

ESSER Proposals for Opportunity Gaps & Anti-Racist Practice



Dr. Charles Grandson - Chief Equity & Strategy Officer

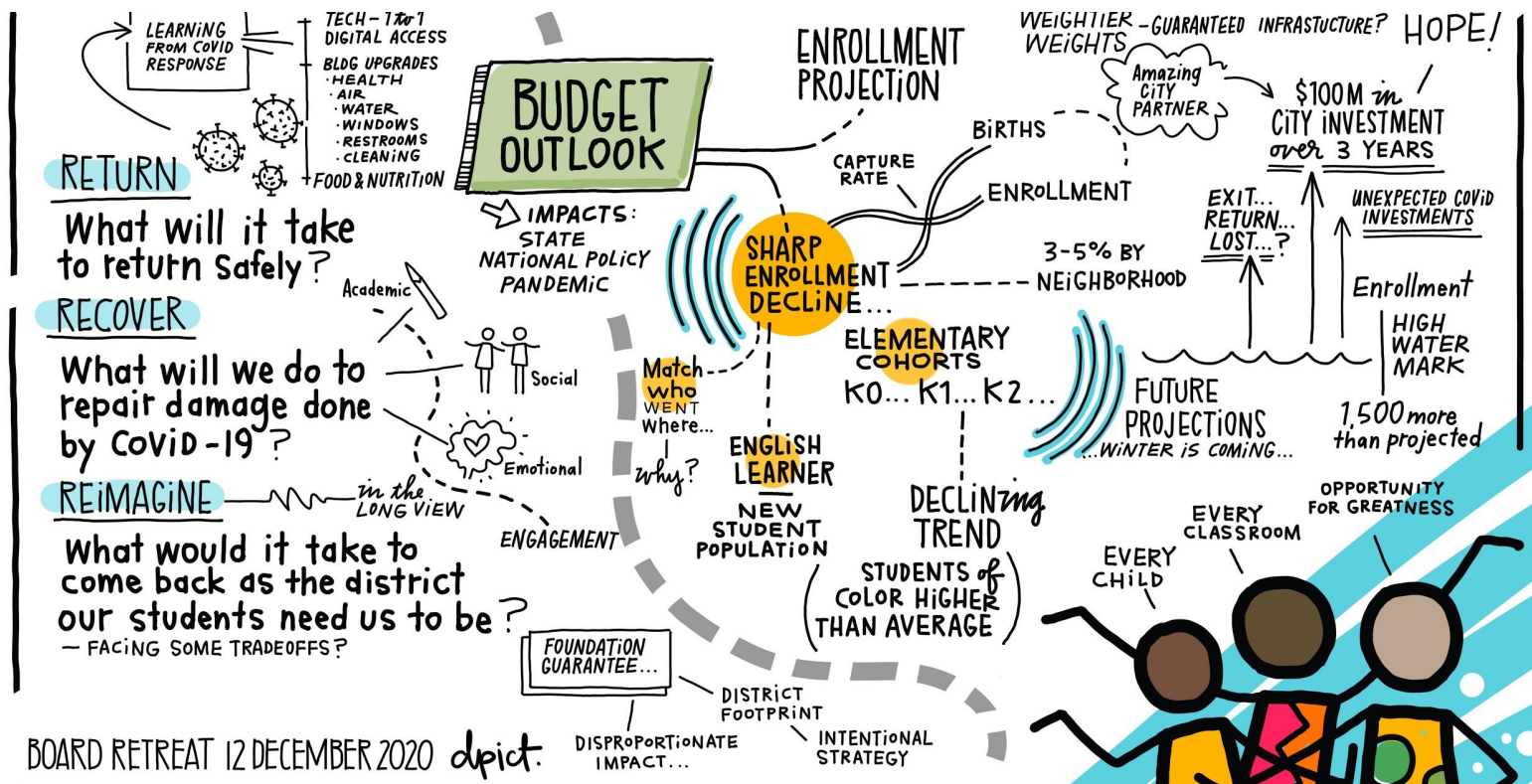


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The District is also facing a multi-year challenge to emerge from this pandemic



RETURN | RECOVER | REIMAGINE



Investments to reopen schools strongly and restart work that was paused due to COVID-19.



Investments to support students whose lives and education were disrupted.



Investments to come back as the District our students deserve and revisit "ImagineBPS", our strategic plan.

Every child, in every classroom, in every school
of the Boston Public Schools system
has the same opportunity to achieve the
greatness within them as anybody else.





**Implementing
Anti-Racist Practice
for Equitable
Outcomes**

Office of the Superintendent
Division of Equity, Strategy &
Opportunities Gaps

Implementing Anti-Racist Practice for Equitable Outcomes

Monitoring Implementation of
**5 Year BPS Strategic Plan
(SY 2020-2025)**

Quarterly Reports
**Annual Operational Plan
(SY 2020-21)**

**Ensure School Equity
Roundtables** support
Quality School Plans

Implement **CLSP** and
Transformative SEL to ensure
students can **navigate race and
trauma**.



**Ensure Racial Equity
Planning Tool (REPT)**
runs throughout all
planning

to increase **Equity,
Diversity, and
Opportunity** in BPS

Central Office
accountability for
Strategic Work Plans
and equity by
Implementing
**Community Equity
Roundtables**

Each student should have
a **learning plans** for
college, career, life



Our Charge

Office of the Superintendent
Division of Equity, Strategy &
Opportunities Gaps

CORE Charge and Strategic Alignment

1. Place Equity at the Center of the District's Strategic Vision, ensuring goals are met through effective execution of the Operational Plan and work plans. (1.6) We also ensure Steering Committees are implemented (e.g. 2.8).
2. Ensure Equity, CLSP and AntiRacism is placed at the center of professional development and implementation so that BPS' educational and working environment is unimpeded by bias, and all students, families, and staff are welcomed, included, encouraged, and can flourish. (1.1, 1.6, 1.7, 1.8, 1.10)
3. Ensure that excellent & equitable opportunity is promoted and supported, including the implementation of OAG policy goals. (1.1, 1.5, 1.8, 6.3, 6.4, 6.5, 6.6)
4. Recruit, hire, retain, and develop school-based and central office staff to reflect our students' diverse cultures and languages. In doing so, ensure that BPS policies, strategies, and initiatives to are designed and implemented in accordance with the OAG policy, and in service of organizational effectiveness and student achievement. (1.1, 1.2, 5.1, 5.3)
5. Stakeholder management, including 125 School-Based and a Community Equity Roundtables to accelerate the goals of the Strategic Plan in an equitable manner towards greater individualized support. (1.1, 1.6, 4.3, 6.3, 6.4, 6.5, 6.6)

Strategic Plan Commitments

01

ELIMINATE OPPORTUNITY AND ACHIEVEMENT GAPS

Equitable and Excellent Student Outcomes.

02

ACCELERATE LEARNING

High-quality schools and joyful classrooms district-wide.

03

AMPLIFY ALL VOICES

Shared decision-making, mutual accountability, and partnerships.

04

EXPAND OPPORTUNITY

Fair and equitable funding and welcoming environments.

05

CULTIVATE TRUST

Caring and competent staff that reflect our students and are focused on service

06

ACTIVATE PARTNERSHIPS

Expand learning beyond the classroom and connect the community to the classroom

Office of
Strategy & Innovation



Equity, Strategy &
Opportunity Gaps Division



- Track and monitor strategic vision implementation toward equitable outcomes
- Advise and recommend strategies, tool, research, and best practices that create the enabling conditions for the successful implementation of the strategic vision
- Incubate strategic district-wide initiatives critical to the strategic direction of the district.

Office of
Opportunity Gaps



Equity, Strategy &
Opportunity Gaps Division



- Implement 20-25 OAG Policy GOAL setting process
- Establish team, process and yearly timelines to vet, revise and/or create new policies in central offices and schools
- Establish BPS CARES and provide targeted PD and coaching throughout the district
- Embed innovative programming and targeted universal strategies in service of all students

Office of
Equity



Equity, Strategy &
Opportunity Gaps Division



- 24/7 Respect Program to every 6-12 student
- COVID accommodation requests
- Expand and centralize the district's LGBTQ+ student support work.
- Rubric for individual student and employee Equity Champions, and a school and Central Office department Equity Seal of Excellence

Office of
Recruitment, Cultivation
& Diversity



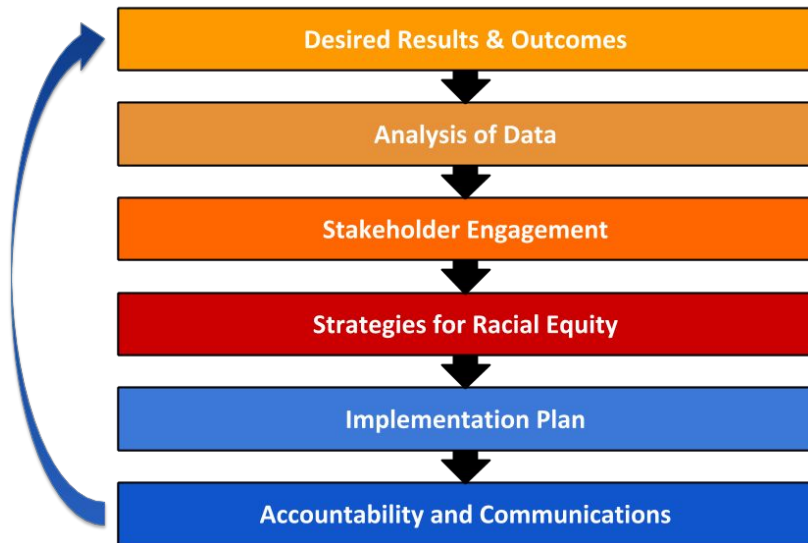
Equity, Strategy &
Opportunity Gaps Division



- Redefine talent acquisition by leveraging 21st century innovations to recruit and cultivate diverse candidate pools.
- Cultivate highly qualified, licensed teachers in our multi-generational Grow Your Own & MTEL Prep Programs, anchored by CLSP practices, yielding 85%+ racially & linguistically diverse educators
- Deliver personalized retention services to 100% of the educator of color in BPS and recognized as a factor in their decision to stay in BPS

REPT Components

BPS RACIAL EQUITY PLANNING TOOL COMPONENTS



Step 1: Desired Outcomes

What is the proposal under consideration and the desired outcomes?

- Describe the proposal. What are its intended outcomes, internally and externally? Frame this through the experience of those most impacted: how does this proposal impact the students/communities with the greatest needs, particularly Black, Latinx, and Asian students and families?
- How will the proposal address racism and close opportunity gaps?

Step 2: Analysis of Data

What does the data tell us about the current situation for Black, Latinx, Asian, EL, & Special Education students?

- What existing data is available to help shape this proposal, and is that data disaggregated by race?
- What does quantitative and qualitative data tell us about existing racial inequities and their root causes?
- How will the proposal impact Black, Latinx, Asian, EL and Special Ed and low income students?
- What additional data would be helpful in analyzing the proposal and how can we obtain it?

Step 3: Stakeholder Engagement

How have Black, Latinx, Asian, EL, Special Education and economically disadvantaged students, families, staff, and other key internal and external stakeholders been engaged in considering and shaping the proposal?

- Who are the stakeholders most impacted by the proposal and how have we involved them and those from historically marginalized communities in developing the proposal?
- What has our engagement told us about the potential positive and/or negative impacts of the proposal for different groups and how this proposal might produce or perpetuate racial inequity?

Step 4: Strategies for Racial Equity

Given what we learned from steps #2 and #3, what are our strategies for advancing racial equity?

- Do our strategies address conditions that perpetuate inequities instead of “fixing” students/other people?
- Who may benefit from or be burdened by the proposal? What are potential unintended consequences?
- How could the proposal be modified to enhance positive impacts or mitigate negative impacts?
- Are there complementary strategies that we or our partner(s), can implement?
- How will we collaborate with stakeholders for long-term positive change?
- Are the impacts aligned with our desired outcomes defined in Step #1?

Step 5: Implementation Plan

What is our plan for implementation?

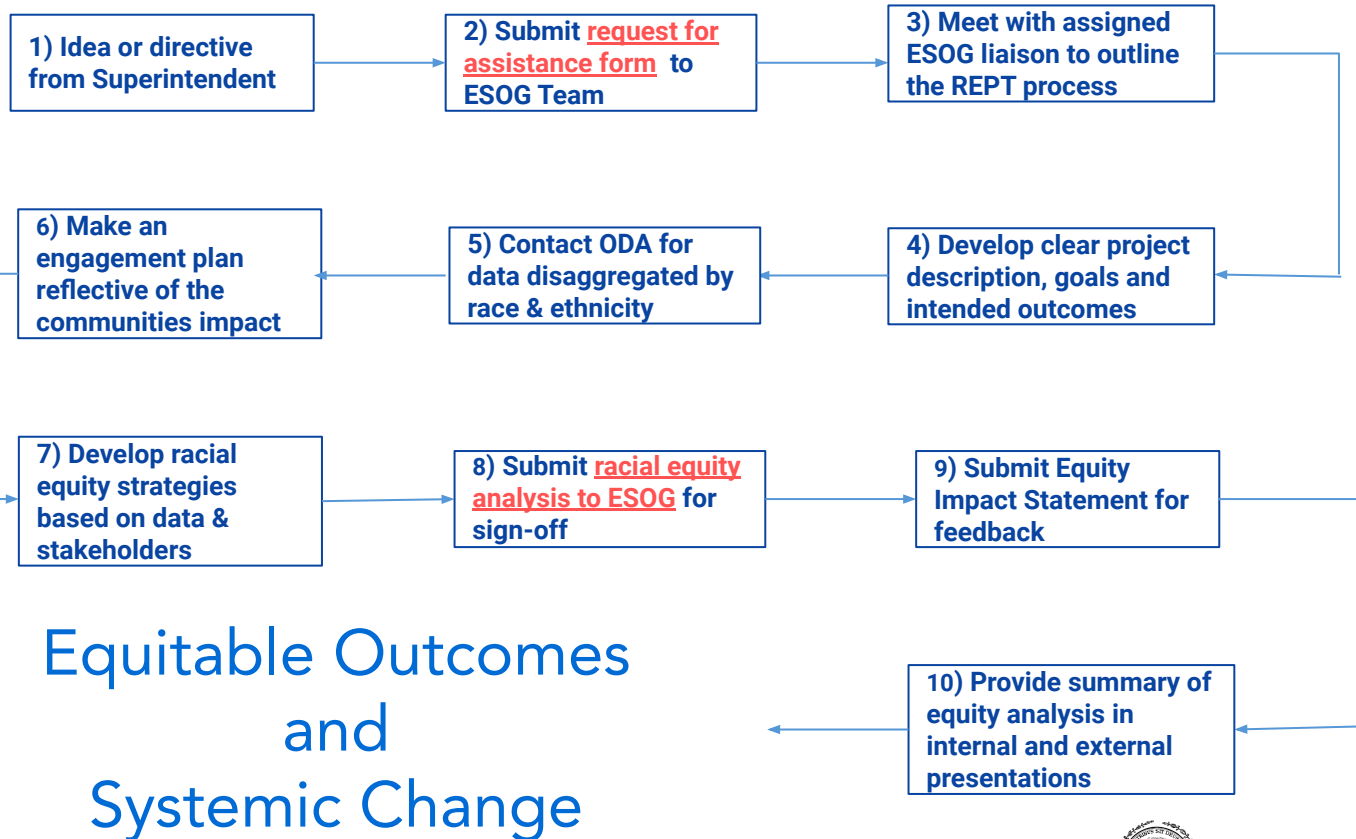
- Is the plan realistic and adequately resourced?
- Does it include leaders and personnel who are Black, Latinx, and/or Asian, and bring a racial equity lens?
- Does it ensure ongoing data collection, public reporting, and community engagement?
- If any of these answers is no, what resources or actions are needed, who will perform them and when?

Step 6: Accountability & Communications

How will we ensure accountability, including evaluating and communicating results?

- How will impact be documented and evaluated, including whether we achieve the anticipated outcomes, advance racial equity and close opportunity gaps?
- How are we disaggregating and presenting data to highlight how this strategy is impacting Black, Latinx, Asian, EL, Special Education, and other historically marginalized communities?
- How will we continue to partner and deepen relationships with students, families, and communities of color to make sure our work to advance racial equity is effective and sustainable for the long-haul?

The Racial Equity Planning Tool is embedded in School Committee Policy and Governance



Equitable Outcomes
and
Systemic Change



Equity Roundtable System

1. Community Equity Roundtable (CERT)

BPS leaders problem solving with the larger Boston community by prioritizing the needs of our most vulnerable students, especially given the realities of COVID-19.

4. School-Based Equity Roundtables (SERT)

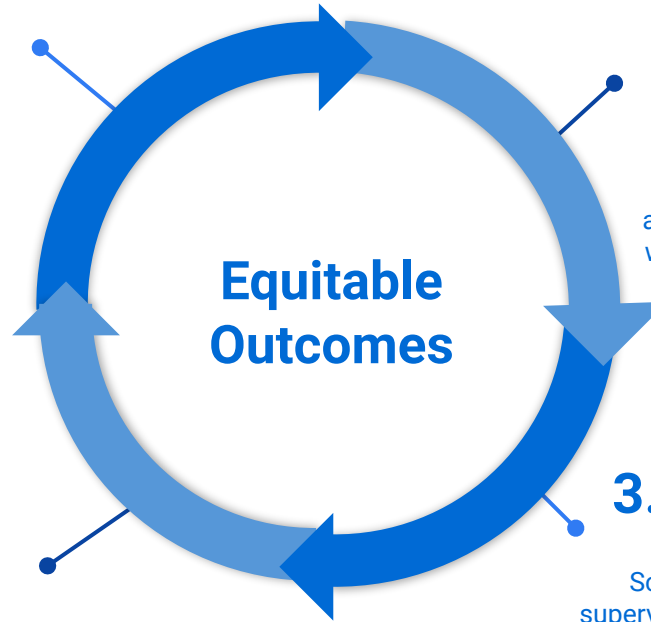
Schools conduct roundtables that engage students, families, and community partners to ensure that deliberate, tailored outreach and support are provided to the students with the most need to remove barriers, eliminate opportunity gaps, and achieve equitable outcomes.

2. Senior Leaders Equity Roundtables

A weekly space for district leaders to achieve coherence around what an anti-racist school district looks like, apply the Racial Equity Planning Tool, and ensure best practices consistent with the Opportunity and Achievement Gap Policy.

3. Regional Equity Roundtables

School superintendents, who each supervise 12 to 15 schools, meet with their school leaders to unpack inequities across schools within their region, share best practices, and problem solve.



Boston Public Schools
Brenda Cassellius, Superintendent

Boston School Committee
Jeri Robinson, Chair

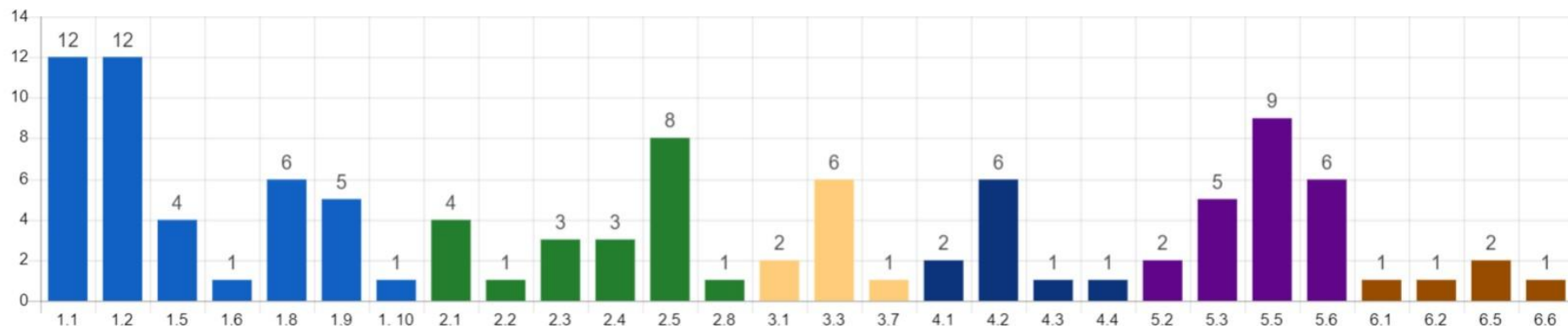
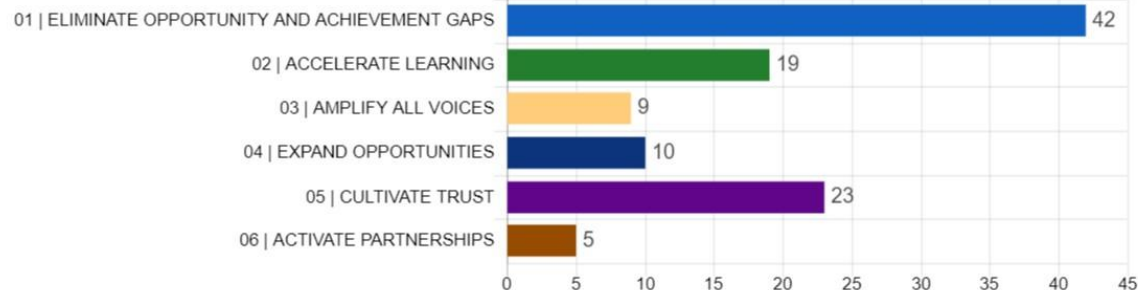
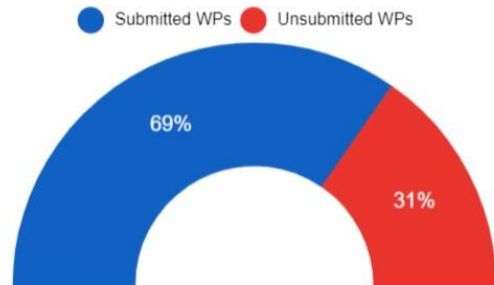
City of Boston
Kim Janey, Mayor



BPS Strategic Plan Implementation and Monitoring DASHBOARD



STRATEGIC PLAN ALIGNMENT





OFFICE OF OPPORTUNITY GAPS

Harold L. Miller, Jr. - Interim Assistant Superintendent



“Every child in every classroom in every school gets what they need.”
BPS Strategic Vision 20-25

Opportunity & Achievement Gaps Policy

Every child in every classroom is entitled to an equitable, world-class, high-quality education. Every student should have the same unfettered access to every conceivable resource to unlock the greatness within them.

Derived from 2016
 Opportunity & Achievement Gaps Policy Preamble



OAG Policy as Logic Model

2016 OAG Policy

1. Focus on cultural proficiency across the district
 - a. Diversity and cultural proficiency in leadership and human capital
 - b. Holistic, culturally affirming approach to school and teacher quality
2. Dismantling structural barriers and providing greater access to opportunities
3. Ecological Supports: Students, families, and communities as authentic partners

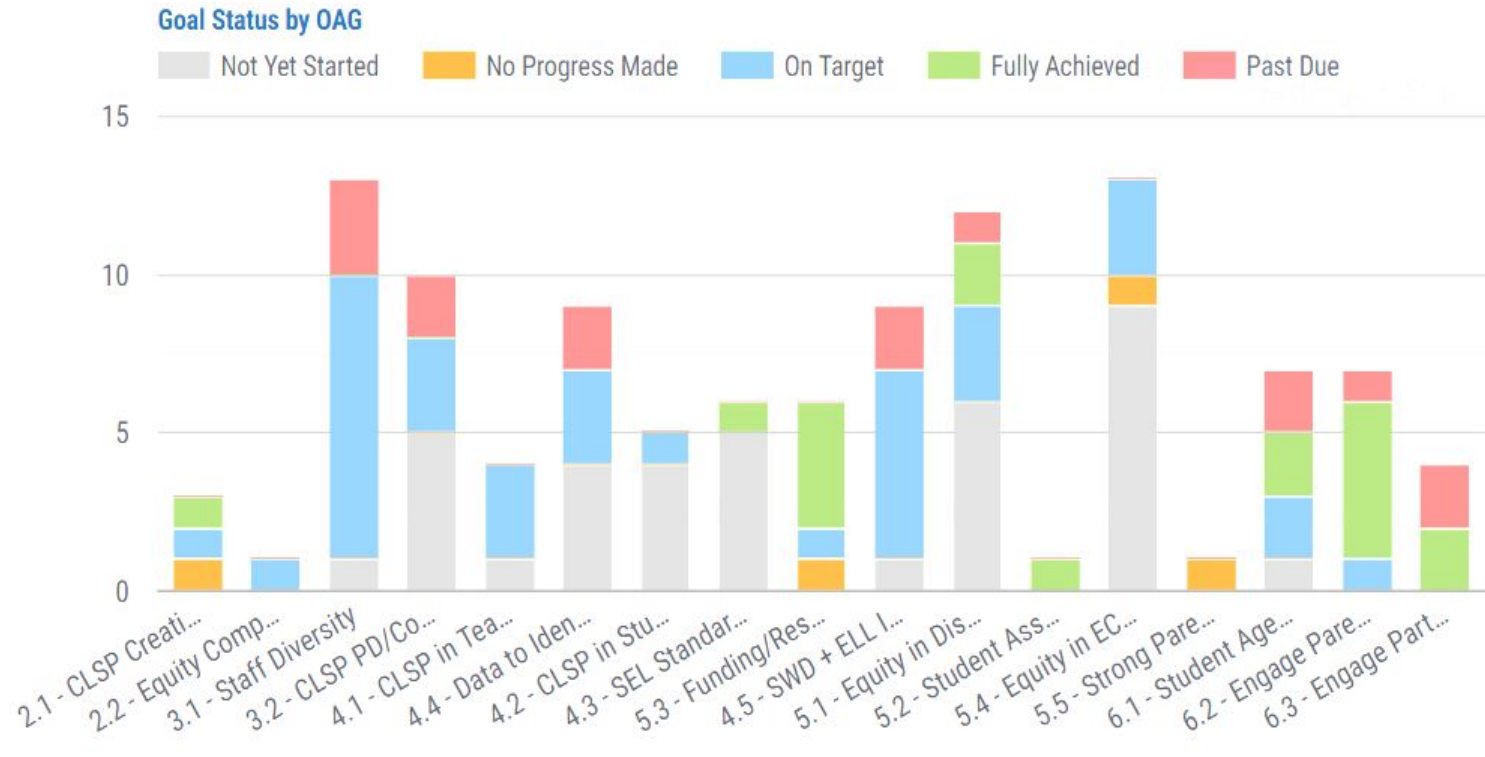
Key Accomplishments 2016–2020

- Systematic focus on the Implementation of the 2016 OAG Policy
- OAG Policy Goal Tracker System
- Culturally and Linguistically Sustaining Practices (CLSP)
- Culturally Responsive Instructional Observation Protocol (CRIOP); operationalizes CLSP competencies 2-3
- School diversity hiring targets
- CLSP Pilot with Boston Student Advisory Council (BSAC)
- Creation and implementation of BPS Racial Equity Planning Tool (REPT)
- Updated process for Racial Equity Impact Statement submissions

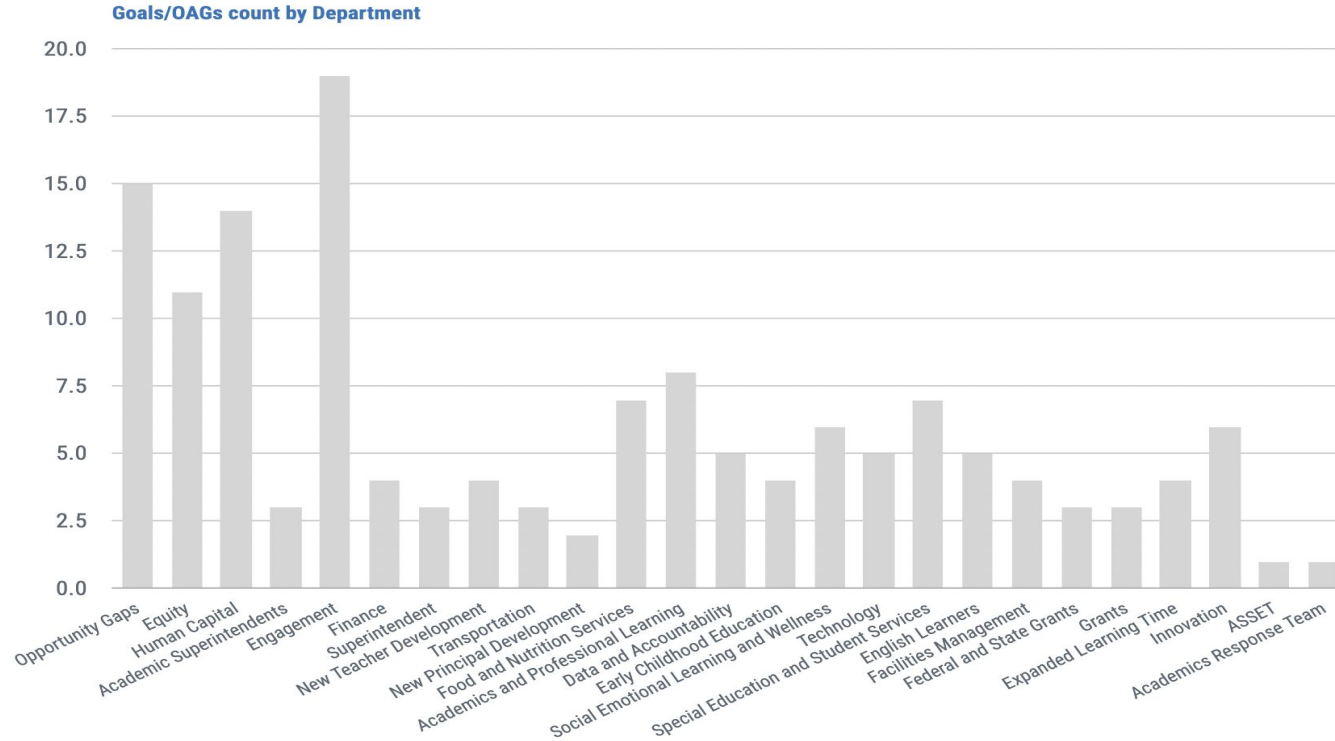
Key Accomplishments 2016–2020

- 2020 Exam School Admissions Policy
- Excellence For All; demographics mirror BPS student population
- Expansion of Universal Pre-K
- Student facing racial equity embedded practices and initiatives including and not limited to: 10 Boys/10 Girls, Peer Group Connection (PGC), Early Warning Indicator Systems (EWIS), Building Assets Reducing Risks (BARR), Success Mentors, William James College (WJC) Child and Adolescent Mental Health Initiative (CAMHI) and more...
- Opportunity Index
- Opportunity Portfolio - vetting and analysis process of current BPS partners and PartnerBPS Profiles; aligned with Opportunity Index and also includes elements of CLSP

2017-2020 OAG Implementation Plan Goal Tracker



2017-2020 OAG Implementation Plan Goal Tracker





SYSTEMIC OVERSIGHT

System

PD & COACHING
CAPACITY

Adults

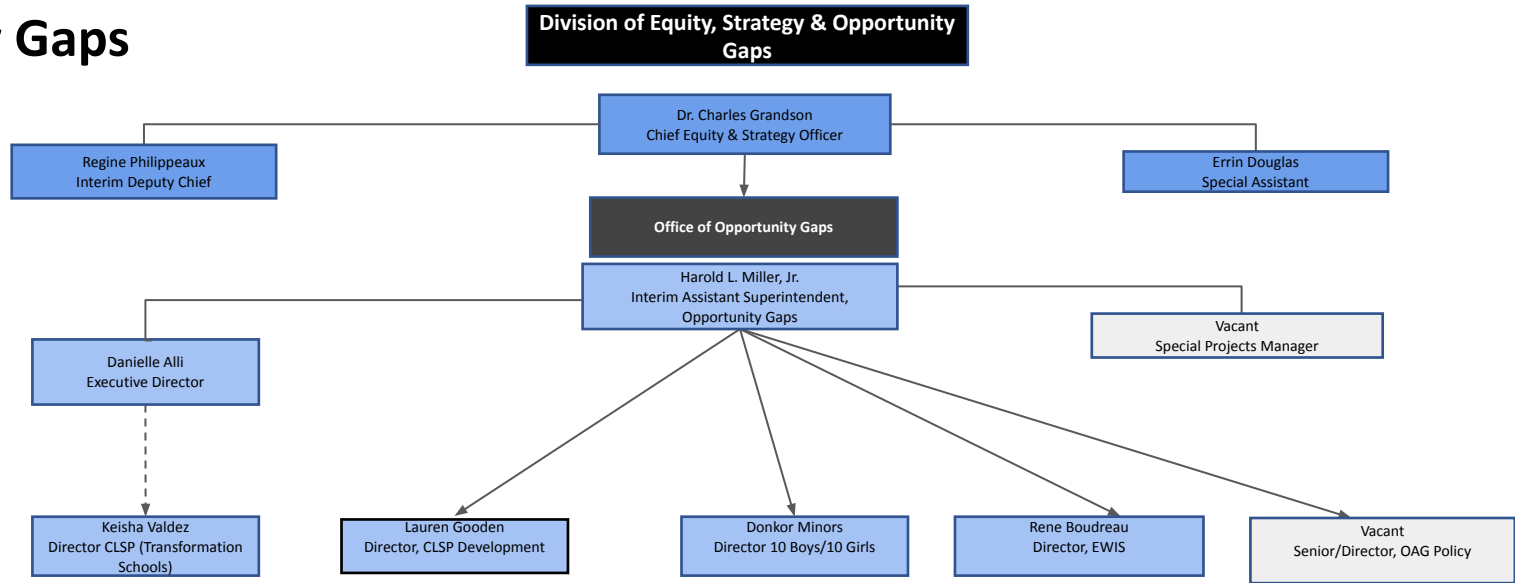
INNOVATION &
PROGRAMMING

Students

What will our students, adults and entire school system need to succeed?

In order to ensure positive student outcomes, what's next?

SY 20- 21 Office of Opportunity Gaps





**Systemic
Oversight**

**PD & Coaching
Capacity**

**Innovation &
Programming**

A Multi-Year Implementation View

Office of Opportunity Gaps

Most Transformative Work Future-Focused

Next-Level Work Next Steps

Current Work Foundational

2016-2020

Systemic

- **2016 OAG Policy** Implementation
- Focused on setting goals in BPS departments

PD/Coaching Capacity

- **CLSP** Professional Development
- **Opportunity Index**
- Early Warning Indicator Systems (EWIS)
- **Racial Equity Planning Tool** in collaboration w/ Office of Equity

Innovation & Programming

- **10 Boys/10 Girls, Excellence for All (EFA), Exam School Initiative (ESI), Building Assets Reducing Risks (BARR), Peer Group Connection (PGC), Success Mentors, CAMHI**

2020-2021

Systemic

- 2020 OAG Policy Implementation 2.0
- Cohesive OAG Policy Implementation incorporating both Central Office and School Goals
- Propose addition of Virtual Learning, and Health language and language regarding specific groups in the OAG Policy
- Update OAG Goal Monitoring System

PD/Coaching Capacity

- Based on **DESE Review**, design Tiered system of support for pd/coaching offerings for school/central alignment
- Operationalize **BPS CARES (CLSP/CRIO, Anti-Racist, Multicultural Institution, Racial Equity Planning Tool, Equity Roundtables, Systemic EWIS)**

Innovation & Programming

- Research, brand, and fully resource 10 Boys/10 Girls, BARR, PGC, CAMHI, Success Mentors and more
- Establish year around academic programming

Developing in 2020 and beyond

Systemic

- Collaborate with BPS offices to align support and accountability systems (i.e., PD, Diversity Targets, etc.)
- Vet and revise all BPS policies and circulars in phases in alignment with w/ OAG Policy, Strategic Vision and District Policy Development Plan
- Research special education disproportionality and invest in equitable system of tiered services

PD/Coaching Capacity

- Design process for obtaining "Cultural Proficiency Badge/Endorsement Certification"; begin with an inaugural cohort of educators and further develop partnership with area colleges/universities to offer courses
- Assess Opportunity Index + WSF to determine equitable funding models

Innovation & Programming

- Development of racial literacy & art curricula
- Expand ESI, design S4S
- Launch Elementary School Athletics and academic mentorship in partnership w/ Boston Rookies; grades 3-6

High Level Goals for Next Phase 2020–2025

SYSTEM FACING SUPPORTS & ACCOUNTABILITY

OAG Policy & BPS Policy Review, Planning & Implementation

- Review and update of 2016 OAG Policy
- Implementation of 2020-2025 OAG Policy Goal setting process in BPS Divisions, Departments AND Schools
- Lead, facilitate and organize teams, processes, and timelines to vet, revise and/or create new district AND school level policies
- Work with Superintendent, Division of ESOG and Office of Special Education to ameliorate the disproportionate referral rate of Black and Latinx students in substantially separate settings

SCHOOL FACING SUPPORTS

PD & Coaching Capacity with schools and central office so educators can get what they need to better serve students

- Develop team and clear, shared, vision, calendar and arc of learning for BPS CARES (CLSP/CRIOP, Antiracism, Racial Equity Planning, Equity Roundtables, Systemic EWIS)
- Develop team and shared vision for the implementation of CLSP Badge/Endorsement

STUDENT FACING SUPPORTS

Innovation & Programming directly serving students

- Ensure funding and capacity for expansion of Exam School Initiative (ESI) and development of Strategies 4 Success (S4S)
- Locate sustainable funding to improve upon current programming and/or develop new programming based on direct feedback from stakeholders pre/post pandemic {10 Boys/10 Girls, BARR, PGC, Success Mentors, William James College CAMHI Initiative, Boston Rookies (Elementary School Athletics/Academics), Social Histories of Indigenous Peoples and Peoples of the African Diaspora, Hip Hop Agora, and more}
- Re-emerge sustainable partnership w/ EFA

Capacity Considerations for Next Phase 2020–2025

SYSTEM FACING SUPPORTS & ACCOUNTABILITY

OAG Policy & BPS Policy Review, Planning & Implementation

- Goal setting & monitoring for 8 division chiefs, 53 departments heads, and 125+ school teams
- Equitable Policy Review: 15 new policies scheduled to be developed next year with an antiracist lens
- 200+ district policies and circulars overall
- 1 newly proposed position

SCHOOL FACING SUPPORTS

PD & Coaching Capacity with schools and central office so educators can get what they need to better serve students

- 125+ schools - supporting and monitoring School-based Equity Roundtables, implementation of CLSP/CRIOP in alignment with OAG Policy and REPT
- 40+ racial equity analyses writing in progress - monitoring and coaching district offices
- Continued CLSP & Anti-racism training - for 125+ school leaders and 150+ central office staff, Executive Team, and School Committee
- Lowest performing schools require targeted, systematic, pedagogical strategies to ensure optimal teaching and learning
- 2 newly proposed positions

STUDENT FACING SUPPORTS

Innovation & Programming directly serving students

- Expansion of Exam School Initiative (ESI) scheduled to serve over 750 students year around and expand to 4th grade
- Design and implementation of Strategies 4 Success (S4S) scheduled to serve 1300+ 7th & 9th graders at each Exam School
- Sustain funding and programming in over 40 BPS schools; earned nearly \$500,000 in grant funding 2017-2020
- Incubation of Boston Rookies (Elementary School Athletics) and other identified programming
- 2 newly proposed positions and request of additional funding to launch/sustain programming

Office of Opportunity Gaps ESSER Proposals and Costs

PROPOSAL	DESCRIPTION	OUTCOMES	YEARLY COST	3-YEAR COST
2.1 System Support: Equitable Policy Review	<p>Investment: 1.0 FTE to coordinate systemic policy review district-wide with an anti-racist lens for equitable outcomes.</p> <p>Rationale: The Office of Opportunity Gaps is the heartbeat of the OAG Policy and the district strategy to close opportunity and achievement gaps so that historically marginalized students can thrive. Last year the office was assigned the work of reviewing school committee and district policy with an anti-racist lens. Currently, more capacity is needed to do this work with excellence given our renewed commitment to eliminating gaps in the strategic vision and our commitment to becoming an anti-racist school district.</p>	<p>By SY21-22 facilitate districtwide collaboration in the revision of 15 district policies with anti-racist lens.</p> <p>By SY24-25, establish team, repository, process and yearly timelines to vet, revise and/or create new district and school level policies.</p> <p>Process is intended to build coherence of antiracist policy reform throughout BPS central offices and schools in order to improve student outcomes for historically marginalized student populations and all students.</p>	\$138,434.59	\$415,303.77

Office of Opportunity Gaps ESSER Proposals and Costs (Cont.)

PROPOSAL	DESCRIPTION	OUTCOMES	YEARLY COST	3-YEAR COST
2.2 School Supports: BPS CARES CLSP Course Targeted PD/Coaching	<p>Investment: Implement School Support by way of BPS CARES. BPS CARES and CLSP Coaching support will require the addition of 2 Coaching positions.</p> <p>Rationale: With a new districtwide focus on Anti-Racism and a districtwide mandate for Equity Roundtables, BPS needs to increase expertise in Anti-racist practice to meet the needs of school leaders and educators who need support on behalf of students.</p>	<p>By the end of SY21-22, SY22-23, & SY23-24</p> <p>Given our professional learning offerings are expanding, the Office of Opportunity Gaps will develop a clear, shared vision, calendar and arc of learning for BPS CARES PD Offerings (CLSP/CRIOP, Antiracism, REPT, Equity Roundtables, Systemic EWIS) districtwide. We plan to link offerings and completion to PD Learning Management System and student outcomes to further assess and leverage impact on learning among educators and students. The first cycle of this goal will begin at the start of SY 2021-2022. The desired outcome is to provide additional professional learning based on school committee, executive team and all BPS staffing needs.</p> <p>Considering the fact that we have not consistently and systemically leveraged current research and practices of educators who have earned exemplary status demonstrating and modeling the ability to generate positive student outcomes for historically marginalized student populations, we will develop a shared vision for CLSP (Cultural Proficiency) Badge/Endorsement. We will establish a credit/PDP bearing pathway/course for educators to earn a CLSP Proficiency Badge/Endorsement through a district wide collaborative coaching model. Before implementation, the first phase of the stakeholder engagement cycle will begin by the start of SY 2021-2022. The desired outcome is for educators to learn from exemplary peers.</p>	\$276,869.17	\$830,607.51

Office of Opportunity Gaps ESSER Proposals and Costs (Cont.)

PROPOSAL	DESCRIPTION	OUTCOMES	YEARLY COST	3-YEAR COST
2.3 Student Supports Assess & sustain impactful student facing programming	<p>Investment: 2 1.0 FTEs to lead and implement programming in schools for closing gaps and providing expanded access.</p> <p>Rationale:</p> <p>The vision of this proposal is to continue to incubate and/or implement Student Support programming w/ fidelity. OG currently offers: 10 Boys/Girls, ESI, S4S, BARR, PGC, Success Mentors and CAMHI. The office will continue to assess current programming and implement new programming based on student need. OG will implement ESI expansion, and design S4S. We will also incubate Elementary School Athletics and Academic Advising w/Boston Rookies and BPS Athletic department. This stream of work will require the addition of 2 positions.</p>	<p>By the end of SY21-22, SY22-23, & SY23-24</p> <p>Lead the development of Strategies 4 Success (S4S) - aimed to provide acceleration programming both before and during the school year for selective school admittees who may require more time to get acclimated to the pace of exam school study. Program design will begin in December 2020 and resume through June 2021 and beyond. Program implementation will begin August 2021 and throughout the 21-22 school year.</p> <p>The Office of Opportunity Gaps will expand the Exam School Initiative (ESi) - a year around racial equity initiative aimed to provide more access for students of color - namely Black and Latinx students - who have been historically underrepresented in exam schools as compared to the overall BPS student demographics. The program will expand to include current 4th graders, 5th graders and 7th graders. Planning has taken place since Winter 2021 and programming is scheduled to begin in August 2021 and throughout the 21-22 school year.</p> <p>Incubate elementary school athletics (soccer, basketball and baseball) and academic advising for 3rd-6th graders in partnership w/ Boston Rookies and BPS Athletics. The goal is to start w/ 2 schools in 21-22, 4 schools in 22-23 and 5+ schools in 23-24 and full implementation in 24-25. We also plan to partner w/ New England Revolution, Boston Celtics, Boston Red Sox and other partners to further support funding efforts 24-25 and beyond.</p>	\$1,875,714.29	\$5,627,142.87
OG Grand Total Costs:			\$2,291,018.05	\$6,873,054.15

Division of Equity, Strategy & Opportunity Gaps, ESSER Proposals and Costs

PROPOSAL	DESCRIPTION	OUTCOMES	YEARLY COST	3-YEAR COST
1.1 Systemic Supports: Keeping Our Commitments to the Community	<p>Investment: We will continue our contract with Ed Pioneer for project management to monitor each department's implementation of the strategic vision. We will also invest in the Smartsheets platform to enable the monitoring process.</p> <p>Rationale: ESSER funds would allow the district to continue to monitor progress toward strategic plan objectives, OAG policy goals, Boston School Committee goals and values. The consulting contract with Ed Pioneers will provide high quality capacity building to demonstrate progress towards strategic plan commitments and priorities. This proposal is inclusive of the contract with Ed Pioneers, Smartsheets project management software.</p>	<p>By the end of SY21-22, SY22-23, & SY23-24 execute the strategic vision and provide the public with clear evidence of implementation, progress, and growth areas.</p> <p>Deliverables</p> <ul style="list-style-type: none"> Submit four quarterly reports on district wide progress to the School Committee, using formative and summative data. Monitor strategy execution via smartsheets. Publish the Strategic Plan Annual Report. 	\$154,095.00	\$462,285
1.2 School Supports: Anti-Racist PD	<p>Investment: Contract for professional learning expertise in antiracism and racial equity in schools. and teacher stipends for school-based capacity building.</p> <p>Rationale: Teachers need research based support and job-embedded coaching to plan, implement, revise, and to continue to refine their practice.</p>	<p>By the end of SY21-22, ½ of schools trained in anti-racist practice and advancing racial equity.</p> <p>By the end of SY22-23, ⅔ of schools trained in anti-racist practice and advancing racial equity.</p> <p>By the end of SY23-24, all schools trained in anti-racist practice and advancing racial equity.</p>	\$256,825	\$770,475
Totals:			\$410,920	\$1,232,760

Division of Equity, Strategy & Opportunity Gaps, ESSER Proposals and Costs

PROPOSAL	DESCRIPTION	OUTCOMES	YEARLY COST	3-YEAR COST
1.3 Human Rights Officer	<p>Investment: 1.0 FTE to evaluate the district's compliance with policies, laws, and consent decrees</p> <p>Rationale: The LOOK ACT, and the districts strategic focus on inclusion and eliminating disproportionality in substantially separate classes necessitates a district watch-dog who has a laser-like focus on meeting the needs of students, families, and schools by eliminating the obstacles facing our most vulnerable students as we recover from the pandemic.</p>	<p>By the end of SY21-22, SY22-23, & SY23-24:</p> <p>In collaboration with E&S offices, establish a process for policy reviews</p> <p>Produce an annual analysis or report that articulates BPS' compliance with policies, consent decrees, memoranda of understanding, state and federal law, regulations and guidelines that safeguard the rights of children.</p>	<p>Year 1: \$194,413.00</p> <p>Year 2&3: \$92,206</p>	\$378,825
1.4 Transparency and Sustainability	<p>Investment: consultation and contract services for website development, grant-writing, and marketing</p> <p>Rationale: As a district, we have engaged multiple internal and external stakeholders throughout the implementation of the strategic vision. We now need to hold ourselves accountable by answering the community's call for accountability and transparency while thinking strategically about sustainability.</p>	<p>By the end of SY21-22, SY22-23, & SY23-24:</p> <p>ESOG will publish an interactive website that provides internal and external stakeholders with information on the Divisions high impact projects, the impact of its work, and future initiatives.</p> <p>Design and distribute branding and marketing materials to support transparency in the Division's work to make BPS an Anti-Racist organization.</p>	\$256,825	\$770,475
1.5 Working On Womanhood (WOW)	<p>Investment: WOW program implemented in 9 schools.</p> <p>Rationale: Youth Guidance and Becoming A Man (BAM) Boston has been providing social emotional supports to young men in up to 9 BPS schools. BAM is a tier 3 strategy After continued success of the BAM modeled the district has an opportunity to mirror that same success for our young girls.</p>	<p>By SY21-22, WOW will be implemented in 3 BPS high schools serving 150 young women.</p> <p>By SY22-23 & SY23-24 WOW will be implemented in 5 BPS high schools serving 300 young women.</p> <p>By SY24-25 WOW will be implemented in 9 BPS high schools serving 450 young women.</p>	<p>Year 1: \$281,993.85</p> <p>Year 2&3: \$556,493</p>	\$1,141,980
Totals:			\$410,920	\$1,232,760

Division of Equity, Strategy & Opportunity Gaps ESSER Proposals and Costs

PROPOSAL	DESCRIPTION	OUTCOMES	YEARLY COST	3-YEAR COST
2.4 EFA/AWC	<p>Investment: Fund an expansion of rigorous coursework and access to innovative enrichments for all elementary students Grades 3-8</p> <p>Rationale: As part of recommendations from stakeholder engagements, we will expand a revised Rigor for All strategy that draws from the lessons learned from the Excellence for All (EFA) initiative and AWC. With the tools and expertise already at its disposal, the Division proposes to take on the responsibility of incubating such an initiative.</p>	By SY 23-24, (1) increase the rigor in instruction in schools as measured by the CRIOP through coaching and the implementation of the EFA Capstone (2) All students in initiative schools will access STEM, Arts, or World Language. School specific goals will be developed by school leaders for the initiative at their school.	Year 1: \$550,000 Year 2: \$3,860	\$8,270,000
2.5 School Capacity Building	<p>Investment: 1.0 FTE to do trainings and coaching around the Racial Equity Planning Tool and lead the Equity Champions initiative</p> <p>Rationale: The Director of Capacity Building will train and coach facilitators of the Racial Equity Planning Tool (REPT) process, and monitor and review completion of the Tool by schools and departments. In addition, the Director will lead the implementation of the Equity Challenge programs.</p>	By SY 23-24, (1) increase the number of school-based and Central Office staff who have independently facilitated the REPT, (2) increase the number of completed REPTs district-wide per year, (3) based on ongoing input and implementation, finalize rubrics for the Equity Challenge for individual students and staff members, and for schools and Central Office departments, and (4) achieve significant levels of completion of the Equity Challenge by individuals, schools, and departments.	Year 1: 147748.95	\$443,246.85
2.6 School-based Equity Roundtables	<p>Investment: ESSER funding will be used to support school leaders as they join a Boston University leadership network.</p> <p>Rationale: School leaders will work with peers to improve the implementation of roundtables as a way to tackle achievement and opportunity gaps in their schools.</p>	By the end SY24-25 there will be consistent implementation of SBERT across 125 schools. Across 125 schools, SBERT will address salient issues of equity in a school community that promote gap closing strategies	Year 1: \$70,000 Year2: \$50,000 Year 3: \$30,000	\$150,000
Totals:				\$8,863,246.85



OFFICE OF RECRUITMENT, CULTIVATION AND DIVERSITY



OFFICE OF RECRUITMENT,
CULTIVATION &
DIVERSITY
PROGRAMS (RCD)

Office of Recruitment, Cultivation & Diversity ESSER Proposals and Costs

PROPOSAL	DESCRIPTION	OUTCOMES	COST PER YEAR	3-YEAR COST
3.1 Cultivation and Retention of Educators of Color Amidst Institutionalized Racism	<p>Investment: (1) 1.0 FTE: George B. Cox Equity in Urban Education Fellowship Retention and Diversity Programs Fellow</p> <p>Rationale: Increase capacity of team in order to be able to continue to provide high touch support and retention services to all School based and central office Educators of Color</p>	<p>By the end of SY21-22 Expansion of Existing Programming</p> <ul style="list-style-type: none"> - Male Educators of Color and Women Educators of Color Executive Leadership Program 40 educators of color with executive coaching. 85% retention rate of participants. <p>By the end of SY22-23 Creation of New Programming</p> <ul style="list-style-type: none"> - At the School-based Affinity Champions to assist our anti-racism efforts - MEOC/WEOC Diversity and Cultural Responsiveness Professional Practice Conference <p>By the end of SY23-24</p> <ul style="list-style-type: none"> - Educators of Color Provisional Teacher Mentor Program - Performance Assessment for Leaders (PALS) Completion Support Program - 40 educators of color with completion of the PALS and licensed for administrative positions. 	\$345,809.60	\$1,037,428.80

Office of Recruitment, Cultivation & Diversity ESSER Proposals and Costs

PROPOSAL	DESCRIPTION	OUTCOMES	COST PER YEAR	3-YEAR COST
3.2 Reflected, Reimagined, Renewed: Building and Sustaining Diverse Teacher Pipelines	<p>Investment: (3): 1.0 FTE - BPS ACTT Asst Director 1.0 FTE - BPSTF Director 1.0 FTE - George B. Cox Equity in Urban Education Fellowship: Teacher Cadet Fellow - Middle School Expansion</p> <p>Rationale: The key strategic expansions proposed for the BPS Teacher Pipeline Programs are aligned to the Superintendent's request to expand as 7-16 middle through college pipeline, to increase the number of licensed candidates of color and to systematically address the consequential outcomes of systemic racism in education. We are making significant investments to leverage in-district relationships engage external partners to re-envision our teacher preparation programs</p>	<p>By the end of SY21-22</p> <ul style="list-style-type: none"> - BPS ACTT - 40 cohort members + 15 BPS Bilingual Education ACTT cohort members - - BPSTF - goal 30 FT Teachers - BPS Teacher Cadet - 30 new middle school students, 85 Cadets in our 7-16 pipeline <p>By the end of SY22-23</p> <ul style="list-style-type: none"> - BPS ACTT - 50 cohort members + 15 BPS Bilingual Education ACTT cohort members - - BPSTF - 30 FT Teachers - BPS Teacher Cadet - Add a new cohort of 15 7th graders (increase by 50%), 90 Cadets in our 7-16 pipeline, 1st Cohort of 4 college graduate as licensed, full-time teachers in BPS <p>By the end of SY 23-24</p> <ul style="list-style-type: none"> - 90 Candidates who have their initial licenses - 90 BPSTF retained beyond 3rd year of teaching - 95% candidates of color - BPS Teacher Cadet - 125 7-16 Cadets, - 8 Teacher Cadets as licensed, full-time teachers in BPS 	\$536,296.85	\$1,608,890.55

Office of Recruitment, Cultivation & Diversity ESSER Proposals and Costs

PROPOSAL	DESCRIPTION	OUTCOMES	COST PER YEAR	3-YEAR COST
3.3 A Call to Action: BPS MTEL Prep Increasing the Number of Racially and Linguistically Diverse Teachers in Boston Public Schools	Investment: (2) 1.0 FTE - Latinx Aspiring Teacher Specialist 1.0 FTE - George B. Cox Equity in Urban Education Fellowship: Licensure/ Assessment Data & Analytics Fellow Rationale: With the likely ending of emergency licenses in June 2022, we need to encourage those with emergency licenses and waivers to work now to fulfill the requirements for their provisional, initial, or professional licenses.	By the end of SY21-22 - 450 enrolled, 360 (80%) pass at least 1 MTEL By the end of SY22-23 - 450 enrolled, 360 (80%) pass at least 1 MTEL By the end of SY23-24 - 450 enrolled, 360 (80%) pass at least 1 MTEL - At the conclusion of three years: 1350 enrolled, 1080 pass at least 1 MTEL 400 licensed educators	\$353,474.18	\$1,060,422.54
3.4 Closing the Diversity Gap: Recruiting and Hiring Racially and Linguistically Diverse Educators	Investment: (3) 1.0 FTE: Recruitment and Cultivation Manager 2.0 FTE - George B. Cox Equity in Urban Education Fellowship: HBCU Recruitment and Cultivation Fellow Latinx Recruitment and Cultivation Fellow Rationale: To cultivate and recruit a racially, ethnically, culturally, and linguistically diverse group of highly effective and culturally proficient teachers that will support the district's efforts to close the achievement gap	By the end of SY22-23 - Increase the number of diverse candidates in the early hiring pool by 8% By the end of SY22-23 - Increase the district's diverse hiring by 10 % & 5 MOUs with HBCUS, HSIs, By the end of SY23-24 - Increase the district's diverse hiring by 12 % & 5 MOUs with HBCUS, HSIs	\$364,419.37	\$1,093,258.11
Totals:			\$717,893.55	\$2,153,680.65
RCD Grand total:			\$1,600,000.00	\$4,800,000.00



Thank you!