

MEMORANDUM

TO: Chairperson and Members
Boston School Committee

FROM: Nathan Kuder
Chief Financial Officer



SUBJECT: Grants for Approval

DATE: February 24, 2021

Attached please find the grants for approval by the School Committee on February 24, 2021. 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 APPROVAL
February 24, 2021

Amount	FY	Grant Name	Status	Fund Manager	Focus Area(s)	Sites
\$25,000	2021	MCIEA Mini Grant	New	Sarah Jay	Achievement Gap	Districtwide
\$25,000	Total					

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: MCIEA Mini Grant
Status: New
Grant Type: Competitive
Start & End Dates: February 1, 2021 -June 30, 2021
Funding Source: Private
Grantor Contact: Contact Dawn Shearer-Coren
Address 33 Harrison Avenue, 6th fl. Boston, MA 02111
Phone: 617-817-1508
Email: dshearer-coren@ccebos.org

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

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

Department Head/School Leader: Sarah Jay

Annual Award Amount: \$25,000

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

Carry-forward option: No

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

Sites: Districtwide

Key External Partners: MCIEA Consortium, Center for Collaborative Education

Grant Description

Grant:

During the 2020-2021 school year, MCIEA will be awarding up to 30 mini-grants of up to \$5,000 each to any MCIEA school or district to engage in MCIEA activities, either in performance assessment or in the use of the school quality measures data. In proposing a body of MCIEA work, keep in mind that an overarching MCIEA goal is to provide a more equitable education to all students, particularly those students who have been historically underserved – low-income, Black, Latinx, English learner students and students with disabilities. All proposed grants should further the mission and vision of MCIEA.

BPS award:

BPS has been awarded up to five MCIEA Mini-Grants, each in the amount of \$5,000 contingent on the successful recruitment of teachers. These mini-grants are in support of the vision outlined for teams of teachers to create standards-aligned quality performance assessments (QPAs) that capture desired

student learning and begin to lay the groundwork for shifting the balance of assessments teachers are able to use.

Expense Categories this Grant Pays For

Each \$5,000 grant would be used to pay the stipends of an educator team:

Stipend for a team of 3 educators to work on a task= \$4,500, extra \$500 for any supplies or additional hours of work, at \$50 an hour.

Per-educator stipend:

- PD= 4 sessions, 2hrs per session = 8 hours
- Meetings= 4 meetings, 1.5 hour per meeting = 6 hours
- Independent work (task development, revision, scoring) = 15 hours
- Total time commitment: ~30 hours
- Total stipend per participant: \$1,500

BPS has been awarded up to \$25,000, based on the possibility of recruiting five teacher teams.

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

Goal #1: By June 30, 2021 sixty percent of students in participating classrooms will demonstrate proficiency on the assessed standards for ELA, as opposed to an average of 16% of students demonstrating proficiency on BPS ELA Interim 1.

Indicator: Performance Assessment results

Goal #2: By June 30, 2021, participating teachers will report a 30% increase in self-perception of assessment literacy and effective assessment design.

Indicator: Pre- and Post- participant surveys.

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

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

2.3 Provide rigorous culturally and linguistically affirming curriculum and instruction that includes learning opportunities in the arts, science, literacy, world languages, physical education, health education, and civics, access to athletic programs and technology, and fully integrates student wellness into the educational experience

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