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MEMORANDUM

TO: Chairperson and Members  
Boston School Committee

FROM: Nathan Kuder  
Chief Financial Officer

SUBJECT: Grants for Approval

DATE: August 31, 2022

Attached please find the grants for approval by the School Committee on August 31, 2022. Full copies of the grant proposals are available for your review and have been filed with the Office of the Secretary to the School Committee.

Boston Public Schools

Drew Echelson, Acting Superintendent

Boston School Committee

Jeri Robinson, Chair

City of Boston

Michelle Wu, Mayor



## GRANTS FOR SCHOOL COMMITTEE

**August 31, 2022**

Amount	FY	Grant Name	Status	Fund Manager	Focus Area(s)	Sites
\$81,988	2022	Individuals with Disabilities Education Act (IDEA).	Increase	Yvonne Macrae	Special Education	Districtwide
\$1,699	2022	Special Education Early Childhood Entitlement Grant	Increase	Yvonne Macrae	Special Education	Districtwide
\$12,261	2022	Title I, Part A: Improving Basic Programs	Increase	Yvonne Macrae	Opportunity Gap	Districtwide
\$30,484	2022	Title II, Part A: Improving Educator Quality	Increase	Yvonne Macrae	Educator Effectiveness	Districtwide
\$17,722	2022	American Rescue Plan: Individuals with Disabilities Education Act	Increase	Yvonne Macrae	Special Education	Districtwide
\$16,503	2022	American Rescue Plan: IDEA Early Childhood	Increase	Yvonne Macrae	Special Education	Districtwide
\$25,000	2023	English for New Bostonians ENB	New	Kristen D'Avolio	Adult Education	Madison Park
\$120,000	2023	Playball!	New	Amy Daniels	Health & Wellness	19 Sites
\$41,385	2023	OpenSciEd High School Field Test Materials	New	Joyce Bowen	Curriculum & Instruction	6 Sites
\$25,000	2023	Social & Emotional Learning (SEL) in Action Award	New	Melissa Brown	Social & Emotional Learning	Horace Mann
<b>\$ 372,042</b>	<b>Total</b>					

## SCHOOL COMMITTEE ACCEPTANCE FORM – BPS22145

Grant Name: Individuals with Disabilities Education Act (IDEA) Federal Special Education 240

Status: Increase

Grant Type: Entitlement

Start & End Dates: August 23rd- September 30,2022

Funding Source: State

Grantor Contact: Julia Foodman  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street, Malden, MA 02148-4906  
Phone: (781) 338-3577  
Email: jfoodman@doe.mass.edu

Lead BPS Department and/or School(s): Ethan D’Ablemont Burnes, Assistant Superintendent, Office of Special Education

BPS Program Manager: Porsche Paulding, Director of Operations

Department Head/School Leader: Ethan D’Ablemont Burnes, Assistant Superintendent, Office of Special Education

Annual Award Amount: \$17,839,839

Increased by \$81,988

Total Award Amount: \$17,921,827

Carry-forward option: Yes

Approximate # of students (or teachers, central office staff) served: 12,022 students, ~118 staff

Sites: Districtwide

Key External Partners: N/a

### Grant Description

Individuals with Disabilities Education Act (IDEA) Federal Special Education Entitlement Grant provides funds to school districts to ensure that eligible students with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs. The following are the priorities of the grant: 1) to ensure that all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living; 2) ensure that the rights of children with disabilities and their parents are protected; 3) assist states, localities, educational service agencies, and federal agencies to provide for the education of all children with disabilities; and 4) assess and ensure the effectiveness of efforts to education children with disabilities. (34 CFR § 300.1; authority: 20 U.S.C. § 1400(d).)

### Expense Categories this Grant Pays For

~ 75% of the grant is allocated to cover salary and benefit costs associated with direct service (instructional and professional) and support personnel. This includes Assistant Directors, Compliance Coordinators, ABA specialists, High School Program Directors, Guidance Counselors,

Psychologists, Career Instruction Managers, Secretarial and Technical support, Inclusion Teachers, Related Service Providers and One to One/ Coverage Paraprofessionals.

~15 % of the grant is allocated to contractual services, which funds private placement tuitions, contractual services, literacy and interventions, and operation/testing supplies for Special Education classrooms district wide

~The remaining 10% of the grant covers stipends for after-school activities, Extended School Year (ESY) and indirect costs.

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

**Goal #1:** During the SY 2021-2022, BPS will increase the staff capacity by adding assistant directors and coordinators of special education in targeted areas such as Compliance, Emotional Impairments and Specific Learning Disabilities. The increase in staff capacity will provide schools distriwide with more support from Special Education resulting in decreased referrals to Special Education and more targeted support and resources for students.

**Indicator:** Compare SY 2021-2022 compliance data with SY 2020-2021 and review feedback from individual schools regarding efficiency of additional resources and central office based supports.

**Goal #2:** During SY 2021-2022, BPS will increase the percentage of students in partial and full inclusion by 2% by continuing to increase inclusive classroom opportunities across the district and increasing instructional support to special education classrooms with a focus on supports and services that are necessary to help students successfully transition to more inclusive settings.

**Indicator:** Compare SY 2021-2022 inclusion classroom enrollment to SY 2020-2021 inclusion classroom enrollment and maximize use of central office support for effective rollout of inclusive opportunities.

**Goal #3:** During the SY 2021-2022, BPS will reduce referrals to Special Education by 2% over prior years in grades k-12 by supporting implementation of multi-tiered systems of support via curriculum investments and teacher training in literacy and executive functioning curriculum and tools.

**Indicator:** Compare SY 2021-2022 to SY 2020-2021 referrals and review feedback from teachers on the continued implementation of Wilson and Orton Gillingham literacy professional development.

**SCHOOL COMMITTEE ACCEPTANCE FORM – BPS22146**

Grant Name: Special Education Early Childhood Entitlement Grant

Status: Increase

Grant Type: Entitlement

Start & End Dates: 9/1/21 – 9/30/23

Funding Source: Federal through State

Grantor Contact: Cathy Kelley  
51 Sleeper St., 4<sup>th</sup> floor, Boston, MA 02210  
Phone: 617-988-2432  
Email: cathy.kelley@state.ma.us

Lead BPS Department and/or School(s): Lauren Viviani, Assistant Superintendent, Office of Special Education

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

Department Head/School Leader: Lauren Viviani, , Assistant Superintendent, Office of Special Education

Annual Award Amount: \$516,518

Increased by \$1,699

Total Award Amount: \$518,217

Carry-forward option: No

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

Sites: Districtwide

Key External Partners: None

**Grant Description**

The Early Childhood Special Education Entitlement (ECSE) Grant 262 provides funds to school districts to ensure that eligible 3, 4, and 5 year-old children will receive developmentally appropriate special education and related services designed to meet their individual needs in accordance with the Individuals with Disabilities Education Act - 2004 (IDEA-2004) and Massachusetts Special Education laws and regulations.

**Expense Categories this Grant Pays For**

~90% of the grant will be allocated for personnel expenses to provide supervision, professional development, and training to improve instructional and inclusive practices and support for early childhood students. In addition, two staff will specifically visit Head start programs to provide services to students per IEP.

~2% of the grant will be used for the purchase of appropriate instructional supplies for the classrooms

~3% of the grant will be allocated for stipends for teachers who provide professional development focused on language based skills for early learners.

~5% of the grant will be used to support district-level indirect costs.

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

Goal #1: Delivering age-appropriate and engaging curriculum via texts and manipulatives for Extended School Year classrooms in grades K0/K1 for remote/in person learning. BPS will provide opportunities for students with disabilities to participate in a curriculum aligned with the BPS Summer Focus classroom curriculum that is provided to general education students.

**Indicator:** Providing Summer Early Focus curriculum materials to 20 classrooms in Summer 2022 Extended School Year.

Goal #2: Will provide increased child find opportunities to ensure that all students are placed in an appropriate settings with adequate supports

**Indicator:** Decrease the number of referrals to Special Education by 1%

Goal #3: Will continue with efforts started in the 2019/2020 SY to train Early Childhood (K0/K1) teachers and paraprofessionals in the development, design and implementation of communication curriculum enhancements that will support the development of language based skills for early learners. This PD will be offered by select BPS staff, during after school hours. The teachers who are trained will report a 70% increase in their understanding of how to design and develop an accessible curriculum and in their skills as peer trainers to support colleagues. Continued goal from previous year's grant.

**Indicator:** Pre and post surveys that capture knowledge development; completed curriculum enhancements; revised communication assessment tools. This should also result in at least a 1% decrease in early intervention referrals to Special Education

**SCHOOL COMMITTEE ACCEPTANCE FORM – BPS22150**

Grant Name: Title I, Part A: Improving Basic Programs  
Status: Increase  
Grant Type: Entitlement  
Start & End Dates: 8/26/21 – 9/30/23  
Funding Source: Federal through State  
Grantor Contact: Julia Foodman, Resource Allocation Strategy and Planning  
ESE, 75 Pleasant Street, Malden, MA 02148  
Phone: 781-338-3577  
Email: jfoodman@doe.mass.edu

Lead BPS Department and/or School(s): Districtwide  
BPS Fund Manager: Yvonne Macrae, Grants Director  
Department Head/School Leader: Nate Kuder, Chief Financial Officer

Annual Award Amount: \$ 43,003,665

Increased by \$12,261

Total Award Amount \$43,015,926

Carry-forward option: Yes

Approximate # of students (or teachers, central office staff) served: 54,871

Sites: Districtwide

Key External Partners: None

**Grant Description**

Title I is a federal entitlement program that provides funds to school districts and schools with high numbers or high percentages of children who are disadvantaged to support a variety of services. Its overall purpose is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments. The grant contains provisions for ensuring that children who are disadvantaged enrolled in private schools also benefit from the academic enrichment services funded with Title I, Part A funds.

**Expense Categories this Grant Pays For**

- ~40% of the grant will be allocated to schools based on projected enrollment x poverty percentage to be used to supplement core academic activities
- ~3.5% will be allocated to non-public schools based on eligible count of Boston students
- ~23% will be used to support underperforming schools through activities such as Summer Program initiatives and targeted strategies through the Office of Opportunity and Achievement Gap, Extended Learning time and Turnaround and Transformation.
- ~6.5% of the grant will be used for family/community engagement

~27% will be used for district-level investments to support schools through activities such as professional development, Data, Human Capital supports, and administrative services, as well as benefits for all Title I funded positions and indirect.

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

*Approximately 44% of the Title I grant goes directly to public and private schools. In FY22 we will continue the interventions and support for low achieving students and teachers who work with low achieving students that we provide through a district reservation.*

*Turnaround and Transformation and our Summer Programming are critical levers for achieving the Boston Public Schools district priorities. Four specific goals for our reservation funds are:*

**Goal #1:** 5th Quarter Portfolio / Summer Learning Academy - Out of the approximately 6,000 participating students, more than 80% of those assessed will maintain or exceed grade level equivalency in literacy and math skills and/or perform higher than like-peers according to district interim assessments; More than 80% of participants will be promoted to the next grade.

**Indicator:** Scores on district interim assessments, grade level promotion rates

**Goal #2:** Summer Session - Over 200 students will attend programming at least 1 day and will pass at least 150 courses needed for high school graduation, which students failed during the school year.

**Indicator:** Passing rates for high school course recovery

**Goal # 3:** 5th Quarter Portfolio / Summer Learning Academy - Increase students' skill-development and engagement in learning.

**Indicator:** NIOST tools (SAYO-Y and SAYO-T) will show improvement in "Power Skills": Critical Thinking, Perseverance, Relationships, and self-regulation, as well as program quality indicators. Students will attend programming at an average daily attendance rate of at least 80%. Indicator: Site level attendance.

**Goal # 4:** The Office of School Transformation will enable 20 schools with comprehensive school improvement plans to improve their practice in the evidence-based Massachusetts Turnaround Practices framework, using a progress monitoring and response cycle of support; all schools will demonstrate growth on at least two Practice areas as captured by the American Institutes for Research annual Site Visit qualitative research report.

**Indicator:** American Institutes for Research annual Site Visit qualitative research report.

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

**1.5** Support schools by implementing culturally and linguistically sustaining practices and Ethnic Studies through professional development focused first on classroom educators, and subsequently other staff.x



**SCHOOL COMMITTEE ACCEPTANCE FORM – BPS22176**

Grant Name: Title II-A – Improving Educator Quality  
Status: Increased  
Grant Type: Entitlement  
Start & End Dates: 8/ 26/21 – 9/30/23  
Funding Source: Federal through State  
Grantor Contact: Julia Foodman, Resource Allocation Strategy and Planning  
ESE, 75 Pleasant Street, Malden, MA 02148  
Phone: 781-338-3577  
Email: jfoodman@doe.mass.edu

Lead BPS Department and/or School(s): Districtwide  
BPS Fund Manager: Yvonne Macrae, Grants Director  
Department Head/School Leader: Nate Kuder, Chief Financial Officer

Annual Award Amount: \$ 3,445,929

Increased by \$30,484

Total Award Amount \$3,476,413

Carry-forward option: Yes

Approximate # of students (or teachers, central office staff) served: 54,871

Sites: Districtwide

Key External Partners: None

**Grant Description**

Title II funding is intended to increase student academic achievement by improving teacher and principal quality. This includes increasing the number of highly qualified teachers in classrooms, improving the skills of principals and assistant principals in schools, and increasing the effectiveness of teachers and principals. The FY22 Title II allocation will continue to provide strong starts for new teachers and advancement opportunities for veteran teachers and promote diversity in hiring through targeted efforts of our Human Capital Diversity team.

**Expense Categories this Grant Pays For**

- ~48% of the grant will be allocated to personnel working on evaluation, recruitment and retention, diversity team support, and performance management for BPS' Human Capital, and Reading Recovery for the Office of Academics.
- ~21% will be used to pay for stipends and contracts for the early hiring initiative and new teacher development programs.
- ~13% will be allocated to non-public schools based on an equitable per student rate
- ~15% will be used to support costs for our programs to recruit, develop and train a cohort of teachers reflective of racial, cultural and linguistic diversity of our Boston students
- ~3% will be used for indirect expenses.

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

**Goal #1:** New Teacher Development - In FY22, the New Teacher Development Program will provide school-based support to all first-year educators by pairing them with experienced mentors and full-time New Teacher Developers.

**Indicator:** 82% of new teachers will rate the mentoring, coaching, and professional development they receive as effective

**Goal #2:** Early Hiring Initiative - Sustain early hiring efforts across BPS schools as measured by schools filling at least 80% of jobs that were posted on March 1, by June 1st. Ensure BPS's lowest performing schools meet or exceed the district average.

**Indicator:** TalentEd job fill data

**Goal #3:** Evaluation - During the 2021-22 school year, 95% of teachers and administrators will receive performance evaluations on-time and according to state regulations.

**Indicator:** Formative assessment, formative evaluations, and summative evaluations.

**Goal #4:** Diversity Initiative - During the 2021-22 hiring season, 25% of teachers hired for the upcoming school year will self-identify as black and 45% of teachers hired for the upcoming school year will self-identify as people of color.

**Indicator:** Employee self-reporting

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

**1.2** Hire and retain a workforce that reflects the racial, ethnic, and linguistic diversity of the students and families we serve.

**1.5** Support schools by implementing culturally and linguistically sustaining practices and Ethnic Studies through professional development focused first on classroom educators, and subsequently other staff.

**5.1** Hire, support, and retain a workforce at every level that reflects our students' diverse cultures and languages; and address the structural barriers which impact staff and educators of color

**SCHOOL COMMITTEE ACCEPTANCE FORM – BPS22665**

Grant Name: American Rescue Plan: Individuals with Disabilities Education Act

Status: Increased

Grant Type: Entitlement

Start & End Dates: 9/1/21 – 9/30/22

Funding Source: Federal through State

Grantor Contact: Julia Foodman  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street, Malden, MA 02148-4906  
Phone: (781) 338-3577  
Email: jfoodman@doe.mass.edu

Lead BPS Department and/or School(s): Lauren Viviani, Assistant Superintendent, Office of Special Education

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

Department Head/School Leader: Lauren Viviani, Assistant Superintendent, Office of Special Education

Annual Award Amount: \$3,526,618

Increased by \$17,722

Total Award Amount \$ 3,544,340

Carry-forward option: Yes

Approximate # of students (or teachers, central office staff) served: ~12,000 SWD's

Sites: Districtwide

Key External Partners: None

**Grant Description**

The American Rescue Plan Act was signed into law on March 11, 2021, dedicating supplemental funding in section 2014(a) to serve students with disabilities. These funds are provided to help districts recover from the impact of the coronavirus pandemic and to safely reopen schools and sustain safe operations.

**Expense Categories this Grant Pays For**

~30% of the grant will go towards expanding and enhancing the ESY program for SWD's

~60% of the grant will be allocated for out of district tuitions, supplies for classrooms to support safe return to schools or remote learning when applicable and instructional materials

~2% of the grant will be used to fund a full time position that will focus on proportionate share services and supports for the district

~8% of the grant will be used to support district-level indirect costs and benefits

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

Goal #1: Investment in a dedicated support staff for the 2021/2022 School Year to manage and oversee the district's proportionate share allocation and ensure that all eligible private school students receive access to timely services and resources

**Indicator:** Proportionate share report outs and spend down report of district allocated funding annually.

Goal #2: By the summer of 2022, enhance the Extended School Year program to address the regression of skills lost by eligible students due to the COVID-19 Emergency.

**Indicator:** Progress reports reflecting increased skills in 1% of eligible students

Goal #3: By the end of the 2021/2022 School Year, train at least 10 Special Education Administrators in Dyslexia prevention and support through comprehensive professional development

**Indicator:** Pre and Post surveys and decrease referrals to special education of 1%.

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

**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.

**5.1** Hire, support, and retain a workforce at every level that reflects our students' diverse cultures and languages; and address the structural barriers which impact staff and educators of color

## SCHOOL COMMITTEE ACCEPTANCE FORM – BPS22669

Grant Name: ARP IDEA EARLY CHILDHOOD FC264

Status: Increased

Grant Type: Start & End Dates: 8/25/2021 - 9/30/2023

Funding Source: Federal - American Rescue Plan Act (ARP) Supplemental Individuals with Disabilities Education Act (ART IDEA)

Grantor Contact: Massachusetts Department of Elementary and Secondary Education

Grantor Address: 75 Pleasant St, Malden, MA 02148

Grantor Phone: (781) 338-3000

Grantor Email: [julia.b.foodman@mass.gov](mailto:julia.b.foodman@mass.gov)

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

BPS Program Manager: Lauren Viviani

Department Head/School Leader: **Lauren Viviani**

Annual Award Amount \$ 313,554

**Increased by \$16,503**

Total Award Amount \$ 330,057

Carry-forward option: N/A

Approximate # of students (or teachers, central office staff) served: 1223 students

Sites: Parentally-placed private school children with disabilities for ages 3 to 5 and BPS public schools servicing students with disabilities from ages 3 to 5.

How are these sites chosen? This grant focuses specifically on this age group. Public schools are required to support a portion of this funding for students placed in private schools who require special education services.

Key External Partners (if any): None

Priorities: Because of the pandemic, Boston has experienced an influx in referrals to the ESY program and will need to work towards expanding programming and providing more resources during the summer months to students. Boston will utilize the funding to provide professional development opportunities to staff to address the learning loss and remain equipped with the fundamental tools necessary to support the most vulnerable population of students. Additionally, this funding will also be used to provide technology and supplies to schools to support students in classrooms who have regressed substantially due to the COVID-19 emergency. Lastly, Boston has seen an increase in referrals to out of district programming for students, this funding will be used to enhance the resources for these referrals.

Purpose: Districts are provided with this funding to support services lost during COVID-19. This grant's purpose is to support BPS' responsibility in this work.

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

Goal #1: Serve eligible children, ages 3 to 5 years old with disabilities, through the provision of special education and related services deemed essential for the child's success in developmentally appropriate activities;

Indicator: Funding will be allocated to provide staff with access to high quality professional development to best support students aged 3-5. In addition, instructional materials and resources will be purchased to equip early childhood classrooms with fundamentally appropriate resources to sustain life-long learning for transitional success. This will also support our Early Childhood identification activities and evaluation support staff. Lastly, this funding will support access to ESY for early learners.

Goal #2: Ensure services and supports are available for eligible children with disabilities, aged 3 to 5 years old, that are developmentally appropriate and specifically designed for 3 to 5 year olds; Provide special education services and supports in accordance with IDEA and Massachusetts Special Education laws and regulations; Ensure that young children have available to them a free and appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education; Support young children with disabilities, aged 3 to 5 years old, in inclusive and natural environments; Ensure that the rights of children with disabilities and their parents are protected; Assist localities and education service agencies to provide for the education of all children with disabilities; Assess and ensure the effectiveness of efforts to educate children with disabilities.

Indicator: Funding will be allocated to provide staff with access to high quality professional development to best support students aged 3-5. In addition, instructional materials and resources will be purchased to equip early childhood classrooms with fundamentally appropriate resources to sustain life-long learning for transitional success. This will also support our Early Childhood identification activities and evaluation support staff. Lastly, this funding will support access to ESY for early learners.

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

1. Closing opportunity and achievement gaps.
2. Theory of action: IF we give every student what they need, earn the trust and true partnership of families, community members, and stakeholders through authentic engagement and shared leadership, deliver excellent service to students and families, and provide educators and staff with professional development and clear expectations... THEN we will become a high-performing, nation-leading district that closes gaps and improves life outcomes for each student.
3. Priorities: 2.8 Implement a comprehensive districtwide professional development plan for paras, teachers, counselors, and school and central leaders to develop capacity and expertise to change student outcomes as outlined in this plan.

**SCHOOL COMMITTEE ACCEPTANCE FORM – BPS23473**

Grant Name: ENB Family Literacy  
Status: 1 year  
Grant Type: Competitive  
Start & End Dates: July 1, 2022 to July 30, 2022  
Funding Source: Private  
Grantor Contact: Contact Name: Claudia Greene, Executive Director  
Address: 105 Chauncey Street, Boston, MA 02111  
Phone 617-982-6862  
Email: cgreene@englishfornewbostonians.org

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

BPS Fund Manager: Kristen D’Avolio, Senior Director

Department Head/School Leader: Kristen D’Avolio

Annual Award Amount: \$ 25,000

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

Carry-forward option: No

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

Sites: Department of Adult Education (Madison Park Complex)

Key External Partners: Open Air TechGoesHome

**Grant Description**

English for New Bostonians provides support to one ESOL for Parents and Caretakers class in partnership with BPS Adult Education and the Newcomers Assessment and Counseling Center. Up to 20 parents are able to take an ESOL class to support their children’s learning in Boston Public Schools.

**Expense Categories this Grant Pays For**

This grant will cover the teacher’s salary and classroom supplies.

**Desired Outcomes:**

The desired outcomes of this grant include: 1) offering parents of BPS students and the Greater Boston community an opportunity to improve literacy and numeracy skills and earn a high school diploma; 2) providing BPS parents with the social capital to navigate

educational and community organizations to better support themselves and their children, and 3) providing adult students with digital literacy instruction that allow them to better engage with their families, communities, and employers. These outcomes are tied to BPS Anchor Goal One, which says that all students will be ready for success in college, career, and life.

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

Goal #1: In FY23 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: FY23 test scores.

Goal #2: In FY23 70% of enrolled parents will report visiting their children's schools and meeting with teachers.

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

### **Strategic Plan Alignment**

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



**SCHOOL COMMITTEE ACCEPTANCE FORM – BPS23560**

Grant Name: Playball! Foundation  
Status: New  
Grant Type: Competitive  
Start & End Dates: September 1, 2022 – August 31, 2023  
Funding Source: Private  
Grantor Contact: Contact Name: Chris Lynch – Executive Director  
Address: 57 Main Street, Concord, MA 01742  
Phone: (617) 275-6470  
Email: clynch@playballfoundation.org

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

BPS Program Manager: Amy L. Daniels – Senior Program and Operations Manager BPS Athletics Department

Department Head/School Leader: Avery Esdaile – Senior Director of Athletics

Annual Award Amount: \$ 120,000

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

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 1,200

Sites: Curley K-8, Edison, Frederick, Higginson-Lewis, Mildred Ave, Murphy, Orchard Gardens, Roosevelt, McCormack, Ohrenberger, Sara Greenwood, Josiah, Warren Prescott, Elliot Innovation School, Haley Pilot, Lee, Tobin, Young Achievers, Umana

Key External Partners: Playball! Foundation - Boston

**Grant Description**

The Playball! Foundation (Playball!) continues to provide funding to Boston Public Schools Athletics Department to manage, organize, and facilitate athletic programs for 6th, 7th, and 8th-grade students. Our purpose is to ensure we are supporting the whole child, closing the opportunity gap, and creating healthier students to be better learners. Team sports provide opportunities for our students to engage in healthy school communities, build positive school culture, and create healthy correspondence with their school as a result of the grant Playball! provides.

**Expense Categories this Grant Pays For**

30% of the grant will be allocated for Transportation  
35% of the grant will be allocated to Coaches/Personnel

20% of the grant will be allocated for Equipment  
15% of the grant will be allocated for Food/Beverage

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

**Goal #1:** Students' knowledge and sport-specific skill development will increase by at least 55%. In preparation for this year's sports programs, our department has strategically planned a yearly schedule to decrease the time expended on administrative task completion for coaches and school nurses to increase the learning, practice time, and demonstration of skill development in our sports programs.

**Indicator:** Welcome letter to school principals/headmasters for K-8 school leaders

**Goal #2:** 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 #3:** 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

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)

- Anchor Goal #4 - 4.2,4.3
- Anchor Goal #5 - 5.4, 5.6
- Anchor Goal #6 - 6.1, 6.5

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

The Playball Foundation focuses on providing opportunities in schools (K-8) and/or traditional middle schools (6-8) with a long-standing partnership.

## SCHOOL COMMITTEE ACCEPTANCE FORM - BPS23605

Grant Name: OpenSciEd High School Field Test Materials

Status: New

Grant Type: Federal CFDA 84.425 ESSER — Federal Coronavirus Relief Programs - Federal Grant Programs

Start & End Dates: 9/1/22 - 8/31/2023

Funding Source: MA Department of Elementary and Secondary Education (DESE)

Grantor Contact: Casandra Gonzalez

Grantor Address: 75 Pleasant Street, Malden, MA

Grantor Phone: 781-338-3542

Grantor Email: casandra.gonzalez@mass.gov

Lead BPS Department and/or School(s): Office of Science, Technology, and Engineering

BPS Program Manager: Joyce Bowen

Department Head/School Leader: Christine Landry

Total Award Amount \$41,385

Carry-forward option: None

Approximate # of students (or teachers, central office staff) served: 11 Teachers and approximately 1,000 Students district-wide are participating in the field test.

Sites: O'Bryant School of Mathematics and Science, Another Course to College, Snowden International HS, Madison Park TVHS, BCLA/McCormack

How are these sites chosen?

An open invitation to an information session with DESE science staff and BPS science was sent out to all high school science teachers and administrators. Subsequently, all high school science teachers were invited to participate in the field test. Twelve teachers from various schools volunteered to participate in the field test.

Key External Partners (if any): None

### Priorities:

The priorities of the grant, as stated by DESE, are to:

Support districts piloting and providing feedback to the development of the high school science curriculum, OpenSciEd. This aligns with the Center for Instructional Support's initiatives to support high quality instructional materials and high-quality professional development since:

- Mounting evidence suggests providing teachers with access to high-quality, standards-aligned curricular materials can significantly improve student outcomes;
- Well-designed curricular materials can refocus teachers' workloads, deepen their pedagogical content knowledge, and increase coherence within and across grades; and
- Ensuring curricular materials' quality and alignment to standards costs less, builds more human capacity, and scales more easily than many other "interventions" in education.

### **Purpose:**

The purpose of this targeted grant is to supplement funding necessary for BPS to participate in piloting the OpenSciEd high school science curriculum as part of the Massachusetts Field Test. Only participating districts were eligible to apply.

### **Desired Outcomes:**

- Curricula field-tested, once completed, would be deemed worthy of BPS endorsement and adoption for its introductory high school biology, chemistry, and physics courses.
- Participating teachers will continue to regularly use the instructional practices embedded within the curriculum that are effective for engaging students and promoting the learning of content .

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

Goal #1: Field test teachers will be satisfied with the curricula.

Indicator: During and at the end of SY 22-23, participating teachers will be surveyed about their perceptions of the curriculum they field tested.

Goal #2: Improved student perception of learning science and content understanding

Indicator: The OpenSciEd Field Test is an approved research project in BPS. As part of the project, the field test researchers collect data and feedback from students about their perceptions and content knowledge. The tools used to collect this data include: exit tickets, assessments, student work samples, end-of-course surveys, and possible interviews. This data will be shared with BPS and will show how students' perceptions of science, their engagement with the curricula, and content understanding have changed over time.

### **Alignment with district priorities**

This grant is aligned with the following district priorities:

1.3 Empower and partner with educators to review curriculum for cultural and linguistic bias and relevance, and ensure that new purchases are culturally and linguistically relevant.

BPS high school science teachers are an integral part of the field test. Since these teachers are the ones actually teaching the test curricula in biology, chemistry, and physics, their feedback on how well these curricula align to the district's priorities and meet the needs of our students has been and continues to be crucial. This grant will support our purchase of necessary materials as well as our participating teachers and students.

2.2 Support and coach educators to deliver high-quality inclusionary learning opportunities to ensure students with disabilities are well-served in the general education setting.

Throughout the course of the field test (including SY 21-22 and 22-23), participating teachers receive multiple forms of support from other participating teachers, program/curriculum developers, administrators, and BPS STE program directors. These support opportunities include, but are not limited to: professional development that prepares them to teach each unit within each curriculum, social media forums, classroom visits and reflection sessions, and team meetings with Community Facilitators. Community Facilitators are field test teachers who bring participating teachers together several times throughout the school year to reflect on their experiences in the field test and share resources for supporting their students with disabilities, ELLs, and all our students.

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.

It has been well over 10 years since BPS has adopted or endorsed curriculum for each of its high school introductory courses in biology, chemistry, and physics. Within this time, new research on science learning has emerged, state and national standards have been released that reflect that research, and publishers have developed or revised curricula in alignment with new standards. Recently, the BPS STE Department has been reviewing curricula for potential endorsement for these courses.

By participating in this OpenSciEd field test, the BPS STE Department and the participating teachers have the opportunity to become intimately familiar with the draft curricula and influence the development of them. Our participating teachers have been very vocal and influential about making sure the curricula reflect the STE Department and district priorities and embody rigorous culturally and linguistically affirming content.

**SCHOOL COMMITTEE ACCEPTANCE FORM – BPS23667**

Grant Name: Social and Emotional Learning (SEL) in Action Award  
Status: New  
Grant Type: Competitive  
Start & End Dates: September 1, 2022- December 31, 2023  
Funding Source: NoVo Foundation, Education First and Rockefeller Philanthropy Advisors (RPA)  
Grantor Contact: Rockefeller Philanthropy Advisors  
Address: 6 West 48th Street, 10th floor  
Email: www.rockpa.org

Lead BPS Department and/or School(s): Horace Mann School for the Deaf, 40 Armington Street, Allston, MA 02134

BPS Program Manager: Melissa Brown, Elementary Program Director, Horace Mann

Department Head/School Leader: Melissa Brown, Elementary Program Director/ Dr. Michelle Eisan-Smith, Head of School, Horace Mann

Original Award Amount: \$25,000 (FY22)

**New Awarded Amount: \$25,000**

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

Carry-forward option: Yes

Approximate # of students (or teachers, central office staff) served: 60 students and 15 teachers

Sites: Horace Mann for the Deaf and Hard of Hearing

Key External Partners: I Learn America (ILA)

**Grant Description**

HMS' goal is to use the grant to strengthen our students' social emotional learning within the context of a multicultural education that boosts comprehensive development. With ILA, we will jointly implement a multiphase SEL project from October '22- May '23. DHOH Migrant Youth Leaders will collaborate with culturally responsive artists and educators to use storytelling to foster empathy, urgency, and action on the issues that matter most to them.

**Expense Categories this Grant Pays For**

1. 63.8% of the grant will be allocated to support the implementation of the project and its student engagement/empowerment through a) Youth Fellowships to activate storytelling skills, practice self-advocacy, and develop arts-based strategies for peer-to-peer mentoring that engages and inspires their peers b) support for the culturally responsive team of ILA trained immigrant origin youth facilitators, and ASL teaching artists who will provide safe spaces and substantial time for participants to write, share, and use the arts to activate personal narratives that address personal/collective experiences. c) ASL Interpretation
2. 16% of the grant is for Materials, Equipment, and Supplies, and Logistical Support for Artistic Activations of Youth Stories
3. 20.2% of the grant is for Professional Development for ESL/Art/Social Studies Newcomer Specialists to build the schools' capacity to support teachers and students in subsequent years and Project Management, Coordination

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

**Phase 1, Fall '22: Intensive SEL-infused Writing and Storytelling Workshops** - Through a stipend fellowship, 5 student leaders will engage high school peers to share the stories of their lives from their own perspectives on their own terms, while thinking more critically about identity, self-care, social justice and the idea of "home." **Indicators:** Participants will: create personal narratives inspired by the HMS Youth Fellows, the ILA film, and its story library; produce, share and learn to artistically activate their stories publicly with peers and the broader school community. Participants will be surveyed thru SEL questionnaires.

**Phase 2, Winter 22/23** - Students will channel their stories toward the production of youth-led, designed and implemented artistic/educational activations. Adapting ILA practice, the students will empower peers and schoolmates, to imagine new ways to express their experiences with deafness and multi-cultural identities. **Indicators:** Impact Surveys

**Phase 3: Spring '23** - To deepen impact, Fellows will further engage their peers, younger students, families, and the broader community through arts-based actions, and by facilitating a new series of storytelling workshops for other HMS students in familial-like environments that foster solidarity, love, and healing. **Indicator:** Sign-in sheets and surveys at events and participants logs.

**Individual Outcomes:** As documented through testimonials, teacher observation, and focus groups; 90% of SEL storytelling participants will: Develop skills to become socially in-tune and emotionally engaged, as they forge the crucial human connections needed for self-awareness and purpose after a year of isolation and disengagement; Tackle personal challenges (e.g. family disconnection) and emotions (anger, anxiety, guilt, fear) in healthy ways, as we provide safe spaces and substantial time to share/take ownership of personal narratives; build purpose from their assets (resiliency, creativity, cultural pride); and develop leadership skills by facilitating workshops and implementing community events.

**Community Impact:** HMS students will use art to activate stories that interrupt hegemonic narratives of migrant/deaf youth as problems, while activating self-care, and community healing. While the types of expression (video stories, public projections, online story sharing events, posters, etc.) will vary depending on the Fellows' decisions (and COVID limits), we anticipate creative interventions, like: Contributing to ILA's Human Library of Youth Migration Stories; Hosting "StoryShares" in which they use personal stories to spark conversations about immigration, ableism, mental-health and social justice, creating shared moments of vulnerability and sparking "memories of joy, comfort and togetherness.

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

1. **Eliminate Opportunity and Achievement gaps**
  1. This program provides robust academic social emotional learning for the students at HMS. All students at HMS have an IEP and just under 70% of the students are also ELs. By working with student mentors and resident artists, students are engaged in thinking more critically about identity, intersectionality, and social justice. This program aligns with culturally and linguistically proficient classroom strategies and supports and enables HMS to enhance culturally and linguistically responsive programming.
2. **Accelerate Learning**

1. HMS is an inclusionary school for all Deaf and HH students. With this program our teachers, visiting artists and youth facilitators receive further support and coaching to deliver high quality inclusionary learning opportunities to ensure all students including those with additional exceptionalities are well served. This program provides rigorous culturally and linguistically affirming instruction that includes learning opportunities in the arts, literacy, world languages, civics and integrates student wellness into the educational experience. HMS and ILA work collaboratively to welcome students to engaging learning experiences where this unique population of students' linguistic and cultural needs are met and ensures that every student is provided a safe place to examine their experiences and share their stories.
3. **Amplify Voices**
  1. HMS and ILA welcome and value all families and students in our school and by sharing and hosting “Story Shares” with the community which use personal narrative to spark conversations about immigration, ableism, mental-health, and social justice, again creating shared moments of vulnerability and sparking ‘memories of joy, comfort and togetherness.’ HMS and ILA work collaboratively to raise all voices and ensure all voices are represented.
4. **Expand opportunity**
  1. HMS services Deaf and HH students that are often already marginalized in the greater community. This grant ensures funding and opportunities for a population of students that are Deaf multicultural and includes Deaf students with additional exceptionalities and Deaf EL students. Funding for this unique program upholds the standard of organizational effectiveness and excellence by ensuring that we are meeting the unique needs of this population of students and providing rigorous academic support for all.
5. **Cultivate trust**
  1. This program hires and supports student fellows and cooperating artists that reflect HMS students’ diverse cultural backgrounds and language and addresses the structural barriers these students face on a daily basis. This collaboration ensures that HMS continues in its mission to create and provide inclusive, culturally sustaining, and high performing classrooms and programs.
6. **Activate Partnerships**
  1. This collaboration allows HMS to establish a partnership with an organization that expands learning beyond the classrooms and creates pathways to college and career success. This partnership provides learning and skill building opportunities focusing on social and emotional skills essential for youth development and success.