

BOSTON PUBLIC SCHOOLS



OFFICE OF THE SUPERINTENDENT

MEMORANDUM

TO: Chairperson and Members Boston School Committee

FROM: Mary Skipper
Superintendent

SUBJECT: Grants for Approval

DATE: July 17, 2024

Attached please find the grants that will be put forth for School Committee approval on July 17, 2024. Should you wish to review this in more detail, the complete grant proposals have been filed with the Office of the Secretary to the School Committee.

Thank you for your cooperation. If you have any questions, staff is available to respond.



OFFICE OF THE CHIEF FINANCIAL OFFICER

MEMORANDUM

TO: Mary Skipper
Superintendent

FROM: David Bloom
Chief Financial officer

SUBJECT: Grants for Approval

DATE: July 17, 2024

Attached please find the grants for approval by the School Committee. Full copies of the grant proposals are available for your review and will be filed with the Office of the Secretary to the School Committee.

Signature:

GRANTS FOR SCHOOL COMMITTEE APPROVAL

July 17, 2024

Amount	FY	Grant Name	Status	Fund Manager	Focus Area(s)	Sites
\$ 10,000.00	FY24	Building Community through Film	New	Cesar Ortega	Student Enrichment	The Mildred Ave K-8 school
\$ 1,124,550.00	FY25	BPS Adult Education Family Literacy	Continuation	Kristen D'Avolio	English Language learners	Districtwide
\$ 191,344.00	FY25	MassStep	Continuation	Kristen D'Avolio	Adult Education	Dept. of Adult Education/Boston Central Adult High School
\$ 412,799.00	FY25	Social Emotional Learning in School and Out-Of- School Setting Initiative Planning Grant	Continuation	Jill Carter	Social Emotional Learning	Districtwide
\$ 400,000.00	FY25	Comprehensive School Health Services Grant	New / Competitive	Lucrecia Rodriguez	School Health Services	Districtwide

\$ 1,332,000.00	FY25	Intensive Assistance Grant (IAG, Fund Code 0539)	New / Competitive	Michael Sabin	Academic Acceleration	Higginson-Lewis Frederick, Ellis, Young Achievers
\$ 3,470,693.00	TOTAL					

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Building Community through Film

Purpose: The Mildred Ave K-8 school is seeking a new partnership with an organization called FC Academy in order to provide an after school film club where students have the opportunity to build community and create their very own short films that they may showcase at the yearly film festival organized by Filmmakers Collaborative. Students will meet with FC Academy staff twice a week for 30 weeks and receive access to professional recording equipment and editing software that will be provided by the company. FC Academy has extensive experience with middle school students and a target audience similar to our school's demographics and has generously offered to subsidize a large portion of the program's actual cost in order to be able to work with our community. The program will also partner with our theater teacher, Ms. Villa, and our music teacher, Mr. Leland, on projects so students will have the opportunity to work on their material during the school day as well as during after school. Here is a link to their youtube channel (https://www.youtube.com/channel/UC0ZvtliPT_TZWlv0Ju3jHQw) where you can see some of the previous work they have done with students across the state of Massachusetts.

Grant start date: April 24, 2024

Grant end date: June 24, 2024

Status: Awarded

Grant Type: Boston University Consortium Grant

Grant Manager : Cesar Ortega

Email: cortega@bostonpublicschools.org

Telephone:

Funding Source: Boston University Consortium

Grantor Contact: Aaron Brkonecki

Grantor Contact: N/A

Phone:

Email: brak@bu.edu

Annual Award Amount: \$10,000

Carry-forward option: N/A

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

Sites: Mildred Ave. Middle School

Key External Partners (if any):

Grant Description

The Mildred Ave K-8 school is seeking a new partnership with an organization called FC Academy in order to provide an after school film club where students have the opportunity to build community and create their very own short films that they may showcase at the yearly film festival organized by Filmmakers Collaborative. Students will meet with FC Academy staff twice a week for 30 weeks and receive access to professional recording equipment and editing software that will be provided by the company. FC Academy has extensive experience with middle school students and a target audience similar to our school's demographics and has generously offered to subsidize a large portion of the program's actual cost in order to be able to work with our community. The program will also partner with our theater teacher, Ms. Villa, and our music teacher, Mr. Leland, on projects so students will have the opportunity to work on their material during the school day as well as during after school. Here is a link to their youtube channel (https://www.youtube.com/channel/UC0ZvtliPT_TZWlv0Ju3jHQw) where you can see some of the previous work they have done with students across the state of Massachusetts.

Desired Outcomes/ Priority (see below)

Project Goals

We have high expectations for this new partnership and have already consulted with the director of the organization on our goals for next school year.

Goal 1. Increase middle school student's sense of belonging at Mildred Ave. As shown in the attached screenshots (belonging-results-overtime-- https://drive.google.com/file/d/13n68g0Cs-c3aB3jLoYbs9aTiqDvVsbpX/view?usp=drive_link, wholeschool-belonging-comps-- https://drive.google.com/file/d/1Ya0sL0xfEXaHilFeyhQMCoVI3zfAEI3h/view?usp=drive_link, and belonging-questions-- https://drive.google.com/file/d/1R59Pd5sGMQMcoB83HvYem_-GhwxTPITQ/view?usp=drive_link) from our winter climate survey only 43% of our students in grades 6-8 responded positively to the questions related to student belonging. While this was five percentage points higher than the district average, we know that we can do better! We are confident that if this aspect of our school culture were improved it would have a positive impact on the sense of belonging as well as student attendance and classroom engagement.

Goal 2. Provide an extra curricular space for middle school students interested in the arts to grow their craft and build community. As a school we have a few after school options for middle school students interested in sports like lacrosse and basketball, but very few opportunities for students interested in the arts. When researching organizations to possibly partner with, we came across FC Academy and realized that film, as an art form, is unique in its ability to bring together many different forms of art as a good film incorporates music, visual art (and possibly graphic design), writing, acting, composition. In addition, with so many students using social media, many students are interested in video making. The hope is that this film club will be a space of artistic amalgamation where all students interested in the arts can find a place for themselves.

Goal 3. Increase sources of academic support for middle school students, especially in terms of their literacy development. As a school we have an instructional focus on equitable literacy development (see district toolkit for details:

<https://sites.google.com/bostonpublicschools.org/ogequityandclsptoolkit/equitable-literacy-instruction>). In our most recent MAP reading assessment data

(https://drive.google.com/file/d/1STjlbhTtIH3tiwMXMOxIMldIMCslytcp/view?usp=drive_link) we have noticed that not all students are growing their skills at a rate we would like. This is especially concerning for students “in the red” because that data is essentially telling us that not only are these students multiple grade levels behind in their literacy development but they are not currently making the accelerated progress necessary to be able to catch up to their national peers before high school.

Please specify how this grant aligns with the district’s focus areas (Please select which district Priority/ Priorities this grant aligns with and give brief description of no more than two sentences This Section must be fully completed):

- Prioritizing and Accelerating Academic Performance X
- Strengthening Access to Social-emotional Learning X
- Streamlining Operations and Ensuring Student Safety
- Developing Authentic Family and Community Engagement Practices
- Improving Internal and External Communication with Families and Staff
- Increasing Accountability for both the Central Office and our Schools

The project will promote equity, diversity and inclusion by simply being offered to all our students in grades 6-8. The project will build community and create a sense of belonging for students thus strengthening social-emotional learning. The team is also\ expecting this improvement in the middle school culture to positively impact the literacy development of students given the kind of projects students will be working on throughout the school year. working explicitly with

students on their creative skills like “collaborative brainstorming, storyboarding concepts, mastering story arc, script Writing, time management,” and technical skills like “filming, lighting, audio recording, sound design and Mixing, editing using professional software.”

SCHOOL COMMITTEE ACCEPTANCE FORM - BPS25103

Grant Name: BPS Adult Education Family Literacy (BPS25103, FC345)

Purpose: Provide high school and English language classes to adults in Boston.

Grant start date: 7/1/2024

Grant end date: 6/30/2025

Status: Continuation

Grant Type: Competitive

Grant Manager: Kristen D'Avolio, Senior Director, Department of Adult Education

Email: kdavolio@bostonpublicschools.org

Telephone: 617-635-9300

Funding Source: State -CALC 345

Grantor Contact: Melissa Viscovich

Grantor Phone:: 781-338-3816

Grantor Email: Melissa.b.Viscovich@mass.gov

Annual Award Amount: \$ 1,124,550

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

Carry-forward option: No

Approximate # of students: 140 Adult High School Students, 115 Adult ESOL Students

Sites: Dept. of Adult Education/Boston Central Adult High School

Key External Partners: Tech Goes Home, Adult Literacy Initiative, Masshire

Grant Description: This grant provides adult basic education, high school and ESOL classes to adult citizens to support their academic, economic, and civic development. Classes are offered in-person, online, and in the day and evening.

Desired Outcomes: The desired outcomes of this grant include: 1) expanding language education access to parents of BPS students and the Greater Boston community in general to reduce the number of citizens on the waiting list for English language classes; 2) providing access to courses that lead to a high school diploma for adults who have yet to earn a high

school credential) providing BPS parents with the social capital to navigate educational and community organizations to better support themselves and their children, and 4) providing adult students with digital literacy instruction that allow them to better engage with their families, communities, and employers.

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

Goal #1: In FY25, BPS Adult Ed will meet or exceed the MSG target (58%) for ESOL students set by DESE and measured by BestPLUS and TABE Class-E. Indicator: FY24/25 pre and post test scores.

Goal #2: In FY25, Adult Ed will meet or exceed the MSG target (40%) for ABE/ASE students set by DESE and measured by MAPT. Indicator: FY23/24 pre and post test scores.

Goal # 3: In FY25, we will remain at or above 90% of the target enrollment rate throughout the year. Indicator: Enrollment data in LACES

These achievement and enrollment goals are set by DESE ACLS based on federal NRS data of adult ed students nationwide.

Please specify how this grant aligns with the district's focus areas (Please select which district Priority/ Priorities this grant aligns with and give brief description of no more than two sentences This Section must be fully completed):

- Prioritizing and Accelerating Academic Performance: This grant provides a second chance at earning a high school diploma for adult students who have aged out of K-12.
- Developing Authentic Family and Community Engagement Practices : This grant increases access to important English language classes for parents of BPS students.

SCHOOL COMMITTEE ACCEPTANCE FORM - BPS25687

Grant Name: MassStep (BPS25687)

Purpose: Train 20 adult community members to work in the hospitality industry and 30 community members to prepare for the ParaPro exam and a career in education.

Grant start date: 7/1/2024

Grant end date: 6/30/2025

Status: Continuation

Grant Type: Competitive

Grant Manager: Kristen D'Avolio, Senior Director, Department of Adult Education

Email: kdavolio@bostonpublicschools.org

Telephone: 617-635-9300

Funding Source: DESE -359 MassStep

Grantor Contact: Derek Kalchbrenner

Grantor Phone:: 781-338-3812

Grantor Email: Derek.Kalchbrenner@mass.gov

Annual Award Amount: \$ 191,344

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

Carry-forward option: No

Approximate # of students: 50 students ((2 cohorts of 15 and 2 cohorts of 10))

Sites: Dept. of Adult Education/Boston Central Adult High School

Key External Partners: Tech Goes Home, Adult Literacy Initiative, Masshire

Grant Description: MassSTEP envisions a statewide network of pathways that prepare adult learners for promising careers with dynamic Massachusetts businesses. It leverages collaborations among education, job training, and employers to build innovative concurrent education and workforce development opportunities for adult learners. MassSTEP partners work together to create a stronger and more equitable workforce development system for the Commonwealth. This program will train 20 adult community members to work in the hospitality industry and 30 community members to prepare for the ParaPro exam and a career in education.

Desired Outcomes: The desired outcomes of this grant include: 1) offering members of the community an opportunity to participate in training in industries that can lead to family sustaining wages; and 2) providing adult students with workforce readiness instruction that allow them to better engage with their communities, and employers.

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

Goal #1: By June 30, 2025, forty-four out of fifty students will complete the full course and earn related industry credentials.

Indicator: Completion of certification in TIPS, ServeSafe and passing score of Hospitality Management certification exam from the American Hotel & Lodging Institute, or the ParaPro exam.

Goal #2: By October 2025, 35 out of 50 students will be employed in an industry related job.

Indicator: Employer affirmation letter or pay stubs.

Goal #3: By June 30th,2025 35 out of 50 students will demonstrate language growth.

Indicator: Score on the DESE mandated TABE test and teacher created assessments.

Please specify how this grant aligns with the district's focus areas (Please select which district Priority/ Priorities this grant aligns with and give brief description of no more than two sentences This Section must be fully completed):

- Developing Authentic Family and Community Engagement Practices : This grant increases access to important English language and vocational training classes for parents of BPS students.

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS23554

Grant Name: Social Emotional Learning in School and Out-Of- School Setting Initiative
Planning Grant

Status: Continuing

Grant Type: Competitive

Start & End Dates: September 1, 2024 – August 31, 2025 (2 years of funding)

Funding Source: Private

Grantor Contact: Polly Sing
Wallace Foundation
Phone: 212-251-9824
Email: psingh@wallacefoundation.org

Lead BPS Department and/or School(s): Office of Health and Wellness

BPS Fund Manager: Jill Carter, Assistant Superintendent

Department Head/School Leader: Jill Carter, Senior Executive Director

Annual Award Amount: \$412,799

Total Award Amount: \$6,500,000 over 8 years

Carry-forward option: Yes

Approximate # of students (or teachers, central office staff) served: 7 Pilot Schools (Phase 1) and 7 Comparable schools (Phase 2), approx. 6,000 students over the 6 years. Additional educators and central office staff also benefit from District-wide and central office professional development. In year 6 (SY23) & 7 (SY24), some phase 1 & 2 schools will be provided funding for SEL initiatives/programs. In addition the coaching model will be expanded into an additional 60+ schools in conjunction with ESSER funded SEAD coaches.

Sites: Up to 80 schools by 2025

Key External Partners: Boston After School and Beyond

How were the schools chosen?

Schools were chosen using the opportunity index, recommendations from school superintendents/principals and schools who previously received coaching/funding from this grant.

Priorities:

The Boston Public Schools (BPS) and Boston Afterschool & Beyond (BASB) aspire to seamlessly integrate social emotional learning (SEL) and wellness across all settings, both in

school and across out-of-school time (OST) for every BPS student.

Purpose:

Our approach builds the capacity of adults in multiple settings to incorporate SEL competencies, practices and learning objectives into academics and classroom settings and to create transformative SEL supportive learning environments. This supports our shared vision: that every Boston student will realize their full potential with ample opportunities to develop a strong sense of self, think critically, form constructive relationships and make responsible decisions in school environments where there is a strong sense of belonging.

Desired Outcomes:

Expand & Sustain the SEAD Coach Model supporting K-12 SEL work that serves all schools in a targeted, research-based way that helps to build in capacity at the school level.

Build staff knowledge in research-based SEL competencies that they will utilize on teams, with students and families through either Co-creating Think Spaces and/or Integrating SEL into Academics, improving the SEL competencies of students and staff

If the grant is a 'continuation grant', please give a brief description of the outcomes experienced to date including (a) what is changing? (b) How is it changing our practice moving forward: Committed school and OST program leaders took concrete actions that laid the foundation for SEL.

Establishing trusting relationships was a necessary first step to building an effective school-OST program partnership.

SEL committees guided and supported implementation.

Starting with adults' own SEL skills proved central, followed by professional development about developing students' skills.

Short SEL rituals were often the first and most widely adopted strategy, setting the stage for formal instruction.

Prioritizing time for SEL in schedules was important to making implementation routine.

Formal SEL resources facilitated a consistent approach within and across settings.

Distributing ownership of SEL across staff and students increased buy-in and sustainability

Reports on Grant Outcomes:

Strengthening Students' Social and Emotional Skills

Expanding Social and Emotional Learning Beyond the School Walls in Boston

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

BPS & BASB were awarded a total of \$850,000 for September 1, 2021 – August 31, 2024.

There has been a no-cost extension granted to extend that funding through August 31, 2025.

BASB is allocating \$412,799 to BPS for programmatic purposes over two years as noted in the attached award letter. Carryforward funds from FY 23 will also populate the FY 24 BPS budget.

Personnel: ~90% of this funding will be used to fund staff that will be dedicated to push the work forward and support the schools through Instructional Coaching.

Educational Supplies & Materials: ~7%

Indirect Cost: 2.73%

If not a 'continuation grant', please provide Date of Outcomes Report will be completed and available: n/a

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

Goal 1: By August 2025, maintain district capacity to support 20 schools and district departments through Social Emotional Academic Development (SEAD) Coaching focused on one of three priorities: 1) Academic Integration; 2) Classroom Climate; 3) Adult SEL

Indicators:

3 SEAD coaches are maintained through FY25

Instructional Coaching provided to school leaders, teams, and teachers at 20 schools

20 schools receiving a comprehensive menu of SEL resources that align with culturally and linguistically sustaining practices

District-wide SEL PD Offered to all K-12 Schools

Schools include tier-1 SEL strategies as a part of their Quality School Plan (QSP)

Goal 2: By August 2025, students and adults in schools that receive coaching will have an increased sense of belonging.

Indicator:

School climate survey results

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)

2.2 Support and coach educators

3.1 Engage voices

3.4 Increase feedback systems for families and central office and other staff through tech-based communication portals, and regular access to district and school based leaders during regional, school-based and district level meetings.

5.1 Hire, support, and retain a workforce at every level

5.3 Support and hold school leaders accountable

5.7 Increase Transparency and accountability

6.1 Connect every student to high quality before and after school, summer, and transition programs, and high school work experiences and internships in order to activate learning, build skills, and develop social capital.

6.2 Collaborate with partners organizations

6.3 Coordinate partner Organizations

6.5 Engage key partnerships

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS25606

Grant Name: Comprehensive School Health Services Grant

Status: New

Grant Type: Competitive

Start & End Dates: July 1, 2024 – June 30, 2025

Funding Source: State

Grantor Contact: Lauren Augustin, (She/Her/Hers)
Massachusetts Department of Public Health
School Health Services Operations Coordinator
Phone: 781-540-6255

Lead BPS Department and/or School(s): School Health Services

BPS Fund Manager: Lucrecia Rodriguez, Project Manager, Health Services

Department Head/School Leader: Djenny Lobo Lopes, Senior Director, Health Services

Annual Award Amount for FY23: \$400,000

Total Awarded on this grant \$ 1,600,000.00 (Final award for all for 4 yrs.)

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served: all students district-wide

Sites: Boston District-wide: 45,742

Reason for selecting these sites (were selected): All students, district-wide

Key External Partners: Massachusetts Department of Public Health

Grant Description

The Comprehensive School Health Services (CSHS) Grant through the Massachusetts Department of Public Health (DPH) will be used to decrease absenteeism of students affected by chronic diseases through the development of nurses' use of a case management approach to supporting students, including identifying students, creating support plans, following protocol/curriculum, etc. The grant also provides funding for a Regional Consultant to provide expert consultation in school health services and share best practices across school districts, (public, private, and charter), within the Metro- Boston region (defined by MA DPH as Boston, Chelsea, Revere, Winthrop, and Brookline).

Expense Categories this Grant Pays For

Pt 1: For \$1,000,000 (\$250,000 per year for 4 years)

Salary for 1 Full-time Regional Consultant Nurse

Salary for 1 Full-time Case Management Resource Nurse for School Health Services (who coach nurses in supporting chronic diseases) plus benefits.

Nine nursing stipends and two health paraprofessional stipends for technical support of nurses
payment for substitute nurses

professional development for nurses (space, speakers, etc.)

Pt 2: For \$600,000 (\$150,000 per year for 4 years)

salary and benefits, travel, equipment, and professional development for a Regional Consultant to provide expert consultation in school health services and share best practices across school districts within the region

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

Goal #1: The health records for students with diabetes will be standardized across the district by the end of SY23-24. We will measure this using the report feature in our electronic medical record, SNAP.

Indicator: The percent of health records for students with diabetes meeting standardized practices before and after the coaching and professional development provided by the new Case Management Resource Nurses.

Goal #2: The number of students with diabetes with complete Individual Healthcare Plans (IHPs) will increase by 20% in SY23-24. We will measure this using the report feature in our electronic medical record, SNAP.

Indicator: The number of IHPs for students with diabetes before and after the coaching and professional development provided by the new Case Management Resource Nurses.

Goal #3:

Increase in the percentage of students who fail a mandated screening (vision, hearing) with a referral made and completed (Target – 85% of referrals made) in SY 23-24.

Indicator: The number of referrals generated and the number of referrals completed* to calculate percent of completed referrals. This data will be gathered from SNAP at the end of SY23-24.

*Referrals completed: referrals sent to parent/guardian are returned with documentation by provider of plan of care determined.

Date when Outcome Report will be complete and available*

October 15, 2025

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Intensive Assistance Grant (IAG, Fund Code 0539)

Purpose: The purpose of this three-year competitive grant is to support the delivery of high-quality instruction in every classroom, every day in four schools identified by DESE as eligible based on low performance over the past five years.

Grant start date: July 1, 2024

Grant end date: June 30, 2025 (with potential to renew in FY26 and FY27)

Status: New

Grant Type: Competitive

Grant Manager : Mike Sabin

Email: msabin@bostonpublicschools.org

Telephone: 781-879-7727

Funding Source: Federal (through state)

Grantor Contact: Michael Seymour
75 Pleasant Street
Malden, MA 02148
Phone: 781-338-3514
Email: MSeymour@doe.mass.edu

Annual Award Amount: Total: \$1,332,000 (divided across four schools)
Higginson-Lewis- \$333,000
Frederick- \$333,000
Ellis- \$333,000
Young Achievers- \$333,000

Carry-forward option: No

Approximate # of students (or teachers, central office staff) served:
Students: 1300
Teachers: 150

Sites: Higginson-Lewis K-8 School
Frederick Pilot Middle School
Ellis Elementary School
Young Achievers K-8 School

Key External Partners (if any):

Grant Description: The IAG grant focuses on the academic acceleration of students and the professional learning of faculty in four low-performing BPS schools. Multiple strategies for improvement are supported by this grant as summarized below:

Full implementation of grade level curriculum and High Quality Instructional Materials (HQIM)

Expansion and coordination of instructional coaching of teachers

Curriculum implementation support from expert outside partner organizations

Direct intensive tutoring to students

Purchase of culturally relevant grade level materials to support HQIM implementation

Expanded intervention services provided to students

Additional professional learning and training by school faculty

Desired Outcomes/ Priority (see below)

Goal 1. Improved student performance on MCAS assessments in Math, ELA and Science

Goal 2. Improved student performance on MAP assessments in Math and ELA

Goal 3. Improved faculty survey ratings in the area of Professional Learning

Please specify how this grant aligns with the district's focus areas (Please select which district Priority/ Priorities this grant aligns with and give brief description of no more than two sentences This Section must be fully completed):

- **Prioritizing and Accelerating Academic Performance:** The IAG grant has a deliberate focus on the acceleration of academic performance. All elements of the grant are designed to promote the access of all students to grade level curriculum. Grant funded activities focus on student acceleration and on teacher professional learning. The success of grant activities is specifically tied to accelerated student academic performance.
 - Strengthening Access to Social-emotional Learning
 - Streamlining Operations and Ensuring Student Safety
 - Developing Authentic Family and Community Engagement Practices
 - Improving Internal and External Communication with Families and Staff
- **Increasing Accountability for both the Central Office and our Schools:** The IAG grant application emphasizes the importance of district, regional and school alignment and collaboration in pursuit of accelerated student learning. Central Office departments such as the Division of Schools and the Division of Academics are expected to collaborate closely with these four schools and to align all of their efforts in support of improvement instruction, curriculum implementation and student performance.

