



Finance Department
Nathan Kuder, Chief Financial Officer
2300 Washington Street
Roxbury, Massachusetts 02119

nkuder@bostonpublicschools.org
617-635-9069

bostonpublicschools.org

MEMORANDUM

TO: Chairperson and Members
Boston School Committee

FROM: Nathan Kuder
Chief Financial Officer

SUBJECT: Grants for Approval

DATE: September 13, 2023

Attached please find the grants for approval by the School Committee on September 13, 2023. 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

Mary Skipper, Superintendent

Boston School Committee

Jeri Robinson, Chair

City of Boston

Michelle Wu, Mayor



GRANTS FOR SCHOOL COMMITTEE

September 13, 2023

Amount	FY	Grant Name	Status	Fund Manager	Focus Area(s)	Sites
\$43,571,551	2024	Title I, Part A & D – FC305	New	Yvonne Macrae & Shira Decovnick	Opportunity Gap	Districtwide
\$2,658,660	2024	Title II, Improving Educator Quality – FC140	New	Yvonne Macrae & Shira Decovnick	Educator Effectiveness	Districtwide
\$2,358,758	2024	Title III – FC180	New	Drew Echelson	Opportunity Gap	Districtwide
\$621,250	2024	21 st Century Community Learning Continuation Grant – FC645	New	Charlie Ng	Expanded Learning Time	4 Sites
\$150,786	2024	21 st Century Community Learning Center Exemplary Program Grant – FC646	New	Charlie Ng	Expanded Learning Opportunities	Eliot K8
\$210,000	2024	21 st Century Community Learning Center Supporting Additional Learning Time – FC647	New	Charlie Ng	Extended Learning Time	Umana Academy
\$3,096,067	2024	Title IV – FC309	New	Yvonne Macrae & Shira Decovnick	Opportunity Gap	Districtwide
\$670,000	2024	Comprehensive Preschool Partnership Initiative (CPPI) Grant	New	David McAulley	Early Childhood	Districtwide
\$191,344	2024	MassStep: Hospitality and Paraprofessional Grant	New	Kristen D’Avolio	Career & Tech	Adult Education
\$480,000	2024	CommCorp: Career Technical Initiative Grant	New	Kristen D’Avolio	Career & Tech	Adult Education
\$1,000,000	2024	Trotter school Community Playground	New	Brian Forde Jr.	Playground	Trotter
\$1,000,000	2024	Curley School K8 Playground	New	Brian Forde Jr.	Playground	Curley K8
\$1,000,000	2024	Nathan Hale School Playground Rehabilitation	New	Brian Forde Jr.	Playground	Nathan Hale
\$18,465,351	2024	Individuals with Disabilities Education Act (IDEA)FC240	New	Lauren Viviani	Special Education	Districtwide
\$511,824	2024	Special Education Early Childhood Entitlement Grant – FC262	New	Lauren Viviani	Special Education	Districtwide
\$75,985,591		Total				

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS24150

Grant Name: Title I (A & D) FC 305
Status: New
Grant Type: Entitlement
Start & End Dates: 9/01/23 – 8/31/24
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, Director of Grants and External Funds
Shira Decovnick, Director of Federal Programs

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

Annual Award Amount: \$ 43,571,551

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 FY24 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.

Date when the Outcomes Report will be available? 10/15/24

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

N/A (district-wide)

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS24176

Grant Name: Title II-A – Improving Educator Quality - FC140
Status: Increased
Grant Type: Entitlement
Start & End Dates: 9/01/23 – 8/31/24
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 Managers: Yvonne Macrae, Director of Grants & External Funds
Shira Decovnick, Director of Federal Programs

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

Annual Award Amount: \$ 2,658,660

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 FY24 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 FY24, 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 2023-24 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 2023-24 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

Date when the Outcomes Report will be available? 10/15/24

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

N/A (district-wide)

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS24272

Grant Name: Title III - FC180
Status: New
Start & End Dates: September 1, 2023 – August 31, 2024
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: \$2,358,758

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 SY23-24, 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.

Date when the Outcomes Report will be available? 9/16/24

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

N/A (district-wide)

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS24347

Grant Name: 21st Century Community Learning Centers–Continuation Grant – FC645

Status: New

Grant Type: Competitive

Start & End Dates: September 1, 2023 – August 31, 2024

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: Karyl.A.Resnick@mass.gov

Lead BPS Department and/or School(s): BPS Office of School Support - Expanded Learning Opportunities

BPS Fund Manager: Charlie Ng, Expanded Learning Opportunities Grants Manager

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

Annual Award Amount: \$621,250

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: BINCA 66; BURKE 65; EDISON 63; FREDERICK 86

Sites: BINcA, Burke, Edison, Frederick (\$621,250)

Key External Partners: iLearn America, DEI labs (lego robotics), Community Boat Building, Apprentice Learning, N-Zone Sports, Vocal Action, GEM Music Academy

Grant Description

The purpose of this 21st CCLC competitive grant is to increase accessibility to students who would be served, and significantly expand access to high-quality academically enriching programming for students that have been historically marginalized, especially for their most underserved students including those with limited or interrupted formal education (SLIFE), ABA, or Substantially Separate.

The desired outcomes of this funding is to:

BINcA:

Students meet as a full group once a week and with their squad, a small group led by a staff member once a week to discuss personal and community goals. They participate in service learning projects as a squad including food access and event planning. Graduates of this program go on to either good work opportunities outside of school or leadership roles in the school.

Burke:

Enhance skills such as communication, collaboration, creativity, critical thinking, problem solving, digital literacy, etc. through projects stemmed from work in the classroom (proposal writing) and continued into afterschool where students experiment with

creating products (smoothies, skincare, backpacks, etc.) and designing programs (basketball camps) and spaces (cafe's, teen hangout lounge) that they presented to community stakeholders for feedback. Students will write proposals, create budgets and pursue individual interests to create a product.

Edison:

HERO KIDS SPORTS is an innovative, non-competitive sports enrichment program for kids ages 2-12 years old, teaching the fundamentals of sports and the values of teamwork in a fun and encouraging environment. Our HERO Programs have been curated for all skill and play levels supporting our kids in building their confidence through our 11-sport curriculum. HERO prioritizes a culturally inclusive, socially emotionally rich environment for all youth by preparing them with important on field and off field skills including cognitive regulation, emotional competencies and social and interpersonal skills. Students are able to lead sports groups and be leaders with the H.E.R.O sport coach.

Frederick:

Outcomes include improving their public speaking skills with their community. Their hard work and dedication culminated in our Performance Showcase where families, staff, students and community members came out to support and celebrate their hard work.

Expense Categories this Grant Pays For

~85% will be go directly to salaries of staff members

~11.5% Will go to contractual services and supplies

~3.5% Will go to the district for indirect fees

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

Goal #1: Serve at least 40% or more students who are economically disadvantaged.

Indicator: Attendance data

Goal #2: Serve a percentage of students that are multi-language learners (EL) that matches or preferably exceeds that of the school and support English Language Development to students who cannot receive from their parents who may be English Learners themselves.

Indicator: Program schedule and attendance data

Goal#3: Offer STEAM, which includes the Arts, through project based learning to students that aim to improve students' collaborative skills by working with their peers.

Indicator: Program schedule and attendance

Date when the Outcomes Report will be available? 9/16/24

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

BPS Identified Binca, Burke, Edison, and Frederick schools based on the opportunity index score, transformation school status, and need to secure funding to support BASP/OST support to families. These 4 schools met the criteria as a site in need of OST support, especially for families unable to pay program fees for their students.

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS24466

Grant Name: 21st Century Community Learning Centers Exemplary Programs- FC646

Status: New

Grant Type: Competitive

Start & End Dates: September 1, 2023 – August 31, 2024

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: Karyl.A.Resnick@mass.gov

Lead BPS Department and/or School(s): BPS Office of School Support - Expanded Learning Opportunities

BPS Fund Manager: Charlie Ng, Expanded Learning Opportunities Grants Manager

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

Annual Award Amount: \$150,786

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: 150 students

Sites: Eliot K-8 Innovation School (\$150,786)

Key External Partners: N/A

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. The goal of this funding is to:

- Explore the historical significance of oral traditions and storytelling in diverse cultures, acknowledging the importance of preserving and sharing cultural narratives.
- Encourage students to select topics that reflect their cultural identities, heritage, or issues relevant to their communities, providing opportunities for self-expression and celebrating diversity;
- Offer engaging and interactive programming, including enrichment and recreation activities, that will excite and motivate students to attend, build relationships and promote youth voice;
- Create a culturally responsive, anti-racist and welcoming environment that leverages the knowledges, strengths, and assets of students, families, educators and the community; and

- Encourage students to incorporate their own cultural storytelling styles, oral traditions, and idiomatic expressions in their scripts to add authenticity and promote cultural pride.

Expense Categories this Grant Pays For

~100% To fund salaries of staff

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

Goal #1: Enrolled students will attend an average of 180 program hours.

Indicator: Program attendance data

Goal #2: Provide opportunities for social, emotional, and cognitive development.

Indicator: Program schedule and attendance data

Goal #3: Identifying and increasing equitable access to high-quality, PBL learning programs for students.

Indicator: Program schedule

Date when the Outcomes Report will be available? 9/16/24

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

BPS Identified the Eliot school based on the opportunity index score, transformation school status, and need to secure funding to support BASP/OST support to families. The Eliot school met the criteria as a site in need of OST support, especially for families unable to pay program fees for their students.

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS24501

Grant Name: 21st CCLC Supporting Additional Learning Time (SALT) – FC 647

Status: New

Grant Type: Competitive

Start & End Dates: September 1, 2023 – August 31, 2024

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: Karyl.A.Resnick@mass.gov

Lead BPS Department and/or School(s): BPS Office of School Support - Expanded Learning Opportunities

BPS Fund Manager: Charlie Ng, Expanded Learning Opportunities Grants Manager

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

Annual Award Amount: \$210,000 (150,000 FY24 + 60,000 Summer FY25).

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: 52 students

Sites: Umana Academy Boston (UAB) (\$210,000)

Key External Partners: YMCA of Greater Boston, Veronica Robles Cultural Center, NOAH Soccer

Grant Description

The purpose of this 21st CCLC competitive grant is to increase accessibility to students who would be served, and significantly expand access to high-quality academically enriching programming for students that have been historically marginalized, especially for their most underserved students including those with limited or interrupted formal education (SLIFE), ABA, or Substantially Separate.

The desired outcomes of this funding is to:

- Enhance deeper learning, amplify enrichment activities, a welcoming school culture, and a strong social emotional support system for all students; especially for their most underserved students including those with limited or interrupted formal education (SLIFE), ABA, or Substantially Separate.

Expense Categories this Grant Pays For

~80% will be go directly to salaries of staff members

~17% Will go to supplies

~3% Will go to the district for indirect fees

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

Goal #1: Create engaging and deeper learning opportunities to address three areas of need.

Indicator: Program schedule and attendance data

Goal #2: Provide social emotional support through social circles to build relationships and strengthen peer to peer relationships.

Indicator: Program schedule and attendance data

Goal#3: Offer STEAM, which includes the Arts, and Homework Help which provides much needed ELA support that most students cannot receive from their parents who may be English Learners themselves.

Indicator: Partnership data and attendance

Date when the Outcomes Report will be available? 9/16/24

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

BPS Identified the Umana school based on the opportunity index score, transformation school status, and need to secure funding to support BASP/OST support to families. The Umana school met the criteria as a site in need of OST support, especially for families unable to pay program fees for their students.

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS24553

Grant Name: Title IV – FC309
Status: New
Grant Type: Entitlement
Start & End Dates: September 1, 2022 – August 31, 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, Director of Grants and External Funds
Shira Decovnick, Director of Federal Programs

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

Annual Award Amount: \$3,096,067.

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.

Date when the Outcomes Report will be available? 10/15/24

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

N/A (district-wide)

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS24600

Grant Name: Comprehensive Preschool Partnership Initiative (CPPI)

Status: New

Grant Type: Competitive

Start & End Dates: September 1, 2023 – June 30, 2024

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: TeeAra Dias, 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: 1,129 students

Sites: We plan to braid CPPI funding within our Universal Pre-K (UPK) infrastructure that will serve 1,129 students (3-year-olds and 4-year-olds) in 75 community-based classrooms during School Year 2023-2024. CPPI funding will specifically support 10 classrooms (estimated 175 students to be served) in three of our high quality community-based partner programs: Boston Chinatown Neighborhood Center, Boys and Girls Clubs of Dorchester, and Ellis 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 Early Learning

Grant Description

The Boston Public Schools (BPS) FY24 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 1,100+ 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 Early Learning - operating 10 classrooms, serving 175 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. These three organizations will help shape UPK policy under the grant as well, particularly in regard to special education.

The FY24 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

97.27 % 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.

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 2024.

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 2024, 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 offered (as necessary) 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 Early Learning serve as integral partners in this grant and will host classrooms in partnership with Boston Public Schools' Department of Early Childhood to build a foundation for early learners for long-term personal, college, and career success.

Date when the Outcomes Report will be available? 8/1/24

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

We selected several site locations based on program quality data available to us (we selected the highest quality sites and sites that have continuous quality improvement plans with the State of Massachusetts).

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS24687

Grant Name: MassStep: Hospitality and Paraprofessional

Status: Year 1 of 1

Grant Type: Competitive

Start & End Dates: 7/1/23 - 6/30/24

Funding Source: DESE

Grantor Contact: Derek Kalchbrenner
ESE/ACLS Educational Specialist
derek.kalchbrenner2@state.ma.us

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

BPS Fund Manager: Serge Andre, CTE Director

Department Head/School Leader: Kristen D'Avolio, Senior Director

Original Award Amount: 191,344

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

Carry-forward option: No

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

Sites: Dept. of Adult Education/Boston Central Adult High School at Madison Park TechnicalVocational High School Building Complex

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

Expense Categories this Grant Pays For

The grant will be used to pay for a ESOL Teacher, Student Support ,Hospitality and Paraprofessional Instructors, certifications test costs, chromebooks and supplies.

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. 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: By June 30, 2024, 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 2024, 40 out of 50 students will be employed in an industry related job.

Indicator: Employer affirmation letter or pay stubs.

Goal #3: By June 30th,2024 45 out of 50 students will demonstrate language growth.

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

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 earning their high school diploma or 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.

Date when the Outcomes Report will be available? 10/15/24

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

This grant applies only to students attending programs at BPS Adult Education. The target population of these grants is adult students only, which is why this site was chosen.

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS24713

Grant Name: CommCorp: Career Technical Initiative (Round 8)
Status: New
Grant Type: Competitive
Start & End Dates: 9/01/2023 to 8/31/2025
Funding Source: Commonwealth Corporation
Grantor Contact: Meg Cummings, Program Manager
Phone: (617) 717-6938
mcummings@commcorp.org
33 Harrison Avenue, 3rd Floor, Boston, MA 02111
<https://commcorp.org/program/career-technical-initiative/>

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

BPS Fund Manager: Serge Andre, Adult Ed CTE Director

Department Head/School Leader: Kristen D'Avolio, Senior Director

Award Amount: \$480,000

Carry-forward option: No

Approximate # of students: 30 Automotive, 30 Carpentry

Sites: Dept. of Adult Education/Boston Central Adult High School at Madison Park TechnicalVocational High School Building Complex

Grant Description

The Career Technical Initiative seeks to address the persistent need for skilled labor in construction, trades, and manufacturing. Commonwealth Corporation administers these funds in hopes of eliminating the skills gap facing employers by providing an opportunity for youth and adults to retrain for skilled occupations, as well as transforming vocational high schools into Career Technical Institutes that run three shifts a day to bring more high school students and adults into the program.

Expense Categories this Grant Pays For

The grant will be used to pay for a CTI director, a part-time student support specialist, administrative support, fringe benefits for salaried employees, contracts and stipends for vocational teachers working after school hours, office and training supplies, computers, bus passes and other incentives for students (tools, boots, safety goggles, etc.).

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. 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 #: By February 28, 2025, twenty-six automotive students will complete the full course and earn related industry credentials.

Indicator: Completion of **250** hours and passing scores on OSHA 10, Hotworks and CPR/First Aid

Goal #2: By June 20th 2025, twenty-two out of 28 students will be employed in an industry related job for 6 months after completion of the program.

Indicator: Employer affirmation letter or pay stubs.

Goal #3: By February 28, 2025, twenty-six carpentry students will complete the full course and earn related industry credentials.

Indicator: Completion of **300** hours and passing scores on OSHA 10, Hotworks and CPR/First Aid

Goal #4: By June 20th 2025, twenty-two out of 28 students will be employed in an industry related job for 6 months after completion of the program.

Indicator: Employer affirmation letter or pay stubs.

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 earning their high school diploma or 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.

Date when the Outcomes Report will be available? 10/15/24

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

This grant applies only to students attending programs at BPS Adult Education. The target population of these grants is adult students only, which is why this site was chosen.

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Trotter School Community Playground

Status: New

Grant Type: Competitive

Start & End Dates: April 12, 2023 – April 11, 2025

Funding Source: CPABPS

Grantor Contact: Scott Finn
City Hall
Phone: 617-635-4860
Email: scott.finn@boston.gov

Lead BPS Department and/or School(s):

BPS Fund Manager: Brian Forde Jr

Department Head/School Leader: Brian Forde Jr

Annual Award Amount: \$1,000,0000

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

Carry-forward option: No

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

Sites: Trotter School Community Playground

Key External Partners:

Grant Description

Rehabilitation of recreational land for active recreational use by funding improvements to the Trotter Elementary schoolyard. Capital improvements include the recreation of a vibrant and safe playground that accommodates children ages 4-12 with varying abilities, including new play equipment and sensory panels, play surfacing, site amenities, fencing, a natural grass soccer field, and a track.

Expense Categories this Grant Pays For

~100% construction of school playground

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

N/A

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Curley School K-8 Playground
Status: New
Grant Type: Competitive
Start & End Dates: April 12, 2023 – April 11, 2025
Funding Source: CPABPS
Grantor Contact: Scott Finn
City Hall
Phone: 617-635-4860
Email: scott.finn@boston.gov

Lead BPS Department and/or School(s):

BPS Fund Manager: Brian Forde Jr

Department Head/School Leader: Brian Forde Jr

Annual Award Amount: \$1,000,000

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

Carry-forward option: No

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

Sites: Curley School K-8 Playground

Key External Partners:

Grant Description

Rehabilitation of recreational land for active and passive recreational use by funding capital improvements to the Curley schoolyard. Improvements include the redesign and rehabilitation of the play area to create an all-inclusive, universally accessible playground with structures and sensory elements serving students of varying abilities; enhancements to the court area including resurfacing, formalizing a half-court basketball court, repainting the kickball court, and installing new fitness equipment; addition of new fencing; and addition of new plantings.

Expense Categories this Grant Pays For

~100% construction of school playground

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

N/A

SCHOOL COMMITTEE ACCEPTANCE FORM

Grant Name: Nathan Hale School Playground Rehabilitation

Status: New

Grant Type: Competitive

Start & End Dates: April 12, 2023 – April 11, 2025

Funding Source: CPABPS

Grantor Contact: Scott Finn
City Hall
Phone: 617-635-4860
Email: scott.finn@boston.gov

Lead BPS Department and/or School(s):

BPS Fund Manager: Brian Forde Jr

Department Head/School Leader: Brian Forde Jr

Annual Award Amount: \$1,000,000

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

Carry-forward option: No

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

Sites: Nathan Hale School Playground Rehabilitation

Key External Partners:

Grant Description

Rehabilitation of recreational land for active and passive recreational use by funding improvements to Nathan Hale playground. Capital improvements include a new play structure, play surfacing, gathering space, basketball court, fencing, plantings, and additional play amenities to be used during recess and physical education classes for all students and the surrounding community.

Expense Categories this Grant Pays For

~100% construction of school playground

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

N/A

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS23145

Grant Name: Individuals with Disabilities Education Act (IDEA) Federal Special Education FC240
Status: New
Grant Type: Entitlement
Start & End Dates: 9/01/23 - 09/30/24
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): Kay Seale, Chief of Specialized Services

BPS Program Manager: Lauren Viviani, Deputy Chief of Specialized Services - Programming
Olga Garriga, Deputy Chief of Specialized Services - Services and Accountability

Department Head/School Leader: Kay Seale, Chief of Specialized Services

Original Awarded Amount: \$ 18,376,336

Resolution Funds: \$ 89,015

Total Awarded Amount: \$ 18,465,351

Carry-forward option: Yes

Approximate # of students (or teachers, central office staff) served: 11,825 students w/IEP, 1,781 students w/504, 13,606 students total, ~ 171 Staff FTE

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

~ 85% 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.

~10 % 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 5% 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 2023-2024, BPS will increase staff capacity by adding Special Education Assistant Directors and Coordinators of Special Education in targeted areas such as; MCAS Alt for students with low Incidence Disabilities, Emotional Impairments and Specific Learning Language Disabilities. These highly trained specialized leadership staff will provide district wide support to accelerate learning outcomes that are aligned to content standards and specially designed instruction. This will ensure the alignment of district initiatives to prioritize the focus on tiered supports for all students with disabilities within the least restrictive environment.

Indicator #1: SY 2022-2023 - Analysis of placement data, IEP goals, objectives and services will include ongoing consultancy with school-based teams and progress review meetings to address the efficiency and accountability of data (metrics) targets, service delivery options to ensure coherence systems of support throughout the district.

Goal #2: SY 2023-2024, The Office of Specialized Services (OSS) will align Academic and SEL tiered interventions given high leverage considerations to ensure the fidelity of implementation of the district Inclusion Plan. This will include providing targeted professional development and PLCs to staff with explicit instructional strategies in the areas of specially designed instruction that promotes least restrictive placements. Additional support to school-based teams and leaders will also include an interdisciplinary team of stakeholders to develop a strategic plan of tiered interventions that include evidenced based instructional practices. Ongoing activities will include community and parent academies to engage parents and caregivers to partner and collaborate with the district.

Indicator #2: SY 2022-2023-Review Students with disabilities enrollment and placement data to include IEP services and levels of placement (Inclusion/partial/sub-separate). SY'2023-2024 - Emphasis will address the overidentification of SWD in more restrictive placements and the redesign of the district placement process. The Office of Specialized Services (OSS) will also collaborate with the Office of Multilingual Learners (OMME) to develop an intersection training module to provide assurances of the delivery of ESL and SDI services to effectively promote inclusive opportunities.

Goal #3: During the SY 2023-2024, BPS will support the implementation of multi-tiered systems of support via curriculum investments and teacher training in Equitable Literacy given explicit methodologies in the areas of specially designed instruction, executive functioning, progress monitoring, and intervention tools to accelerate learning outcomes for students with disabilities.

Indicator #3: Comparison analysis of SY 2022-2023 to SY 2021-2022 SWD referral data and eligibility determination of disabilities categories in relationship to service delivery options. SY' 2023-2024 Implementation of various professional development programs to enhance professional learning of special education staff given the following resources: Wilson Language, Orton Gillingham, Project Read, Lindamood Bell literacy etc.,

SCHOOL COMMITTEE ACCEPTANCE FORM – BPS24146

Grant Name: Special Education Early Childhood Entitlement Grant – FC262
Status: New
Grant Type: Entitlement
Start & End Dates: 09/01/23 - 09/30/24
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): Kay Seale, Chief of Specialized Services

BPS Program Manager: Lauren Viviani, Deputy Chief of Specialized Services - Programming
Olga Garriga, Deputy Chief of Specialized Services - Services and Accountability

Department Head/School Leader: Kay Seale, Chief of Specialized Services

Annual Award Amount: \$ 511,824

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: Coordination and selection of age-appropriate, engaging, specially designed instruction supports and resources for early childhood classrooms grades K0/K1.

Indicator #1: Provide explicit training for early childhood teachers in the areas of evidence based practices to ensure all staff have skills and knowledge using quality instructional practices in the areas of phonemic awareness, language acquisition and social/emotional development that promotes early learning skills.

Goal #2: Alignment of assessment, eligibility and IEP processes to ensure that all students are placed in appropriate settings in the least restrictive environment with clarity of methodologies of specially designed instruction across all educational learning environments to ensure FAPE and LRE.

Indicator #2: Provide targeted professional development training using evidence-based practices in the areas of reading, literacy, dyslexia, etc., using formative and diagnostic assessments to design instructional practices that will leverage IEP teams to develop high quality individualized IEP goals and objectives that are aligned to CORE content standards.

Goal #3: BPS will continue to address professional development trainings of staff started in the SY' 2019- 2020 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 literacy.

Indicator #3: DESE Early Childhood Indicators, Pre and post assessments that capture knowledge development; completed curriculum enhancements; revised communication assessment tools.