



Finance Department
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Focus on Children
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MEMORANDUM

TO: Chairperson and Members
Boston School Committee

FROM: Nathan Kuder
Chief Financial Officer

SUBJECT: Grants for Approval

DATE: November 15, 2023

Attached please find the grants for approval by the School Committee on November 15, 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.

Boston Public Schools

Mary Skipper, Superintendent

Boston School Committee

Jeri Robinson, Chair

City of Boston

Michelle Wu, Mayor



GRANTS FOR SCHOOL COMMITTEE

November 15, 2023

Amount	FY	Grant Name	Status	Fund Manager	Focus Area(s)	Sites
\$40,940	2024	Play as an Instructional Practice for 21 st CCLC	Continuation	TeeAra Dias	Early Childhood	Districtwide
\$334,880	2024	Playful Learning Institute, Preschool through 3 rd Grade	Continuation	TeeAra Dias	Early Childhood	Districtwide
\$30,000	2024	ENB Family Literacy	Renewal	Kristen D'Avolio	Adult Education	Adult Ed, The Adult Learning Center
\$50,000	2024	MassGrad Promising Practices – FC 320 BATA	Renewal	Benjamin Helfat	At Risk	BATA
\$50,000	2024	MassGrad Promising Practices – FC 320 BINCA	Renewal	Tony King	At Risk	BINCA
\$505,820	Total					

SCHOOL COMMITTEE ACCEPTANCE FORM - BPS23695

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: Play as an instructional Practice for 21st CCLC_ MADOE-19MASFSKR1

Status: Continuation

If Renewal/Continuation: Continuation

What is the Renewal/continuation Amount: \$40,940 - Year 2

Grant Type: Contract Bid **Start & End Dates:** July 1, 2023 - June 30, 2024

Funding Source: State

Grantor Contact: Karyl Resnick, Coordinator 21st Century Community Learning Centers

Grantor Address: MA DESE Office of Student & Family Support, 75 Pleasant St, Malden, MA 02148

Grantor Phone: 781-338-6372

Grantor Email: dtraynham@doe.mass.edu

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

BPS Program Manager: TeeAra Dias

Department Head/School Leader: TeeAra Dias

Annual Award Amount: Total Award Amount (if grant period more than a year): \$92,575.00

Carry-forward option: No

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

Sites: Department of Early Childhood

How are these sites chosen? n/a

Key External Partners (if any): MA DESE and 21st CCLC Programs

Priorities:

Offer programming for children during their out of school hours (in a 21st CCLC after school program) that is of high quality, developmentally appropriate, culturally responsive and sustaining, and meets the needs of all children in a universal design approach.

Support educators to use the BPS Focus Summer curriculum for first grade, where children will practice literary, math, social studies, and science skills, as well as cultivate their social and emotional learning.

Purpose:

100% will cover the cost of reimbursable Early Childhood positions to provide professional development for 21st CCLC grantee programs on Play as a teaching and Learning Strategy.

Desired Outcomes:

- Implementation support and consultation on Play as an instructional Practice for 21st CCLC participant programs
- Assess need and adapt the existing Focus summer curriculum to pilot in participant CCLC programs.
- Contribute to deepening student learning in MA 21st CCLC grant funded programs to better align with developmentally appropriate practice for students in grades k-3.

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:

We are providing professional development that builds and expands on the previous year’s professional development and summer pilot. This year, we are piloting a curriculum aligned with school day instructional practices and adapted to be implemented during out of school time in 21st CCLC programs. school year and better. We are hoping that children experience a continuity of instructional practices, from the school day, through the out of school time programs.

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: n/a

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

Goal #1: By August 2023, 80% of participants will complete the summer pilot of the 5-week BPS Summer Early Focus program. They will make individual enhancements to the curriculum to fit their context.

Indicator: Pre and post program survey results, office hour sign in sheets

Goal #2: By June 2024, 80% of participants will complete the school year pilot of an 8-week BPS Focus on 1st curriculum Unit. They will pilot Resources in Our Communities and educators make individual enhancements to the curriculum to fit their context.

Indicator: PD surveys/attendance, office hour sign in sheets

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 academic performance of children by providing training and TA to 21st CCLC programs on implementing curriculum that is culturally relevant, rich with texts and conversations, and embeds opportunities to practice literacy and math, outside of the typical school day.
- **Strengthening Access to Social-emotional Learning:** Because the curriculum includes project-based work, children are engaged in learning, working collaboratively, developing peer relationships, problem solving and critical thinking skills. They need to discuss, debate, share, compromise, and voice their opinions. The curriculum also includes community meetings, intentional activities grounded in developing children’s sense of self and community.

- ***Streamlining Operations and Ensuring Student Safety:*** The grant supports safe programs and classrooms with the industry standard equipment and materials.
- ***Developing Authentic Family and Community Engagement Practices:*** The curriculum offers ideas for engaging families in authentic ways and inviting them into the classroom to share in the learning.
- ***Improving Internal and External Communication with Families and Staff:*** The curriculum offers plans and support for communicating with stakeholders including families, community members, partners. Part of the curriculum Unit invites children to learn specifically about community resources. This requires children to research and conduct outreach to programs.
- ***Increasing Accountability for both the Central Office and our Schools.*** 21st CCLC programs utilize the research based DESE developed Survey of Academic and Youth Outcomes tool to collect data on all students served.

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

Yes - TeeAra Dias

SCHOOL COMMITTEE ACCEPTANCE FORM - BPS23696

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: MADOE-23SFSDT1_Playful Learning Institute, Preschool through 3rd Grade

Status: Continuation

If Renewal/Continuation: Continuation

What is the Renewal/continuation Amount: \$334,880.00 - Year 2

Grant Type: Contract Bid **Start & End Dates:** July 1, 2023 - June 30, 2024

Funding Source: State

Grantor Contact: Donna Traynham, Early Learning Team Lead

Grantor Address: MA DESE Office of Student & Family Support, 75 Pleasant St, Malden, MA 02148

Grantor Phone: 781-338-6372

Grantor Email: dtraynham@doe.mass.edu

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

BPS Program Manager: Megina Baker / David Ramsey

Department Head/School Leader: TeeAra Dias

Annual Award Amount: Total Award Amount (if grant period more than a year): \$339,480

Carry-forward option: No

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

Sites: Department of Early Childhood

How are these sites chosen? n/a

Key External Partners (if any): MA DESE

Priorities:

Equip Early Childhood educators, schools and district administrators with tools and strategies to better understand what playful learning is, how to intentionally design and implement so that the engagement and learning of students in the early grades is enhanced and advanced.

Develop a Playful Learning Institute for Preschool through 3rd grade educators and administrators that centers play and learning in literacy, math, science, social studies, health and well-being for the Commonwealth's youngest students.

Purpose:

The contract is funding two Early Childhood Coaches to expand access to playful learning to Pre-K through 3rd grade learners across the commonwealth of Massachusetts. Participating educators from five districts will gain tools and strategies to intentionally design and embed playful learning across the course of the day. In each district, 10 classrooms (2 at each grade level from Pre-K through 3rd grade) will engage with professional development and regular coaching to implement Playful Learning Practices from the Boston Public Schools' Focus on Early Learning curricula.

Playful learning supports deep dives into content, creates equitable access to learning for all children, and creates many varied opportunities for authentic assessment, particularly during instructional blocks across the content areas.

Desired Outcomes:

Successful implementation will mean that all participating classrooms Pre-K through 3rd grade will implement the Focus on Early Learning curriculum or at least two playful learning practices (Centers/Studios, Read Alouds/Text Talks, Community Meeting, Storytelling and Story Acting, Thinking and Feedback, or Writing) as regular daily or weekly routines in their classroom.

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:

Educator and administrator mindsets around playful learning are shifting as teachers engage with the Focus curriculum and the instructional strategies embedded within the curriculum. Classroom practices are becoming more playful and students are more deeply engaged in the instruction that is taking place.

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: n/a

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

Goal #1: By June 2024, educators, school administrators and district administrators participating in the MA Playful Learning Institute will receive program coaching in order to support implementation of instructional practices that support playful learning

Indicator: PD logs

Note about Indicators: In addition to the data sources listed in the indicators above, the Playful Learning Institute will be evaluated by a third-party vendor hired by the MA Department of Elementary and Secondary Education. Data will be collected through surveys, interviews/focus groups and classroom observations to determine the impact of professional development and coaching.

Goal #2: By June 2024, PLI coaches and DESE staff will work together to deliver 8-10 communities of practice and/or workshops related to playful learning for participating school teams and/or other districts across the Commonwealth.

Indicator: Community of practice/workshop agendas and attendance logs

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

- ***Prioritizing and Accelerating Academic Performance-*** the Playful Learning Institute supports teachers to utilize research-based curricula and playful learning pedagogical practices to accelerate students' academic performance.
- ***Strengthening Access to Social-emotional Learning-*** the Playful Learning Institute *includes an emphasis on students social and emotional well-being by increasing access to play, mindfulness experiences, and social and emotional learning opportunities interwoven throughout the Focus on Early Learning curriculum.*
- ***Streamlining Operations and Ensuring Student Safety-*** the Playful Learning Institute supports streamlining of alignment in curriculum and pedagogical practices across grades. Student safety is bolstered by enhancing emotional safety in the classroom during practices such as daily Community Meetings
- ***Developing Authentic Family and Community Engagement Practices -*** the Focus curriculum supported by the grant includes family engagement practices at all grade levels, with Homelinks and Family Letters provided, as well as family engagement suggestions for each unit of study.
- ***Improving Internal and External Communication with Families and Staff-*** the Playful Learning Institute is offered in partnership with the Department of Elementary and Secondary Education, thus improving communication and alignment between Boston and the state's education goals. In addition, the cross-grade nature of the work, spanning from Pre-K through 3rd grade, enhances communication across and among grade-level teams of educators.
- ***Increasing Accountability for both the Central Office and our Schools -*** State accountability metrics for pathways are in place through an ongoing evaluation conducted by an external evaluator.

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

Yes - TeeAra Dias

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS231473

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.

Commitment letter

Grant Name: ENB Family Literacy

Status: New/Renewal/Continuation: Renewal

If Renewal/Continuation:

What is the Renewal/continuation Amount: \$ 30,000

Start & End Dates: September 1, 2023 to June 30, 2024

Funding Source: Private

Contact Name: Claudia Greene, Executive Director

Address: 105 Chauncey Street, Boston, MA 02111

Phone 617-982-6862

Email: cgreene@englishfornewbostonians.org

Grantor Contact: Contact Name: Claudia Greene, Executive Director

Grantor Address: Address:105 Chauncey Street, Boston, MA 0211

Grantor Phone: Phone: 617-982-6862

Grantor Email: Email: cgreene@englishfornewbostonians.orgg

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

BPS Program Manager: Kristen D'Avolio

Department Head/School Leader: Kristen D'Avolio

Annual Award Amount: Total Award Amount (if grant period more than a year): N?S

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 20

Sites:BPS Adult Ed, The Adult Learning Center

How are these sites chosen? Grant must service adult students, so it sits in Adult Ed.

Key External Partners (if any): Tech Goes Home

Priorities: English language instruction for parents

Purpose: English for New Bostonians provides support to one ESOL for Parents and Caretakers class in partnership with BPS Adult Education. Up to 20 parents are able to take an ESOL class to support their children's learning in Boston Public Schools. BPS Adult Ed has successfully partnered with ENB on this grant for many years.

Desired Outcomes: The desired outcomes of this grant include: 1) offering members of the community an opportunity to learn English; and 2) providing immigrant parents with the knowledge and skills to engage positively with their children's teachers and schools. These outcomes are tied to BPS Anchor Goal Three, which highlights the importance of parent voice.

Goal #1: In FY24 65% of enrolled adult ESOL students will show significant improvement in speaking, listening and literacy skills, as measured by BestPLUS and TABE Class-E.

Indicator: FY24 test scores.

Goal #2: In FY24 70% of enrolled parents will report visiting their children's schools and/or meeting with teachers.

Indicator: Parents will self-report during class discussions and in 1:1 conference.

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: 9/15/24

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

Developing Authentic Family and Community Engagement Practices - the grant support plans for engaging families in the school community. By supporting Boston's parents in learning English, we empower them with the linguistic tools to fully engage in their communities and their children's schools.

Improving Internal and External Communication with Families and Staff- the grant support plans for communicating with stakeholders including families. By supporting Boston's parents in learning English, we empower them with the linguistic tools to fully engage in their communities and their children's schools.

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

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 – BATA BPS24540

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: MassGrad Promising Practices FC320

Status: New/Renewal/Continuation: Renewal

If Renewal/Continuation:

What is the Renewal/continuation Amount:

Grant Type: Competitive

Funding Source: DESE

Grantor Contact: Lisa Harney

Grantor Address: 75 Pleasant Street, Malden, MA 02148

Grantor Phone: 781-338-3903

Grantor Email: Lisa.M.Harney@mass.gov

Lead BPS Department and/or School(s): Boston Adult Technical Academy

BPS Program Manager: Benjamin Helfat

Department Head/School Leader: Benjamin Helfat

Annual Award Amount: Total Award Amount (if grant period more than a year): \$50,000

Carry-forward option: None

Approximate # of students (or teachers, central office staff) served: 150

How are these sites chosen? State invitation based on Drop out rate needs

Key External Partners (if any):

Priorities:

Boston Adult Technical Academy (BATA) is an alternative high school for students between the ages of 19-22. As a great number of our students are from communities of color and/or immigrant families and are English Language Learners (ELL), our work is deeply rooted in social, racial, and economic justice. Our students come to us having aged out of or faced significant challenges at their previous schools; as such, an important part of our work is identifying, understanding, and removing common school-based barriers that have limited their choices and opportunities. We provide a safe, nurturing, student-centered, and

culturally affirming educational experience that enables young adults to feel empowered and quickly acquire the skills needed to complete their high school degrees while positioning them as agents for community change invested in their own postsecondary success.

We know our students have been disproportionately affected by both the pandemic and its subsequent recovery period. We would like to create a two-pronged system to address both their social-emotional needs and their need for academic recovery.

1) We will implement an after-school learning lab managed by our support staff. By providing a stipend to our current support staff to do the work of connecting our students to resources in the community (including the school) we will be able to better support students. With extra hours, we will be able to reach more students, especially those who work or have children. While this work will happen to an extent within the school day, this stipend would allow us to reach more students, especially those unreachable during the academic day. In addition, it will allow staff members who already have a relationship with the students to reach out to connect them more with the school.

2) We will create a part-time position of a mentor coordinator to help connect every student with an alumni mentor. This will support the student with a peer-to-peer relationship that will help the student stay connected to BATA and navigate both school and other life obstacles that might keep them from school. We believe both of these interventions will be able to work together to create supports that will keep students engaged and successful at BATA.

Purpose:

BATA is a school that primarily serves the marginalized students of Boston. 99% of our students are students of color. Over 70% are Multilingual Learners and over 50% of those MLs are new to the country. Our school is specially designed with the needs of these students in mind, and we are structured to provide additional time, supports, and flexibilities so that they can stay engaged and graduate successfully.. Unfortunately, even within the population we serve, there are students with more substantial needs who require even deeper supports to be successful. The Learning Lab and Mentoring components will support all students, but will enable us to respond with even more speed, dexterity, and skill to our very highest need students who feel the least connected

Desired Outcomes:

Goal #1: In 2022-23, on average, 17% of students had monthly attendance rates below 40% with a 23% percentage point change from month to month. With the support of these interventions, our goal is to reduce the average monthly attendance rate by 5% (to 12%) and reduce the wide range month to month by 10% (to 13%) by June (6/30/24) 2024. This would mean that the number of students under 40% attendance each month will be between 5% and 18%.

Goal #2: In 2022-23, on average, 22% of students were labeled “not on track” based upon not passing over three quarters of their classes. With the support of these interventions, our goal is to reduce the average “not on track” students to less than 15% with no quarter reporting higher than 20%, by the end of the year.

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:

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

Prioritizing and Accelerating Academic Performance

BATA is looking at attendance data monthly as well as course data every two months. This data is very important to our process of identifying students who need support as well as a means of identifying who we will have case conferences with to learn where we can support students better. While there are many reasons we see students disengage from school, we have found that overall, building relationships and support are the best way to see both of those metrics improve.

BATA has been implementing our Learning Lab intervention for a few years now, and have found that it has been most effective for general check-ins for students with attendance issues as well as supporting students with their online course work. While we do not always see an increase in students attendance based on the intervention, we see students remaining engaged when before they would likely have dropped out.

While we do see these interventions to increase student performance for some, more commonly, the intervention is the tether that keeps the students engaged through obstacles at home. Because our students are older than traditional high school students, many of them disengage because of competing priorities like work, family commitments, or unstable housing. These are real obstacles that cannot be solved solely by these interventions. It is however, the connection and advice from the school and mentors that allows the student to stay engaged with school through these obstacles so they can successfully reach graduation.

Strengthening Access to Social-emotional Learning

Mental health has many different layers. Students' self-confidence can have a major impact on their performance academically and socially. Like other school communities, BATA is still contending with post-COVID fatigue, demotivation, and social isolation, all of which have increased the social-emotional needs for our students. Our proposed two-pronged intervention has this in mind because it is centered on providing each student with multiple forms of support, encouragement, and healing on an individual level. Research shows students involved with mentorship programs have increased self-confidence, perform better in their programs of study, and, after graduation, are more involved and satisfied in their professional work and have a stronger sense of professional identity (<https://www.apa.org/gradpsych/2014/11/mentoring-benefits>). Both the mentorship support and learning lab have built-in roles for our social work team and outside referral partners that allow us to be maximally responsive to students needs. We find that by focusing on the students individually, we are able to serve their needs better as well as build relational trust that also can help combat the isolation and demotivation stemming from COVID.

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

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: Please let me know if you need me

Budget For 23.24	Hourly	Hours per Day	Days Per Wk	Total Wks	Total Hours	Total
Community Field Coordinator Stipends	\$40	4	4	35	608	\$ 22,400
Social Worker Stipends	\$40				36	\$ 1,440
Guidance Counselor Stipends	\$40				36	\$ 1,440
PT Mentor Coordinator (Consultant Hire)	\$40	6	2.5	38	570	\$22,800
Indirect Cost	3.83%					1,915
						\$ 50,000

[Link to the full grant](#)

SCHOOL COMMITTEE ACCEPTANCE FORM – BINCA BPS24540

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: MassGrad Promising Practices FC 320

Status: New/Renewal/Continuation: Renewal

If Renewal/Continuation:

What is the Renewal/continuation Amount:

Grant Type: Start & End Dates: September 15, 2023-June 25, 2023

Funding Source: Mass DESE

Grantor Contact: Lisa Harnery

Grantor Address: 75 Pleasant Street, Malden, MA 02148

Grantor Phone: 781-338-3903

Grantor Email: Lisa.M.Harney@mass.gov

Lead BPS Department and/or School(s): Boston International Newcomers Academy

BPS Program Manager: Tony King

Department Head/School Leader: Tony King

Annual Award Amount: Total Award Amount (if grant period more than a year): \$50,000

Carry-forward option:

Approximate # of students (or teachers, central office staff) served: 100

How are these sites chosen? NA

Key External Partners (if any): NA

Priorities:

The BINcA MassGrad program will focus on two high leverage areas in order to improve student pass rates and ultimately, graduation rates. First we are developing competency based mastery projects that students who have failed or are in danger of

failing a course can complete and demonstrate proficiency on standards sufficient to pass the course. Grant funding will pay to develop standards based mastery projects in math, science, ESL/ELA and history. Grant funding will also support a Mastery Project Academy during February and April Vacation. The materials will also be used in a summer Mastery Academy, although the summer competent will not be funded by the MassGrad Grant.

A second component of the MassGrad Program will be the implementation of a Graduation Coaching model that will be integrated into our schools Advisory program. Students who are determined by our guidance team to be significantly off-track will be assigned Graduation Coach. Graduation Coaches will include school staff as well as fellow students. Students in the Coaching program will receive one-to-one and small group coaching and career development after school and during advisory.

Purpose:

In order to select students for our MassGrad Program we have reviewed Graduation Rates, attendance rates and course failure rates of students. We have also used qualitative data that includes the individual life circumstances of students. Since the beginning of the pandemic our schools has seen an increase in chronic absenteeism and there is a strong correlation between chronic absenteeism and course failure. For example at Boston International 41% of students were off-track on attendance (as measured by Panorama) and among this group 66% of students were at critical risk of failure as compared to 39% among all students. The numbers are even more severe for students in the critical attendance group which is 13% of the students and in this group, 83% are also critical for academics. While we want all students to improve attendance, our MassGrad Mastery Projects will allow students who have attendance challenges to still pass course as we continue to work with them on the root causes.

Our data reveal that one subgroup that is especially vulnerable to the attendance-course failure loop is Former SLIFE students. Boston International has a very high number of former SLIFE students who face a number of challenges as they transition from SLIFE programming to SEI instruction. Along with the continuing academic challenges our FSLIFE students are facing, they also typically work more than other students and participate less in afterschool support programs. Our MassGrad Program will have a specific focus on FSLIFE students in grades 9 and 10.

Desired Outcomes:

Fundamentally, the Mass Grad grant program is focused on raising graduation rates. We expect with the efforts described above we will increase both the 4 year graduation rate and our 5 year engagement rate.

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: NA

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

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

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

Goal #1: Increase student attendance average daily attendance, by 3% and decrease chronic absenteeism by 6%.

Indicator: Attendance data

Goal #2: Decrease course failure rate by 10%

Indicator: Course grades.

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

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

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

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.

