and Ensuring Student Safety

Developing Authentic Family and Community Engagement Practices

Improving Internal and External Communication with Families and Staff

Increasing Accountability for both the Central Office and our Schools

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

Will you be attending the school committee meeting to discuss this grant? Y. If No, please provide the name and contact information for the designee Yes

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS24715

Did you complete the intent to Apply form? **Yes**

Is the grant approved/awarded? **Yes**

If No: please delay submission of this fund until the application has been approved.

If Yes: Attach an award letter/email and continue completing this form.

Grant Name: FY 2023 Farm to School Grant called *Lights, Water, Lettuce!*

Status: New

Grant Type:

Start & End Dates: July 1, 2023; June 30, 2025

Funding Source: United States Department of Agriculture (USDA)

Grantor Contact: Benjamin Snyder *and* E. Thomas Tognazzi, Northeast Region

Grantor Address: not available

Grantor Phone: Benjamin Snyder – not available; E. Thomas Tognazzi: 617-565-6408

Grantor Email: Benjamin.snyder@usda.gov; Edward.tognazzijr@usda.gov

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

BPS Program Manager: Deborah Ventricelli

Department Head/School Leader: Anneliese Tanner

Annual Award Amount: \$99,768

Total Award Amount (if grant period more than a year): \$ 99,768

Carry-forward option: none

Approximate # of students (or teachers, central office staff) served: 1,725 students BPS district

Sites: Excel High School, Burke High School, Tech Boston Academy

How are these sites chosen? These three schools currently have no school garden, represent different neighborhoods, and have high school level students for this project.

Key External Partners (if any): None

- Green City Growers

Priorities:

The proposed project addresses a need to 1) better educate students and teachers on the “growing to eating” nexus; expose students to an agricultural career path, 2) increase local food consumption, and 3) offer year-round farm to school access at three BPS high schools that currently lack such programs.

Purpose:

Boston Public Schools (BPS) Facilities Management, Food and Nutrition Services (FNS); and Science, Technology, and Engineering (STE) Departments are partnering with Green City Growers (GCG) to create Farm to School experiences in three BPS high schools through on-site, hydroponically grown produce which will be incorporated into school meals. This proposal would fund a new program within the existing, successful partnership between BPS and GCG.

Desired Outcomes:

Increase student knowledge of opportunities in agricultural careers, create awareness of how food is grown/produced and of locally grown and procured foods.

If the grant is a ‘continuation grant’, please give a brief description of the outcomes experienced to date including (a) what is changing? (b) How is it changing our practice moving forward:

N/A

If the grant is decreasing/Increasing, please state reason(s) why:

N/A

If not a ‘continuation grant’, please provide Date of Outcomes Report will be completed and available:

Summer 2025 for final outcome report

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

Goal #1: Conduct pre-survey and post-survey of students (pre: complete in early October 2023; post completed spring 2025)

Indicator: Survey results are collected, summarized, compared through written report

Goal #2: Advance student learning about agriculture/growing of food.

Indicator: Student “maintenance Logs after weekly education sessions; will be collected throughout the duration of the grant

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 grant supports priorities of: collaborate and coordinate with partner organizations to enrich learning, make BPS a place where staff fees valued and supported; and provide culturally affirming curriculum.

Date when the Outcomes Report will be available? 10/31/25

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

These three schools currently have no school garden, represent different neighborhoods, and have high school level students for this project.

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS24716

Did you complete the Intent to Apply form: Yes

If No: please delay submission until the Intent to Apply form has been completed and approved.

Is the grant approved/awarded? Yes it has been awarded

If No: please delay submission of this fund until the application has been approved.

If Yes, please attach an award letter/email and continue completing this form.

Grant Name: Spring 2023 Equity Workforce Training Planning Grant

Status: New

Start & End Dates: July 2023 – June 30, 2024

Funding Source: Massachusetts Clean Energy Center (MassCEC)

Grantor Contact: Ben Gross, Senior Program Manager

Grantor Address: 294 Washington Street, Suite 1150, Boston, MA 02108

Grantor Phone: (617) 315-9352

Grantor Email: bgross@masscec.com

Lead BPS Department and/or School(s): Madison Park Technical Vocational High School (MPTVHS)

BPS Program Manager: Francesca Brangman

Department Head/School Leader: Dr. Sidney Brown

Total Award Amount: \$49,998.38

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 90 MPTVHS students and 12 staff/educators during the planning phase. The final report findings and its recommendation has the potential to impact all MPTVHS students and adult learners in the Clean energy sector.

Sites: Non applicable

How are these sites chosen? Non applicable

Key External Partners (if any): Career Champion Networks, The Compliance Mentor Group; Tremco CPG, Inc. External Partners and the MP task force members including representative from Ever Source; MassCEC; Mayor's Office of Workforce Development; Mayor's Office Environment, Energy, and Open Space; Private Industry Council; and Mass AFL-CIO

Priorities: The grant will enable MP Clean Energy Task force to explore career pathway training programs leading to the employment in Climate -Critical Priority Occupations and explore strategies to create clean energy career awareness, Career Exploration, Pre-apprenticeship, and work based learning programs in high performance building, Offshore wind, Net Zero grid and transportation.

Purpose: MassCEC has awarded Madison Park a planning grant to help tackle the lack of diversity within the clean energy sector and enhance the pipeline. In order for BIPOC and low-income residents of the city of Boston to access jobs in this sector, very deliberate and intentional efforts must be made. The school is perfectly situated to do this, since virtually all of its students are from underrepresented populations and the task force has identified ten vocational programs that align with this growing high wage sector.

Desired Outcomes:

1. **Implementing Task Force Recommendations:** We will use the planning period to develop specific action steps relating to any recommendations that emerge from the current needs assessment/gap analysis now ongoing. We expect that there will be a number of Chapter 74 programs that can be enhanced with new curriculum and related teacher training to ensure that students are getting the skills they need for the clean energy occupations that we are studying.
2. **Clean Energy Career Exploration initiative:** We will develop a very detailed plan for a range of activities for students to engage in, including project-based learning, field trips, guest speakers, and tours of companies and organizations that are involved in the clean energy sector, so students can see these occupations in action. You have to see it to be it! We hope to complete that plan by the Christmas holiday break, so that some activities can be piloted in the second half of the school year.
3. **Development of Clean energy adult education training programs:** To assess and create a plan with BPS AED and other interested stakeholders around the possibility of offering clean energy sector training programs for community and adults at MPTVHS outside of school hours.

If the grant is a ‘continuation grant’, please give a brief description of the outcomes experienced to date including (a) what is changing? (b) How is it changing our practice moving forward: NO

If the grant is decreasing/Increasing, please state reason(s) why:

If not a ‘continuation grant’, please provide Date of Outcomes Report will be completed and available: June 15, 2024.

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

Goal #1: MP grant team will study the extent to which the current training programs prepare students for the thirty-four targeted clean energy occupations and develop an outline of the required steps for implementation, to include review of Clean Energy Task Force for recommendations, steps needed to address each one and a timeline by 12/20/2023.

Indicator: An interim report by 12/15/2023 that defines the curriculum upgrades and the professional development instructors need to begin training for every aspect of the specific clean occupations (ie: solar panel, heat pumps, charging stations, EV repairs). A final report is due 4/15/2024. Depending on the final report findings and the clean energy task force recommendations, MPTVHS may submit an implementation grant to MassCEC and other potential funders by May2024.

Goal #2: To generate a substantial Clean Energy career exploration initiative for MP students, to expose them to the wide range of clean energy occupations and inspire them to prepare for them. Pilot activities will occur between January and June 2024.

Indicator: A detailed plan that enables MPTVHS to offer meaningful career exposure experiences in the clean energy sector.

Goal #3: To convene representatives from BPS AED interested stakeholders to explore the possibility of the clean energy sector. training programs for community and adults at MPTVHS outside of school hours.

Indicator: A final report that assesses the capacity of BPS and other key stakeholder’s ability to offer clean energy sector training at MPTVHS during out of school hours to adults in the future.

Please specify how this grant aligns with the district’s focus areas (*please complete this section completely*):

Prioritizing and Accelerating Academic Performance The MassCEC planning grant aligns with the BPS prioritizing and accelerating academic performance focus area. The ultimate demonstration of academic performance in a CTE school like MPTVHS is co-op placement in your junior or senior year. Recognizing that structures must be in place to implement new training techniques, this grant was sought after to support MPTVHS CTE Directors, instructors and Clean Energy task force members' exploration of what is needed (curriculum, professional development, new equipment etc.) to offer the new forms of skill building that will prepare MPTVHS graduates in this new sector. MPTVHS and its partners are well aware that the workforce of the clean energy sector has little diversity, and we are highly motivated to help change that reality. In order for BIPOC students of Boston to access jobs in this sector, very deliberate and intentional efforts must be made to train and expose them to this clean energy sector projected to have entry level positions paying between \$25 and \$40 an hour. Co-op Placement often leads to employment, apprenticeships and post-secondary educational resources, all align with the BPS focus of prioritizing and accelerating academic performance.

Strengthening Access to Social-emotional Learning This planning grant does not directly enhance address access to SEL services for students.

Streamlining Operations and Ensuring Student Safety This planning grant does not directly impact operations or ensuring student safety.

Developing Authentic Family and Community Engagement Practices This planning grant will enhance authentic community engagement as the Clean Energy Task made up of several community partners (listed above) is modeling effective partnerships focused on increasing students' success and increasing future opportunities for families to access new training for this emerging and high paying sector.

Improving Internal and External Communication with Families and Staff This planning grant does not directly improve communications with families, however teachers are leading this project so staff including ten vocational educators are meeting to determine how to enhance their current training so students can qualify for these new positions within the clean energy sector.

Increasing Accountability for both the Central Office and our Schools This planning grant does not directly increase accountability for either Central office of MPTVHS.

Lastly, if this grant was awarded to several sites, please specify how these sites were chosen to receive funds. *This was a state wide competitive grant. The awards were based on how the grant proposal aligned with the RFP.*

Will you be attending the school committee meeting to discuss this grant? Y/N. If No, please provide the name and contact information for the designee

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS24692

Did you complete the Intent to Apply form: YES (FY23) Signed MOU

If No: please delay submission until the Intent to Apply form has been completed and approved.

Is the grant approved/awarded? YES

If No: please delay submission of this fund until the application has been approved.

If Yes, please attach an award letter/email and continue completing this form.

Grant Name: Special Olympics/Boston Public School UCCS Grant

Status: New/Renewal/Continuation: Renewal

If Renewal/Continuation:

What is the Renewal/continuation Amount: \$100,000

Grant Type: Reimbursable Start & End Dates: Sept 1, 2023- June 30, 2024

Funding Source: Special Olympics Massachusetts

Grantor Contact: Patti Doherty

Grantor Address: Special Olympics Massachusetts, 512 Forest St, Marlborough, MA 01752

Grantor Phone: (508) 485-0986

Grantor Email: 508-485-0986 x 226

Lead BPS Department and/or School(s): BPS Athletics/ Specialized Services

BPS Program Manager: Avery Esdaile

Department Head/School Leader: Avery Esdaile

Annual Award Amount: Total Award Amount (if grant period more than a year): \$ 300,000 (FY23-FY25)

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: BPS district 600-1000

Sites:

How are these sites chosen? Outreach to School Leaders by SOMA Staffed assigned to support Unified Schools in Boston Public Schools

Key External Partners (if any): UMass Boston- Sports Management Program

Priorities:

Special Olympics Unified Champion Schools (UCS) is a program for schools Pre-K through university that intentionally promotes meaningful social inclusion by bringing together students with and without intellectual disabilities (ID) to create accepting school environments, utilizing three interconnected components: Special Olympics Unified Sports, inclusive youth leadership, and whole school engagement.(What/Why UCS Flyer)

Purpose:

The Unified strategy is about unifying all students— with and without disabilities—using sports as a catalyst for social inclusion and attitude and behavioral change. (What/Why UCS Flyer)

Desired Outcomes:

- **Reduce bullying and exclusion**
- **Overturn stereotypes and negative attitudes**
- **Promote healthy activities and interactions**
- **Engage young people as leaders of a new, positive social movement**
- **Eliminate hurtful language in schools and elsewhere**

If the grant is a ‘continuation grant’, please give a brief description of the outcomes experienced to date including (a) what is changing? (b) How is it changing our practice moving forward:

2022-2023

- **24 Unified Champion Schools**
- **Unified Basketball Teams and Competition**
 - **14 Schools Participated grades 5-12**

Changes/Expansion 2023-2024

- **Add Unified Soccer Opportunity (Fall)**
- **Add additional BPS Unified Champion Schools**
- **Establish Unified Athletes Week**

If the grant is decreasing/Increasing, please state reason(s) why: n/a

If not a ‘continuation grant’, please provide Date of Outcomes Report will be completed and available:

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

Goal #1: Create more intentional inclusion of students with intellectual disabilities and autism through the awareness and implementation of the Unified Champion School Program in BPS.

Indicators: - grow the number of schools participating in this program to a minimum of 30 schools; retain each school year over year

Goal #2: Create a Unified Sports League in the city of Boston enabling students with and without intellectual disabilities and autism to play in a sport for their school at the middle and high levels.

Indicators: Roll out a 4 to 6 week unified basketball league with team practices, games and a season ending jamboree. Add an additional sport such as Track and Field in other seasons as more schools get involved.

Please specify how this grant aligns with the district’s focus areas (*please complete this section completely*):

Prioritizing and Accelerating Academic Performance

Participation in the program, and the establish of the welcoming environment, impacts academic performance and engagement in school.

Strengthening Access to Social-emotional Learning

Provides additional layer and opportunity to create safe and welcoming spaces/learn through whole school engagement and athletics.

Streamlining Operations and Ensuring Student Safety

This grant and resources emphasizes whole school engagement thus including a variety of day to day school operations and activities.

Developing Authentic Family and Community Engagement Practices

The unified teams provide an opportunity for participating students and families to engage, and watch, athletic opportunities with their peers. The Engagement happens through the following activities...

UNIFIED SPORTS

- Unified P.E.**
- Unified Recess**
- Unified Interscholastic Sports (Basketball, Strength Training, Track & Field)**
- Unified Fitness or Recreation Program**
- Unified Young Athletes Program**

YOUTH LEADERSHIP

- Best Buddies/Friends Program**
- Peer Mentors**
- Jr. Coaches**
- Unified Club**
- Youth Summit**

WHOLE SCHOOL ENGAGEMENT

- Fans in the Stands at Unified Events/Pep Rally**
- Respect Campaign**
- Unified Morning Announcements**
- Participate in Kindness Week/Inclusive Schools Week**
- Special Olympics Fundraisers**
- Unified Game Day**

Improving Internal and External Communication with Families and Staff

UCS is a school designation that can we shared with families and the BPS Community.

Increasing Accountability for both the Central Office and our Schools

This grant is made possible through a signed MOU and agreement between SOMA and BPS. In the MOU there are identified responsibilities and shared desired outcomes.

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

Outreach to School Leaders by dedicated SOMA Staffed assigned to support Unified Schools in Boston Public Schools.

Schools self select themselves to become a Unified Champion School

2022-2023 Unified Champions Schools

Brighton High School
Charlestown High School
Chittick Elementary School – haven't heard back about this school year
Conley Elementary School
Curley K-8 School
East Boston High School
Ellison Parks Early Ed School
Haley Pilot School
Henderson Inclusion Lower School – haven't heard back about this school year
Henderson Inclusion Upper School
Kilmer Lower School
Kilmer Upper School
King Jr. K-8 School
Lee K-8 School
Madison Park
Mario Umana Academy
Mattahunt Elementary School
Mildred Avenue
New Mission High School
Perry School
Roosevelt Lower
Roosevelt Upper
Trotter Elementary School
Warren Prescott School

Additional UCS schools for 23-24 (as of Oct 2023)

CASH
Excel Academy (Non BPS)
JP Manning School
Boston Green Academy
Orchard Gardens
Samuel Adams Elementary
Mather Elementary
Horace Mann School for the Deaf

Will you be attending the school committee meeting to discuss this grant? Y. If No, please provide the name and contact information for the designee Yes Avery Esdails 617-635-8146

