Grounded in the community-driven strategic plan, BPS will invest these one-time federal relief funds to return well, recover strong and reimagine what’s possible for our students
AGENDA

I. INTRODUCTION (10 minutes)

II. UPDATES (30 minutes)

III. ESSER II INVESTMENTS (50 minutes)

IV. WRAP-UP AND PUBLIC COMMENT (6:30pm until)
II. UPDATES (30 minutes)
Last Meetings Review

➢ Your feedback informed the Draft ESSER Plan

Progress

➢ 7 decision points informed by the Commission follow.

➢ Tonight we want to provide the Commission members with
  ○ An overview of their collective contribution to the decision making process
  ○ Reaffirmation
  ○ Show how these points connect with what will ultimately be drafted in the ESSER II Plan
  ○ Clarity on next steps
Decision Point #1

Staging out investments

➔ Prioritizing immediate needs for student and school RECOVERY first
➔ Refinement and completion of the Racial Equity Planning Tool for every area of future investment
$400M
ESSER funds over 3 years

ESSER I
encumbered

2020-2021
Pandemic Response

ESSER II
$123M

2021-2022
Return and Recover

ESSER III
$276M

2022-2023
Recover and Reimagine

2023-2024
Reimagine for sustainability

Sustainability Planning.
Focus on Recovery through Literacy

Instructional Core: Academic Investments

Literacy & Science of Reading

- Provide Science of Reading Professional Development
- Support schools to audit and vet current materials against criteria in order to move towards materials and instructional practices that are aligned with the Science of Reading, and that are culturally and linguistically responsive and affirming. This work will be supported by Instructional Coaches
- Purchase of Science of Reading materials, supported by City of Boston Funds
- Apply a Universal Design for Learning (UDL) approach to Science of Reading; particular attention focused on the needs with students with disabilities and multilingual learners
- Expand access to high quality texts, library services investing in collections and classroom libraries
Focus on Recovery through Social Emotional Supports

Instructional Core: Social-Emotional Wellness Investments

- Student Support Investments
  - Tutoring and Mentoring
  - Provide Social emotional wellness supports to students and professional learning to staff
  - Provide comprehensive health education and expanded access to Physical Education
  - Expand the Hub Community Schools providing comprehensive student & family supports
- District-wide Multi-Tiered Systems of Support (MTSS) and Panorama student success planning
- Family recovery and support
Focus on Recovery for EL Learners

Bilingual Education and English Learners

➔ Investments in Bilingual Education

◆ Provide high quality formative assessments for all English Learners
◆ Develop or purchase dual language materials in Spanish, Cabo Verdean, Vietnamese, Chinese, Arabic, Hatian Creole, Vietnamese, and Somali
◆ Ethnic Studies Course Development
Focus on Recovery for Students w/ Disabilities

Inclusion and Students with Disabilities

- Address compliance issues immediately to accelerate progress on the needs of our students with disabilities
- Provide compensatory services
- Additional time for specialist services to assess and support student needs that have developed during the pandemic
Focus on Recovery School Facilities

School Environments: Operations Investments
- Access to clean water
- Access to safe transportation
- Improved temperature control through air conditioning systems
- Data loggers for dynamic monitoring of air quality and temperatures
School Allocations and Guidance

- To provide early access to funds to schools for a strong return, we are providing a simplified **Optional Early ESSER School Request Form**. Schools may request funds as early as tomorrow, July 9, 2021 through August 6, 2021.

- Schools will need time to provide thoughtful plans that leverage ESSER funds, incorporating feedback from their school communities. **The more detailed Required ESSER School Request Form** is not due until October 1. Schools may submit the more detailed Required application as early as August 31, 2021 (the due date for Round 2) and as late as October 1, 2021 (the due date for Round 3).

- School will find their ESSER 2021-2022 school allocation in this **ESSER School Guidance document**. The guidance also includes a checklist of next steps, an explanation of how funds were allocated, guardrails, and funding proposal instructions.

- Known district investments to be deployed to schools are included in the **ESSER School Guidance**.
• Started with a total allocation estimate ($50M)
• Presented a version to ESSER Commission with a base per pupil amount, but have a revised proposal
• Funding directed to students we believe have been disproportionately harmed by the pandemic:
  ○ Students receiving special education services
  ○ Students receiving English learner supports
  ○ Students experiencing Poverty

Initial Allocations to Schools: Review

<table>
<thead>
<tr>
<th>Category</th>
<th>Enrollment</th>
<th>Per Pupil Amt</th>
<th>Category Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>48,693</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Special Education</td>
<td>9,081</td>
<td>$813</td>
<td>$7,387,131</td>
</tr>
<tr>
<td>English Learners</td>
<td>15,016</td>
<td>$813</td>
<td>$12,215,082</td>
</tr>
<tr>
<td>Low Income</td>
<td>37,368</td>
<td>$813</td>
<td>$30,397,787</td>
</tr>
</tbody>
</table>

*Per pupil shifted from $774 to $813 based on addition of Non-WSF schools and removal of Horace Mann Charters who get an allocation directly from DESE
Given discussed conditions and needs we will prioritize allocation decisions to ensure best practice and impact.
Foundational Steps to Strengthen Core

- Grade 9 guidance counselors
- MassCore Implementation grade starting 9
- Before and after care
- Instructional equity recovery
- Early Childhood
- Homeless support
- High quality curricula, materials, equipment
- Middle school and high school science
- Further Professional Development
- High quality leaders and teachers
- Online learning and technology
- Multi-tiered student supports and interventions
District Office: Additional Investments Under Consideration

**English Language Learners**
- Bilingual Education Investments
- Multilingual learner literacy supports- Seal of Biliteracy
- High quality assessment, monitoring, and intervention
- Dual Language Programs
- Bilingual Educator Pipeline

**Students with Disabilities**
- Compensatory Services
- Expanding high quality inclusion
- Specialized materials for ABA, Dyslexia etc
- Expanded Parent Supports and Communication
High Quality Pathways

➔ Early childhood
➔ Increasing early access to guidance counseling
➔ Mass Core
➔ College and Career Readiness
➔ Expanding dual enrollment

Equitable Access

➔ Arts,
➔ Athletics,
➔ Excellence for All and AWC expanded access, rigor, opportunity
➔ Student enrichment etc.
➔ Increasing educator diversity, including linguistic
➔ Technology
➔ Monitoring, evaluation, and public transparency for equity
➔ Continuing School / Community Equity Roundtables
District Office: Additional Investments Under Consideration

**Community**
- Expanded Summer Learning and Enrichment Opportunities
- Hub Community Schools
- Improving central and school based family engagement practices

**School Environments**
- Libraries: renew and expand
- Science labs
- HVAC full systems if needed
- BuildBPS: Accelerating timelines and transparency
- Improving transportation services for high needs students
Decision Point
#4

The BPS Reimagine Strategy needs to be the LEVER for an outdated School System in need of redesigning based on our students here, now, today
$400M
ESSER funds over 3 years

ESSER I
encumbered

2020-2021
Pandemic Response

ESSER II
$123M

2021-2022
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$276M

2022-2023
Recover and Reimagine

2023-2024
Reimagine for sustainability

Sustainability Planning.
Decision Point
#5

Continued Refinement of “Power” Metrics

- The Commission began responding to the prompt: *Three Years Down The Line...How Are We Going To Measure Success?*
- We need to identify and align these metrics as a subset of School Committee, Superintendent, and Strategic Plan goals.
Accountability is KEY

➔ Public accountability requires authentic, deep ongoing engagement, follow-up, and empowerment of families and students to ensure they have the information and tools to ensure the best outcome for themselves and their education, PK to post-secondary.

➔ Front-end and back-end accountability necessary for eliminating long-standing barriers in our system. The process must be rigorous, transparent, and anti-racist.
# High quality pathways (Childhood to career) - A focus on student at risk for drop out and transitions

## Research Articles

<table>
<thead>
<tr>
<th>Citation</th>
<th>Link</th>
<th>Category</th>
<th>Type of</th>
<th>Date</th>
<th>Target Audience</th>
<th>School Day/Extended Learning</th>
<th>Description/Abstract</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roberts, G., Rame, A., Fall, A. M., Denton, C. A., Fletcher, J. M., &amp; Vaughn, S. (2015). The impact of intensive reading intervention on level of Reading Recovery programs. <a href="https://repository.upenn.edu/cgi/viewcontent.cgi?article=1015&amp;context=swb&amp;context=1015">Link</a></td>
<td><a href="https://repository.upenn.edu/cgi/viewcontent.cgi?article=1015&amp;context=swb&amp;context=1015">Link</a></td>
<td>Elementary literacy programs</td>
<td>Article</td>
<td>2012</td>
<td>General</td>
<td>School Day</td>
<td>Reading Recovery (RR) is one of the lowest-achieving...</td>
</tr>
</tbody>
</table>

## Practice Guides

<table>
<thead>
<tr>
<th>Citation</th>
<th>Link</th>
<th>Category</th>
<th>Type of Report/Article/Guide</th>
<th>Date</th>
<th>Target Audience</th>
<th>School Day/Extended Learning/Summer School</th>
<th>Description/Abstract</th>
</tr>
</thead>
</table>
## ESSER II & III Proposal Rubric

<table>
<thead>
<tr>
<th>Area</th>
<th>High</th>
<th>Mid</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demand on School Capacity</td>
<td>This is a major initiative that requires extensive staff planning/development and resources, such as PD hours and additional data collection. Any capacity provided to schools to support this does not offset school capacity.</td>
<td>The investment requires modest time or capacity for schools that benefit, which might include completing paperwork, minimal professional development/training for training staff. Or More significant school time or capacity is required but the proposal includes support for schools to meet those requirements that will offset much of these demands.</td>
<td>Low: This investment will not require a time commitment from staff at schools that benefit. Or Will make an existing process for schools easier, or take something off &quot;the plate&quot; of school staff.</td>
</tr>
<tr>
<td>Equity Focus</td>
<td>Investment addresses a current inequity in resources or opportunities, and concentrates benefits among historically marginalized students and/or those disproportionately impacted by the pandemic. Proposal provisions for support for schools to access the opportunity/resource. This increased access is sustaining beyond the life of ESSER.</td>
<td>Investment addresses a current inequity in resources or opportunities, and concentrates benefits among historically marginalized students and/or those disproportionately impacted by the pandemic.</td>
<td>Benefits of this investment would be distributed equally or inequitably.</td>
</tr>
<tr>
<td>Stakeholder Engagement</td>
<td>Multiple internal teams and non-district office stakeholders (including students, families, community partners) were critical to creating this proposal AND broad stakeholder engagement will continue in implementation.</td>
<td>Significant involvement of stakeholders across multiple departments and teams in developing the proposal AND / OR Proposal informed or created with some input from families, students, external stakeholders.</td>
<td>Only stakeholders in the department proposing this were closely involved in informing / creating the proposal.</td>
</tr>
<tr>
<td>Eligible for Evidence-Based Academic Recovery</td>
<td>Yes Evidence provided indicates that BPS may count this investment as part of the 20% of ESSER III funds that address the academic impact of lost instructional time through evidence-based interventions</td>
<td>Proposal presents a feasible plan to secure ongoing funding through other sources after ESSER funds are no longer available (e.g. philanthropic partner, identification of cuts to other programs).</td>
<td>Proposal does not demonstrate financial sustainability. It appears to be a long term investment without a plan for long term funding or sustainability plan refers to increase in ESSR general funds budget.</td>
</tr>
<tr>
<td>Financial Sustainability</td>
<td>Proposal falls into one of the following non-recurring buckets of work: (1) One-time activities or purchases that have a sustaining impact, (2) Programs/position requests that can realize impact in the short- to mid-term, and that will be intentionally phased out by the end of FY2024.</td>
<td>Proposal presents a feasible plan to secure ongoing funding through other sources after ESSER funds are no longer available (e.g. philanthropic partner, identification of cuts to other programs).</td>
<td>Proposal does not demonstrate financial sustainability. It appears to be a long term investment without a plan for long term funding or sustainability plan refers to increase in ESSR general funds budget.</td>
</tr>
</tbody>
</table>
Accountability, Sustainability and Risk Management

**Support, Accountability, Evaluation**
- Progress metrics monitored aligned to work plans
- Outcome metrics aligned to Strategic Plan
- Public reporting
- Impact evaluation

**Sustainability Planning**
- Focus on one-time High-impact Investments
- Sustainability plan required for initiatives
- Leveraging this opportunity to shift funding assumptions

**Risk Management**
- Compliance
- Asset Management
- Internal Auditing
- Risk Management & Controls
Decision Point #7

Leveraging our ESSER work as a change management strategy

➔ Moral imperative to fix brokenness in our system, with urgency

➔ The funds alone will not solve long-standing structural, human, or ecosystem issues--it's all about how we seize this opportunity
III. ESSER II STRATEGY DISCUSSION
Discussion
IV. WRAP UP & PUBLIC COMMENT
YOU DID IT!!! (and next steps…)

1. Lay the groundwork
2. Determine ESSER approach
3. Focus on Schools
4. Focus on Equity
5. Discuss District Inverments (2 hour meeting)
6. ESSER Plan

May 13 2021  May 27 2021  June 10 2021  June 24 2021  July 1 2021  July 8
Thank you for your leadership, Commission!

Sam Acevedo, GBLN, HERN, OAG Co-Chair
Celina Barrios-Millner, Equity, and Inclusion, City of Boston
Josie Colon, Boston Student Advisory Council (BSAC)
Rahn Dorsey, BFIT Board Chair
Pam Eddinger, Bunker Hill Community College
Ivan Espinoza-Madrigal, Lawyers for Civil Rights
Theresa Garcia de Quevedo, Mildred Ave School
Roxanne Harvey, (SpEdPAC)
John Jackson, Schott Foundation
Karla Jenkins, Principal of Higginson Inclusion School (K0-2)
Suzanne Lee, ELL Task Force
Margaret McKenna, Human Rights Commission
Xyra Mercer, Boston Student Advisory Council (BSAC)
Keith Motley, Urban League
Alex Oliver-Davila, BPS School Committee
Lee Pelton, The Boston Foundation
Paul Reville, Harvard Graduate School of Education
Ruby Reyes, Boston Education Justice Alliance (BEJA)
Nicol Riley, Citywide Parent Council (CPC) of the Boston Public Schools
Valerie Roberson, Roxbury Community College
Jeri Robinson, BPS School Committee
Jim Rooney, Boston Chamber of Commerce
Ayele Shakur, OAG Task Force Co-Chair
Chris Smith, Boston After School & Beyond
Marcelo Suarez-Orozco, UMASS Boston
Tanisha Sullivan, NAACP
Neil Sullivan, PIC
Jessica Tang, Boston Teachers Union
Pastor Matt K Thompson, Jubilee Church
Thank you BPS Team ESSER! -From Chiefs Mitchell, Kuder, Roberts
BPS is expecting $400M via the Elementary and Secondary School Emergency Relief (ESSER) Fund. Grounded in the community-driven strategic plan, BPS will invest these one-time federal relief funds to return well, recover strong, and reimagine what’s possible for our students.
Appendix