



Finance Department
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MEMORANDUM

TO: Chairperson and Members
Boston School Committee

FROM: Nathan Kuder
Chief Financial Officer

SUBJECT: Grants for Approval

DATE: September 14, 2022

Attached please find the grants for approval by the School Committee on September 14, 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

September 14, 2022

Amount	FY	Grant Name	Status	Fund Manager	Focus Area(s)	Sites
\$670,000	2023	Comprehensive Preschool Partnership Initiative (CPPI).	New	David McAulty	Early Childhood	Districtwide
\$211,673	2023	SEL & Mental Health Grant	New	Whitney Walker	Social & Emotional Learning	Districtwide
\$77,825	2023	Digital Literacy Now Part 2	New	Yvonne Ma...	Career and Technical Ed	Districtwide
\$959,498	Total					

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS23600

Grant Name: Comprehensive Preschool Partnership Initiative (CPPI)
Status: Renewal
Grant Type: Competitive
Start & End Dates: August 1, 2022 – June 30, 2023
Funding Source: State of Massachusetts (Department of Early Education and Care)
Grantor Contact: Kathie Lange
Department of Early Education and Care
50 Milk Street, 14th Floor, Boston, MA 02109
Email: katherine.m.lange@state.ma.us

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

BPS Fund Manager: David McAuley, Universal Pre-K Finance Manager, Dept. of Early Childhood

Department Head/School Leader: Jason Sachs, Executive Director, Dept. of Early Childhood

Annual Award Amount: \$ 670,000

Total Award Amount (if grant period more than a year): n/a

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 986 students

Sites: We plan to braid CPPI funding within our Universal Pre-K (UPK) infrastructure that will serve 986 students (3-year-olds and 4-year-olds) in nearly 65 community-based classrooms during School Year 2022-23. CPPI funding will specifically support 10 classrooms (estimated 161 students to be served) in three of our highly quality community-based partner programs: Boston Chinatown Neighborhood Center, Boys and Girls Clubs of Dorchester, and Ellis Memorial Early Learning. As part of their participation under this grant, these three organizations will also advise on special education and behavioral health supports in collaboration with Boston Public Schools to help scale early intervention supports.

Key External Partners: Boston Chinatown Neighborhood Center, Boys & Girls Club of Dorchester, Ellis Memorial Early Learning

Grant Description

The Boston Public Schools (BPS) FY23 CPPI grant will directly support 10 community-based classrooms that serve 3-year-old and 4-year-old students and their families, while shaping high quality programming support for all of Boston Universal Pre-K's community-based classrooms that will reach 900+ 3 and 4-year-olds this academic year.

This year's proposal will support three organizations – Boston Chinatown Neighborhood Center, Boys and Girls Club Dorchester, and Ellis Memorial Early Learning - operating 10 classrooms, serving 161 students. All 10 classrooms qualify under the top tier of UPK quality - 'Quality Expansion' sites. Across all these classrooms, funding covers teacher salaries, implementation of the Focus on PreK curriculum, and BPS instructional coaching. Students participate at no cost to families, and a Connector program supports students as they eventually transition into the district's K2 grade.

Additionally, the grant will fund a new 1.0 FTE School Psychologist position - person already hired - to become part of UPK's growing Special Education team, which provides itinerant services within community-based classrooms to provide early intervention supports in the least restrictive and most supportive environment.

The FY23 CPPI grant will provide immediate returns in the form of direct service and quality improvement to 10 classrooms, while at the same time building capacity for a high quality Pre-K system in Boston that will address the needs of every child.

Expense Categories this Grant Pays For

80.88 % of the grant will be used to directly fund student seats in UPK, specifically in 10 classrooms, allowing students to participate at no cost to the family.

16.39% of the grant will be used to fund a new School Psychologist position within Boston Public Schools to provide itinerant services to students in 65 community-based classrooms, including the 10 under this grant.

2.73% of the grant will pay indirect costs to administer the grant

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

Goal #1: Boston Universal Pre-K classrooms are required to implement the BPS Focus on Pre-K Curriculum and Building Blocks curriculum. A fidelity observation tool will be used to assess the implementation of the BPS Focus on Pre-K and Building Blocks curriculum in order to guide coaching and professional development by measuring adherence and quality of each curriculum component. The ultimate goal is for classrooms to incorporate BPS Focus on Pre-K curriculum with 70% fidelity by Spring 2023.

Indicator: By spring of each year we will look at fidelity scores as part of the holistic assessment of the program.

Goal #2: By June 2023, 100 percent of the students in the 10 classrooms supported by CPPI have implemented the Ages & Stages Questionnaire (ASQ) developmental screening tool and 100 percent of students have been provided the opportunity for early intervention services from a Speech and Language Pathologist and/or Occupational Therapist

Indicator: (1) All ASQs are completed for UPK students this year; (2) Speech-Language and Occupational Therapy screenings provided to 100% of students in 10 classrooms supported by CPPI, per case notes from BPS Special Education Office

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

Please List them below:

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: this grant will further expand UPK's Special Education team that provides itinerant services in community-based classrooms in the least restrictive and most supportive environment.

2.4 Fully implement universal pre-kindergarten through a mixed delivery model that leverages district and community options and ensures a high-quality educational experience for all early learners.

6.2 Collaborate with partner organizations and agencies to provide learning and skill-building, focusing on social and emotional skills essential for youth development and professional skills critical to college and career success: Boston Chinatown Neighborhood Center, Boys and Girls Clubs of Dorchester, and Ellis Memorial Early Learning serve as integral partners in this grant and will host classrooms in partnership with Boston Public Schools' Early Childhood Department to build a foundation for early learners for long-term personal, college, and career success.

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS23678

Grant Name: Supporting Students' Social Emotional Learning, Behavioral & Mental Health, and Wellness — Continuation (SEL & Mental Health Grant)

Status: New

Grant Type: Competitive

Start & End Dates: 09/01/22 – 06/30/23

Funding Source: State

Grantor Contact: Department of Elementary and Secondary Education
Chris Pond - 75 Pleasant Street, Malden, MA 02148
Phone: (781) 338-3611

Lead BPS Department and/or School(s): Division of Academics

BPS Program Manager: Whitney Walker, Ph.D.
CBHM Data & Research Coordinator, Behavioral Health Services
wwalker@bostonpublicschools.org

Department Head/School Leader: Behavioral Health Services

Annual Award Amount: \$211,673

Total Award Amount (if grant period more than a year): \$551,380

Carry-forward option: No

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

Sites: Districtwide

Key External Partners: None

Grant Description

The purpose of this state and federally-funded continuation grant program is to adapt, expand, or strengthen multi-tiered systems of support to respond to the social-emotional and behavioral health needs of students, families and educators and to build strong partnerships with community-based mental health agencies and/or providers.

This grant aims to build capacity of school districts, charter schools, and educational collaboratives to do the following:

- develop comprehensive, integrated multi-tiered systems for student, family, and educator social-emotional and/or mental health supports; and
- build sustainable infrastructure to facilitate integrated coordination between school students, families, school staff, and community-based services and/or providers.

Expense Categories this Grant Pays For

Our plan is to use the Category A continuation to expand the accessibility of tiered mental/behavioral health services for students and families before/after school. In light of the COVID-related partnership challenges, we shifted our Category C funding plan to compensate BPS staff for these (previously voluntary) services they were offering. Rather than funding one full-time partner, we would like to continue to fund MTSS service delivery before/after school in the 22-23 school year. We know that partners are still struggling to fill vacant positions; therefore, there will continue to be a gap in service delivery in the coming year. Additionally, we hope that by continuing this programming, we can expand the district's capacity for the provision of student/family-centered mental health services in more accessible ways. Because we will fund a full year of work, the staff will have increased capacity to create and implement culturally-responsive, sustainable programming that directly addresses student and family needs. Because available funding is somewhat limited, we will focus funding on services provided in schools that have one or fewer community partnerships (prioritizing schools with no partners first). Additionally, we will vet programming through an application process to ensure that we are funding high quality, evidenced-based interventions that respond to real community needs. To support this work, we will also continue funding for a central position that will review applications, coordinate services, and collect program data (i.e., participant demographics, student/family feedback, implementation/outcomes).

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

Goal #1: By June 2023, 66 mental health professionals will deliver 60 hours of mental health support to students and families outside of school hours.

Indicator: Contracts and timesheets

Goal #2: By June 2023, at least 100 BPS students and their families will increase their engagement with schools (via the Climate Survey) as a result of receiving mental health support from BPS practitioners outside of school hours.

Indicator: Climate Survey results from participating schools.

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)

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS23674

Grant Name: FY2022: Digital Literacy Now Grant Part 2, Fund Code: 147-3

Status: New

Grant Type: Competitive

Start & End Dates: FY23: 07/01/2022 – 12/31/2022

Funding Source: State

Grantor Contact: Paula Moore, Department of Elementary and Secondary Education (DESE) (Center for Instructional Support Office/STEM)

Grantor Address: 75 Pleasant Street, Malden, MA 02148

Grantor Phone: 781-338-3529

Grantor Email: paula.b.moore@mass.gov

Lead BPS Department and/or School(s): OIIT / Digital Learning Team

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

Department Head/School Leader: Yvonne Macrae, Director of Grants and External Funds

Annual Award Amount: \$77,825 (FY23)

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

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: (35,000) - grades 3-12

Our goal is to reach 25% of these students = 8,700 students

Sites: TBD

Key External Partners:

Grant Description:

The purpose of this state grant is to establish and promote rigorous, engaging, and standards aligned digital literacy and computer science education in public schools in kindergarten through grade 12. This grant will focus on expanding Digital Literacy and Computer Science (DLCS) access to additional grades and/or schools within the district across grades 3-12. This grant will cover summer and fall professional development and materials for teachers to learn and implement DLCS curricula for grades 3-5, grades 6-8, and grades 9-12. Teachers in grades 3-5 will join a new cohort using the curriculum selected last year; teachers in grades 6-8 will join a new cohort using the same curriculum selected during the implementation of Part 1 of this grant, with modifications. Teachers in grades 9-12 will join a new cohort using the new curricula selected during the planning phase of this grant.

Expense Categories this Grant Pays For

FY23:

- \$ 34,000 for teacher stipend
- \$ 30,000 for professional development
- \$ 3,825 for travel expenses
- \$10,000 for instructional technology
- Total: \$77,825

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

Goal #1: 15 teachers will participate in Cohort 1 for Grades 9-12. Each teacher will receive Professional Development over the summer as well as support throughout the academic year from BPSTechnology. Teachers will also receive classroom materials required for engaging instruction as determined by the curriculum defined.

Indicator: Cohort attendance at required meetings and PD sessions and classroom implementation of chosen curriculum.

Goal #2: 15 teachers will participate in Grades 6-8 and/or Grades 3-5 cohorts. Each teacher will receive Professional Development over the summer as well as support throughout the academic year from BPSTechnology. Teachers will also receive classroom materials required for engaging instruction as determined by the curriculum defined.

Indicator: Cohort attendance at required meetings and PD sessions and classroom implementation of chosen curriculum.

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

2.3 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.