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MEMORANDUM

TO: Chairperson and Members
Boston School Committee

FROM: Nathan Kuder
Chief Financial Officer

SUBJECT: Grants for Approval

DATE: September 28, 2022

Attached please find the grants for approval by the School Committee on September 28, 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 28, 2022

Amount	FY	Grant Name	Status	Fund Manager	Focus Area(s)	Sites
\$17,684,412	2023	Individuals with Disabilities Education Act (IDEA).	New	Lauren Viviani	Special Education	Districtwide
\$543,847	2023	Special Education Early Childhood Entitlement Grant	New	Lauren Viviani	Special Education	Districtwide
\$42,190,775	2023	Title I, Part A: Improving Basic Programs	New	Yvonne Macrae	Opportunity Gap	Districtwide
\$2,805,462	2023	Title II, Part A: Improving Educator Quality	New	Charles Grandson	Educator Effectiveness	Districtwide
\$2,201,482	2023	Title III – LEP Support	New	Drew Echelson	Opportunity Gap	Districtwide
\$3,077,915	2023	Title IV – Part A	New	Yvonne Macrae	Opportunity Gap	Districtwide
\$638,523	2023	Massachusetts Expanded Learning Time- BAA	New	Kenya Elisa-McLaren	Expanded Learning Time	Boston Arts Academy
\$471,366	2023	21 st Century Community Learning Centers - Continuation	New	Kenya Elisa-McLaren	Expanded Learning Time	Boston International and Newcomers Academy, Thomas Edison & Eliot Innovation
\$148,750	2023	21 st Century Community Learning Centers - Exemplary	New	Kenya Elisa-McLaren	Expanded Learning Opportunities	Lila G. Frederick Pilot Middle School
\$120,000	2023	Early College Incubator	New	Lydia Emmons	College and Career Readiness	Districtwide
\$69,882,532		Total				

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS23145

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

Status: New

Grant Type: Entitlement

Start & End Dates: 9/01/22- 8/31/23

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: Lauren Viviani, Interim Assistant Superintendent

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

Annual Award Amount: \$17,684,412

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 2022-2023, 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 2022-2023 compliance data with SY 2021-2022 review feedback from individual schools regarding efficiency of additional resources and central office based supports.

Goal #2: During SY 2022-2023, 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 2022-2023 inclusion classroom enrollment to SY 2021-2022 inclusion classroom enrollment and maximize use of central office support for effective rollout of inclusive opportunities.

Goal #3: During the SY 2022-2023, 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 2022-2023 to SY 2021-2022 referrals and review feedback from teachers on the continued implementation of Wilson and Orton Gillingham literacy professional development.

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS23146

Grant Name: Special Education Early Childhood Entitlement Grant

Status: New

Grant Type: Entitlement

Start & End Dates: 9/1/22 – 8/31/23

Funding Source: Federal through State

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

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

BPS Fund Manager: Lauren Viviani, Interim Assistant Superintendent

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

Annual Award Amount: \$543,847

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 – BPS23150

Grant Name: Title I
Status: New
Grant Type: Entitlement
Start & End Dates: 9/01/22 – 8/31/23
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: \$ 42,190,775

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.

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS23176

Grant Name: Title II-A – Improving Educator Quality
Status: New
Grant Type: Entitlement
Start & End Dates: 9/01/22 – 8/31/23
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: Charles Grandson, Chief Equity and Strategy Officer

Department Head/School Leader: Nate Kuder, Chief Financial Officer

Annual Award Amount: \$ 2,805,462

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 FY23 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 FY23, 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 2022-23 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 2022-23 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 – BPS23272

Grant Name: Title III
Status: New
Start & End Dates: September 1, 2022 – August 31, 2023
Funding Source: Federal through State
Grantor Contact: Julia Foodman, Resource Allocation Strategy and Planning
DESE, 75 Pleasant Street, Malden, MA 02148
Phone: 781-338-3577
Email: jfoodman@doe.mass.edu

Lead BPS Department and/or School(s): Office of English Learners

BPS Fund Manager: Drew Echelson, Deputy Superintendent of Academics

Department Head/School Leader: Drew Echelson, Deputy Superintendent of Academics

Annual Award Amount: \$2,201,482

Total Award Amount (if grant period more than a year): \$2,201,482

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: ELs eligible for Title III services are those who are not making adequate annual progress and need additional support with English language acquisition and grade-level academic content. As such, Title III ELs are anticipated to number for SY22-23, approximately 60% of the district's K2-12 ELs, based on the number of ELs who did not meet the DESE progress benchmark on the 2021 ACCESS assessment.

Sites: Districtwide

Grant Description

Title III of the Elementary and Secondary Education Act provides supplemental funds to improve the education of English learners (ELs), including immigrant children and youth, by assisting the children and youth to learn English and meet challenging state academic content and student academic achievement standards. Priorities and required activities of formula subgrants are to: increase English proficiency and academic achievement in core academic subjects of English learners by providing high-quality language instruction programs and content area teaching; develop, implement, and provide before-school, after-school, weekend, and summer opportunities for English language and academic content instruction for EL students; provide high-quality professional development such as that which would enhance the skills and knowledge of classroom teachers to deliver effective sheltered content and English language instruction

Expense Categories this Grant Pays For

~25% of the grant will be allocated to provide direct, supplemental services to Title III ELs in the form of summer and other out-of-school programs (includes cost of teacher stipends, CBO contracts, and materials)

~39% of the grant will be allocated to provide high-quality professional development to schools (instructional PD tailored to school needs and via EL Instructional Specialists).

~32% of the grant will be allocated to provide direct service and other support to families of ELs (EL Family Resource specialists, Parent Literacy Program and parent ESOL classes).

~2% of the grant will be allocated to provide equitable services to participating private schools based on the per pupil rate of \$160.

~2% of the grant will be allocated to cover indirect costs, the maximum allowable under the terms of the grant.

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

Goal #1: Track student progress in core content and ESL for 100% of students participating in the Title III program. The purpose of tracking student progress will enable the district to assess the effectiveness of the Title III program.

Indicator: Pre- and post-assessment scores in Core Content and ESL; ACCESS and MCAS.

Goal #2: Student proficiency in Core Content and/ or ESL will increase by 8-10% for all participants in all Supplemental Programs; Summer, After School, etc. This will be assessed by grade level Common Core-Aligned Curriculum via pre and post assessments.

Indicator: Pre- and post-assessment scores in Core Content and ESL.

Goal #3: Increase English Learner family participation in COVID related supports around technology, student supports, and community engagement activities by 15% across all language groups.

Indicator: Year to year comparatives of programs

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

1.4 Implement specific supports for English learners by implementing the LOOK Act to expand programs that promote bi/multilingualism including bilingual education, dual language, and cultural heritage programs.

4.1 Fund all schools in a manner that meets the unique needs of the students they serve, with consideration given to English Learners, students with disabilities, economically disadvantaged students, students at risk of dropping out, off-track youth and other historically marginalized groups.

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS23553

Grant Name: Title IV
Status: New
Grant Type: Entitlement
Start & End Dates: September 1, 2022 – June 30, 2023
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: \$3,077,915

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

Carry-forward option: No

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

Sites: Districtwide

Key External Partners: None

Grant Description

Title IVA is a federal entitlement program that provides funds to school districts for supplemental services and/or supports that address one or more of the following three priority areas: access to a well-rounded education, improving school conditions for learning to ensure safe and healthy students, and supporting effective use of technology. Funds may be used for, but not limited to the following: direct services, professional development, salaries, and materials/supplies.

Expense Categories this Grant Pays For

~86% of the grant will be used to fund district wide Partners like Boston Debate League, Mass insight and Private Industry Council, all focused on Title IV's primary purpose of access to a well-rounded education and safe and healthy schools.

~13% of the grant will be used to fund equitable participation of students and educators in private schools located within district boundaries for federally funded programs and services under Title IVA.

~1% of the grant will be used to fund indirect expenses.

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

Goal #1: BPS will contract with the Boston Debate League to provide 12 City-Wide Debate Tournaments for Boston Public Schools middle schools and high schools, along with professional development and network support to debate coaches. This investment will allow Debate Teams at all BPS schools the ability to participate in wide debate tournaments, an essential component of the Boston Public Schools' highly effective debate model.

Indicator: Student attendance data and district assessments

Goal #2: The Boston Public Schools (BPS) will contract with the Boston Private Industry Council (PIC) to provide career awareness activities, work readiness training, job and internship opportunities, and work-based skill development for students, collaborate on BPS graduate longitudinal studies and state-mandated follow-up surveys for CTE students, and develop pathway partnerships between high schools and employers. In addition, the PIC will provide dropout recovery services through the BPS re-engagement center. The PIC will work with the BPS Office of Secondary Schools to configure the career specialist staff structure to support existing partner schools. In addition, PIC will work with the Office of Information and Instructional Technology to develop and place specialized technology interns in select high schools.

Indicator: Student attendance data and district assessments

Goal #3: Boston Public Schools will contract with an organization to operate an evidence-based Mentoring and Counseling for Young Men Program for middle school and high school males. The program will operate in a school, during the school day and throughout the entire school. The program will provide clinically based group sessions that meet as a 12-15 student cohort once per week over a two year period and work through a curriculum that incorporates aspects of cognitive behavioral therapy, youth development and mentoring. School-based social emotional support programs help at-risk young men in middle and high school.

Indicator: Student and educator school climate survey

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

2.7 Make every school a safe space for every student, offering the support and protection needed to learn, grow, and thrive.

4.1 Fund all schools in a manner that meets the unique needs of the students they serve, with consideration given to English Learners, students with disabilities, economically disadvantaged students, students at risk of dropping out, off-track youth and other historically marginalized groups.

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS23310

Grant Name: Massachusetts Expanded Learning Time

Status: New

Grant Type: Competitive

Start & End Dates: September 1, 2022 – June 30, 2023

Funding Source: State

Grantor Contact: Moira Connolly
75 Pleasant Street Malden MA 02148-4906
Phone: 781-338-6234
Email: mconnolly@doe.mass.edu

Lead BPS Department and/or School(s): Office of Expanded Learning Opportunities and Partnerships
BPS Fund Manager: Kenyia Elisa-McLaren, Director of Before and After School Programs

Department Head/School Leader: Alba Cruz-Davis, Executive Director
Office of Expanded Learning Opportunities and Partnerships
Anne Clark, Principal, Boston Arts Academy

Annual Award Amount: \$638,523
BPS23310: SY 2022-2023 = \$607,834
BPS24310S: Summer 2023 = \$30,689

Total Award Amount (if grant period more than a year): N/A - each year requires a continuation reapplication.

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: 467

Sites: Boston Arts Academy

Key External Partners: A-Net, City Connects, MassArt, Commonwealth Shakespeare Company, United Way, Boston After School and Beyond.

Grant Description

The Massachusetts Expanded Learning Time initiative is a program that enables schools to significantly expand the hours and days in their school schedules to create integrated learning experiences for all students that are responsive to students' needs and the higher expectations set by state and federal laws. The longer school schedules enable each school to improve student achievement, as well as to motivate and engage students by: (1) Providing more instructional time in math, literacy, science and other core subjects to enable students to meet state standards; (2) Integrating enrichment and applied learning opportunities into the school day that complement and align with state standards and 21st century skills; and (3) Scheduling and organizing more time for planning, analysis, lesson design and professional development for teachers including, in some cases, the professionals from their partnering community-based organizations.

Expense Categories this Grant Pays For

Approximately 86% of the grant will fund school staff salaries and retirement-worthy stipends.

Approximately 11% of the grant will fund contractual services from partners to provide additional learning and enrichment opportunities

Approximately 3% of the grant will go toward indirect contribution to the district, required of all grants.

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

Goal #1: By June 2023, 78% of 9th graders at Boston Arts Academy will earn a grade of 85% or better on their major writing benchmark; 80% of 10th grade students will earn a grade of 85% or better on their major writing benchmark; 80% of 11th grade students will earn a grade of 85 or better on their major writing benchmark; and 85% of 12th grade students will earn a grade of 85 or better on their major writing benchmark.

Indicator: Writing benchmark with common metrics including structure, strength of ideas, grammar, word choice, and voice. 9th grade benchmark: memoir, 10th grade benchmark: MCAS Interim Assessment, 11th grade benchmark: Hum 3 Benchmark, 12th grade benchmark: college essay.

SCHOOL COMMITTEE ACCEPTANCE FORM - BPS23347

Grant Name: 21st Century Community Learning Centers - Continuation Grant

Status: New

Grant Type: Competitive

Start & End Dates: September 1, 2022 – August 31, 2023
includes summer program FY24 funding

Funding Source: Federal through State

Grantor Contact: Karyl Resnick
Office of Student and Family Support
MA Department of Elementary & Secondary Education
75 Pleasant Street
Malden, MA 02148
781-338-3515
karyl.a.resnick2@state.ma.us

Lead BPS Department and/or School(s): Office of Expanded Learning Opportunities and Partnerships
BPS Fund Manager: Kenya Elisa-McLaren, Director of Before and After School Programs

Department Head/School Leader: Alba Cruz-Davis, Executive Director
Office of Expanded Learning Opportunities and Partnerships

Annual Award Amount: \$471,366

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: 400 students

Sites: Boston International and Newcomers Academy (BINcA) (\$148,750)
Thomas Edison K-8 School (\$148,750)
Eliot Innovation K-8 School(\$153,866 SY & \$20,000 Summer)

Key External Partners: 33 Degree Yoga, Level Ground, Hip Hop Agora

Grant Description

The purpose of the federally funded 21st CCLC grant is to support the implementation of additional learning time through out-of-school time (OST) programming and/or through an expanded day referred to as Expanded Learning Time or ELT. Programming is designed to help close proficiency/opportunity gaps, increase student engagement, support social and emotional learning, and promote college and career readiness and success. This programming will provide students with engaging instruction, project-based and/or service-learning experiences, and opportunities for academic enrichment to high quality OST academic enrichment opportunities. These programs will also engage with various community partners to support students' learning, as well as social/emotional and physical development.

Expense Categories this Grant Pays For

- ~60% teachers overtime stipends
- ~27% contracted services to partners (33 Degree Yoga, Hip Hop Agora, Level Ground)
- ~10% educational and miscellaneous supplies
- ~3% indirect costs

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

Goal #1: Participating students will show at least 5% growth in Leadership between program Fall and Spring Student Academic and Youth Outcome surveys.

Indicator: SAYO pre and post assessment data

Goal #2: Enrolled students will attend a minimum of 80 after school program hours (Frederick and Hennigan OST only).

Indicator: Program attendance data

Goal #3: Participating students will show at least 5% growth in Critical Thinking between Fall and Spring Student Academic and Youth Outcome surveys.

Indicator: SAYO pre and post assessment data

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS23466

Grant Name: 21st Century Community Learning Centers – Exemplary

Status: New

Grant Type: Competitive

Start & End Dates: September 1, 2022 – August 31, 2023
(SY'22-23 and Summer 2023)

Funding Source: Federal through State

Grantor Contact: Karyl Resnick
Office of Student and Family Support
MA Department of Elementary & Secondary Education
75 Pleasant Street · Malden, MA 02148
Phone: 781-338-3515
Email: KResnick@doe.mass.edu

Lead BPS Department and/or School(s): Office of Expanded Learning Opportunities and Partnerships
BPS Fund Manager: Kenya Elisa-McLaren, Director of Before and After School Programs

Department Head/School Leader: Alba Cruz-Davis, Executive Director
Office of Expanded Learning Opportunities and Partnerships

Annual Award Amount: \$148,750

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: 90 students

Sites: Lila G. Frederick Pilot Middle School

Key External Partners: City Year

Grant Description

The purpose of the federally funded 21st CCLC grant is to support the implementation of additional learning time through out-of-school time (OST) programming and/or through an expanded day referred to as Expanded Learning Time (ELT). Programming is designed to help close proficiency/opportunity gaps, increase student engagement, support social and emotional learning, and promote college and career readiness and success. This programming will provide students with engaging instruction, project-based and/or service-learning experiences, and opportunities for academic enrichment; as well as provide high quality out of school time academic enrichment opportunities. These programs will also engage with various community partners to support student learning, as well as social/emotional and physical development.

Expense Categories this Grant Pays For

- ~60 contracted services to partners
- ~30% administrator salary and fringe
- ~10% educational and miscellaneous supplies

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

Goal #1: Participating students will show at least 5% growth in Perseverance between program Fall and Spring Student Academic and Youth Outcome surveys.

Indicator: SAYO pre and post assessment data

Goal #2: Enrolled students will attend a minimum of 80 after school program hours.

Indicator: Program attendance data

Goal #3: Participating students will show at least 5% growth in Critical Thinking between the Fall and Spring Student Academic and Youth Outcome surveys.

Indicator: SAYO pre and post assessment data

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS2368X

Grant Name: Early College Incubator Grant

Status: New

Grant Type: Competitive

Start & End Dates: 9/1/2022-6/30-2023

Funding Source: Department of Elementary and Secondary Education

Grantor Contact: Kristin Hunt

Grantor Address: 75 Pleasant Street, Malden, MA

Grantor Phone: (781) 338-3000

Grantor Email: Kristin.E.Hunt@mass.gov

Lead BPS Department and/or School(s): Office of Secondary Schools

BPS Program Manager: Lydia Emmons, Director of Early College Programs

Department Head/School Leader: Lydia Emmons, Director of Early College Programs

Annual Award Amount: Total Award Amount (if grant period more than a year): \$ 120,000

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: None in year 1, planning funding only

Sites:

How are these sites chosen?

Key External Partners (if any): Roxbury Community College

Purpose:

Through the grant DESE seeks to build out innovative Early College models that will significantly increase the number of underrepresented students served in the Commonwealth. Boston Public Schools and Roxbury Community College will engage in a year of planning to develop an Early College Consortium model. The vision for the Early College Consortium at Roxbury Community College is to open access to college coursework to every 10-12th grader in BPS.

Desired Outcomes:

1. Increase collaboration between BPS & RCC faculty and leadership to design an innovative, district wide Early College model
2. Scale High Quality College and Career Pathways across BPS
3. Co-create instructional frameworks and wrap-around supports to ensure underrepresented students, specifically English Learners, can access and persist in the EC pathway.

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

Goal #1: Convene a cross-functional planning committee composed of BPS & RCC faculty to design a district wide early college program to meet monthly between September 2022- June 2023

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

Goal #2: By June 2023 Complete and submit a proposal to DESE Early College team to pilot Early College program in SY24

Indicator: Co-developed Early College program pilot plan is developed and submitted to the Early College Joint Committee.

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

The creation of an Early College pathway provides relevant, authentic and immersive education to all of our students. Through these programs we seek to increase access to college coursework for all Boston Public Schools students. Our facilitated year of planning will help build structures, environments, and practices that address issues of college preparation, access, and support. This directly aligns with the district's 20/25 Strategic Vision as it creates equitable opportunities for young people to pursue high quality college and career pathways

Accelerate Learning 2.1 “Redesign Secondary Schools”- in coordination with the “Accelerate Learning” commitment and priority identified in the 20/25 Strategic Vision, the Early College program designed to be a pilot program that is expanded over the years so that Fenway is always able to offer rigorous, college coursework to its students.

Active Partnerships 6.4 “Champion college and career awareness” - in coordination with the “Active Partnerships” commitment and priority identified in the 20/25 Strategic Vision, the Early College program will seed partnership with Roxbury Community College, to design opportunities for students to engage in college coursework with embedded wrap around supports.