

ESSER Commission Meeting: Federal Relief Funding Planning July 8, 2021



RETURN | RECOVER | REIMAGINE

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





I. INTRODUCTION

II. UPDATES

III. ESSER II

IV. PUBLIC COMMENT

AGENDA

I. INTRODUCTION (10 minutes)

II. UPDATES (30 minutes)

III. ESSER II INVESTMENTS (50 minutes)

IV. WRAP-UP AND PUBLIC COMMENT (6:30pm until)



I. INTRODUCTION

II. UPDATES

III. ESSER II

IV. PUBLIC COMMENT

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

ESSER II
\$123M

ESSER III
\$276M

2020-2021

Pandemic
Response

2021-2022

Return and
Recover

2022-2023

Recover and
Reimagine

2023-2024

Reimagine
for sustainability

Sustainability Planning.

Public Reporting. Ongoing Engagement & Feedback.

Budgets connected to Plans. Monitoring & Evaluation. Cycle of Continuous Improvement. Accountability for Impact.

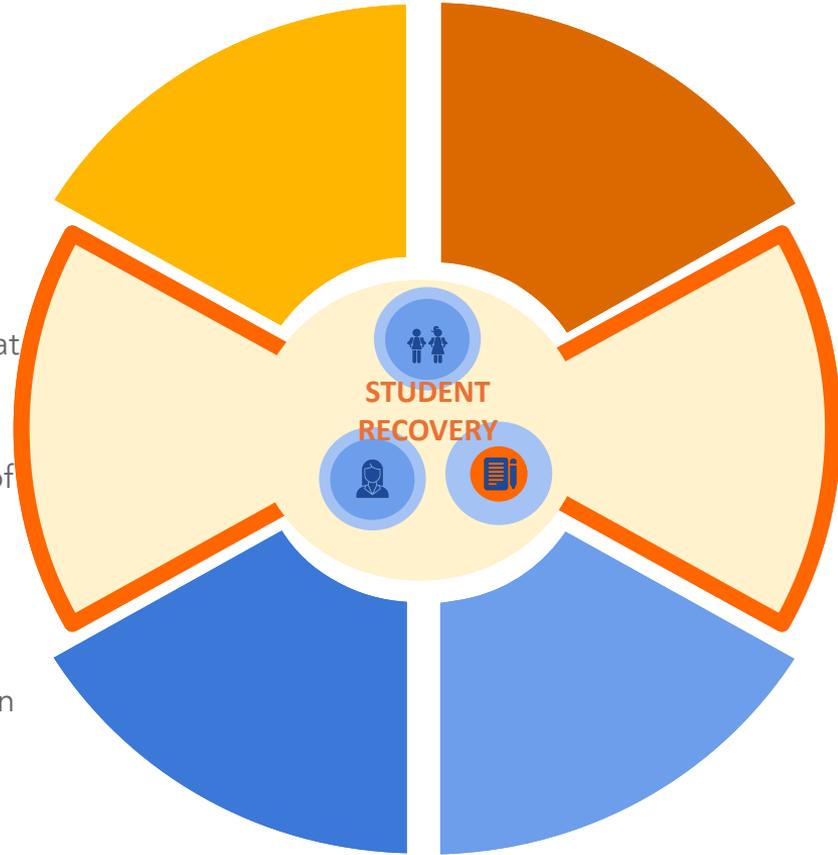
ESSER II Summer District Office Investments

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

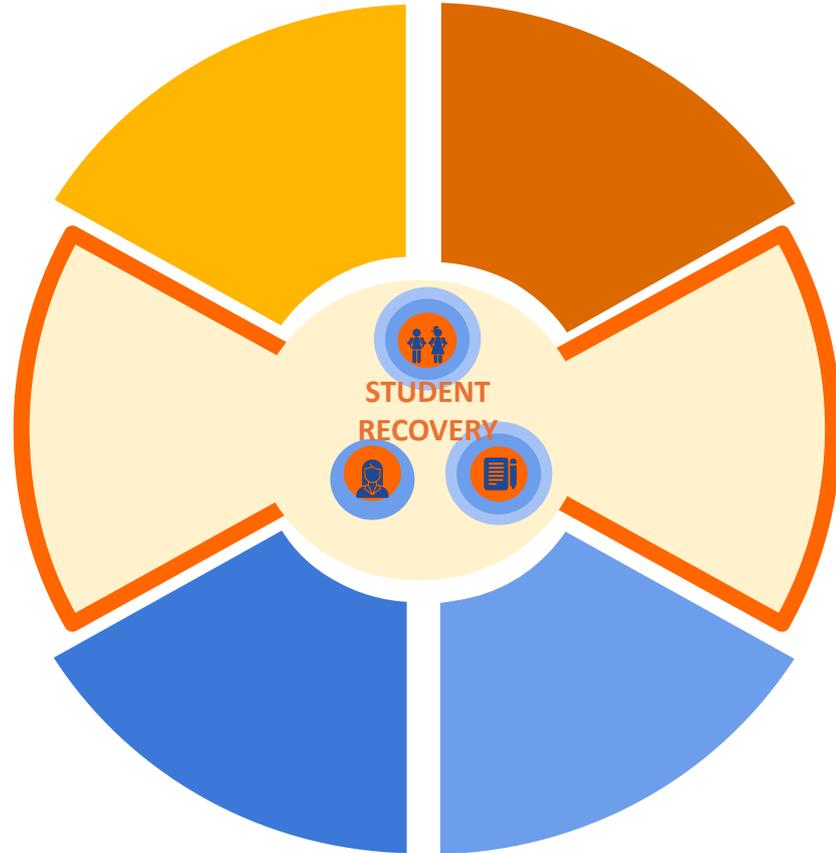


ESSER II Summer District Office Investments

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

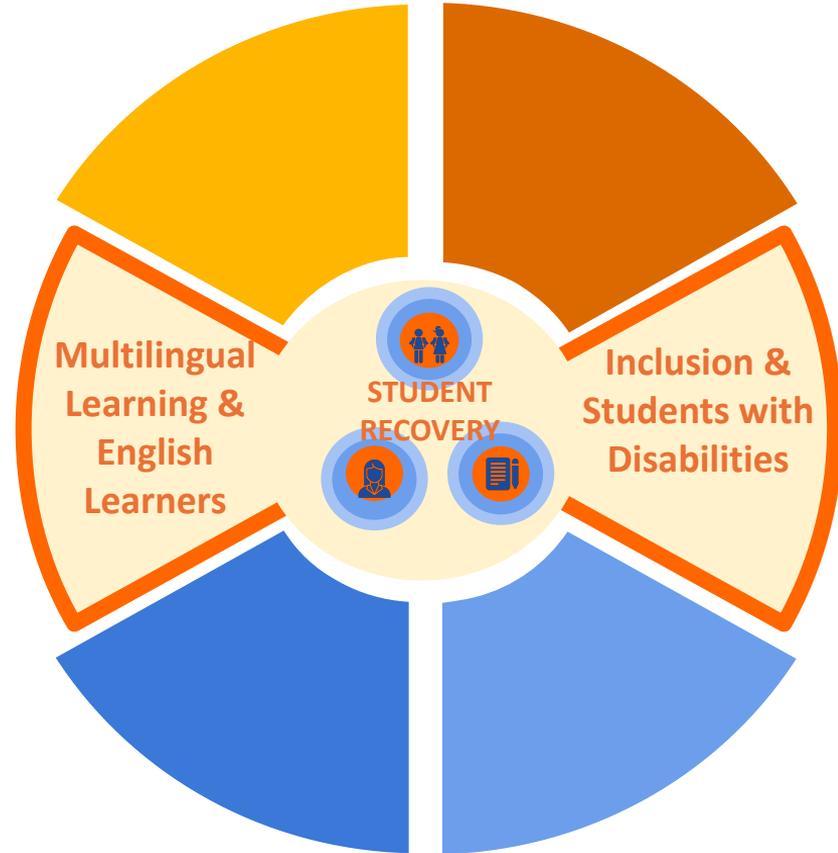


ESSER II Summer District Office Investments

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, Haitian Creole, Vietnamese, and Somali
 - ◆ Ethnic Studies Course Development

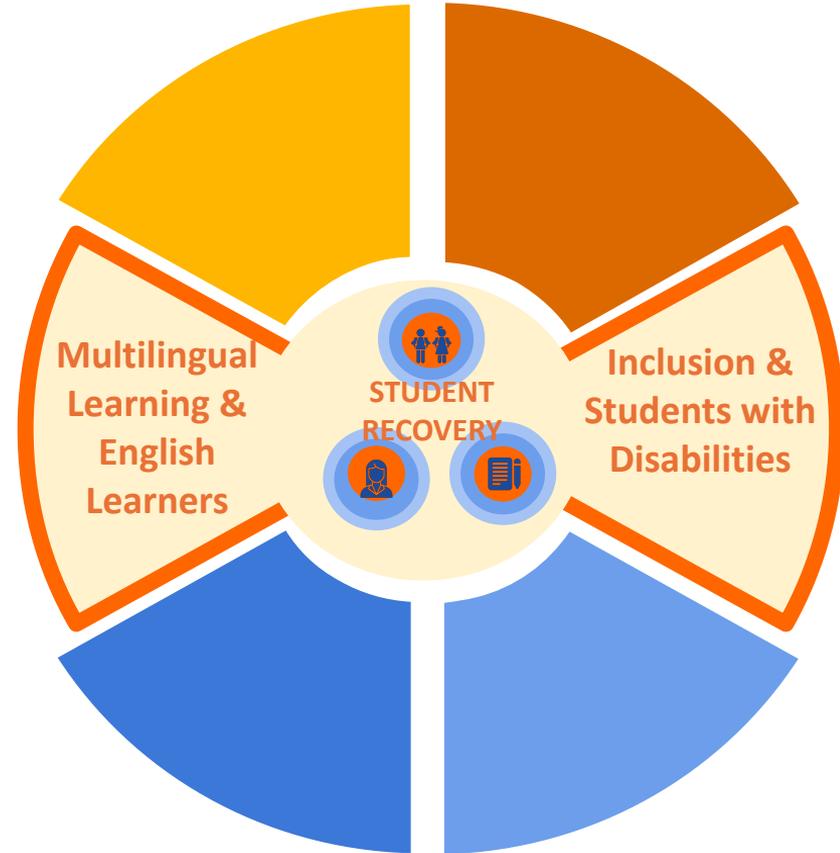


ESSER II Summer District Office Investments

Focus on Recovery for Students w/ Disabilities

Inclusion and Students with Disabilities

- Investments for 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

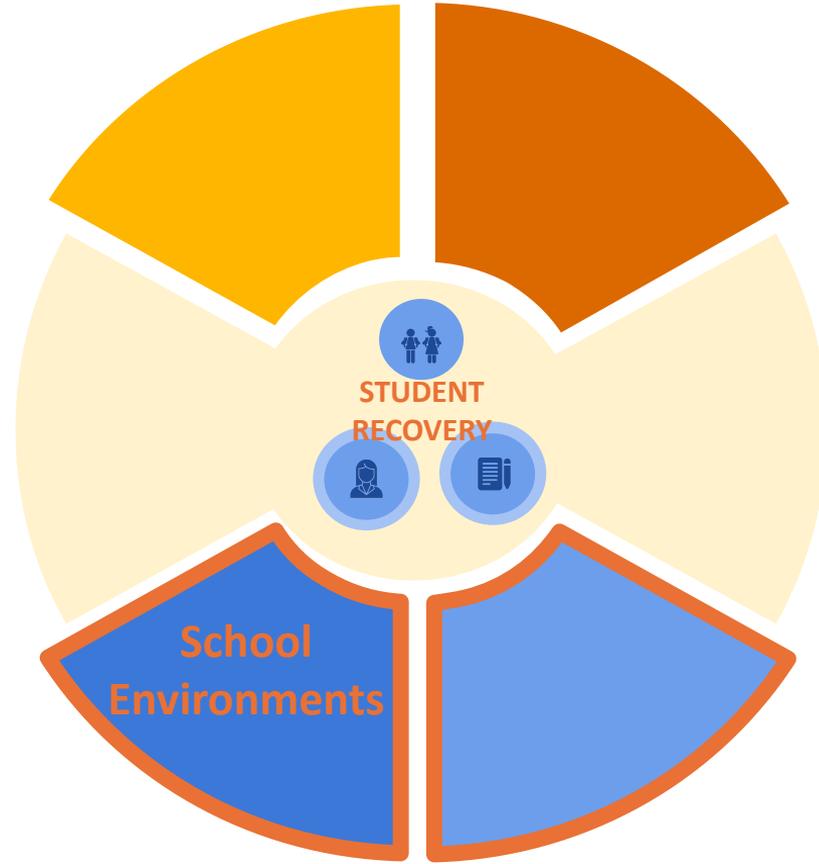


ESSER II Summer: District Office Investments

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



Decision Point #2



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](#).

First School Allocations

Formula

- 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

Category	Enrollment	Per Pupil Amt	Category Total
All Students	48,693	--	--
Special Education	9,081	\$813	\$7,387,131
English Learners	15,016	\$813	\$12,215,082
Low Income	37,368	\$813	\$30,397,787

*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

Initial Allocations
to Schools:
Review

Decision Point
#3



Given discussed conditions and needs we will prioritize allocation decisions to ensure best practice and impact

ESSER II



SCHOOL PLAN INVESTMENTS
NOW



STRATEGIC DISTRICT-DEPLOYED SCHOOL INVESTMENTS
NOW



CROSS-SCHOOL INNOVATION
(later)

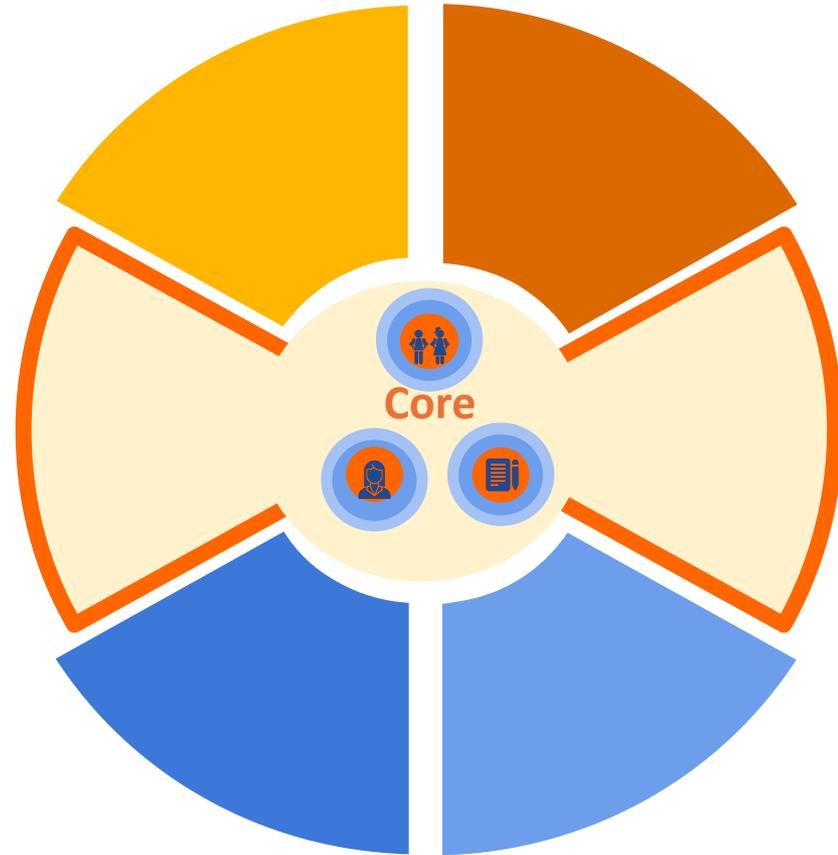


COMMUNITY PARTNERSHIP INVESTMENTS
(later)

District Office: Additional Investments Under Consideration

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



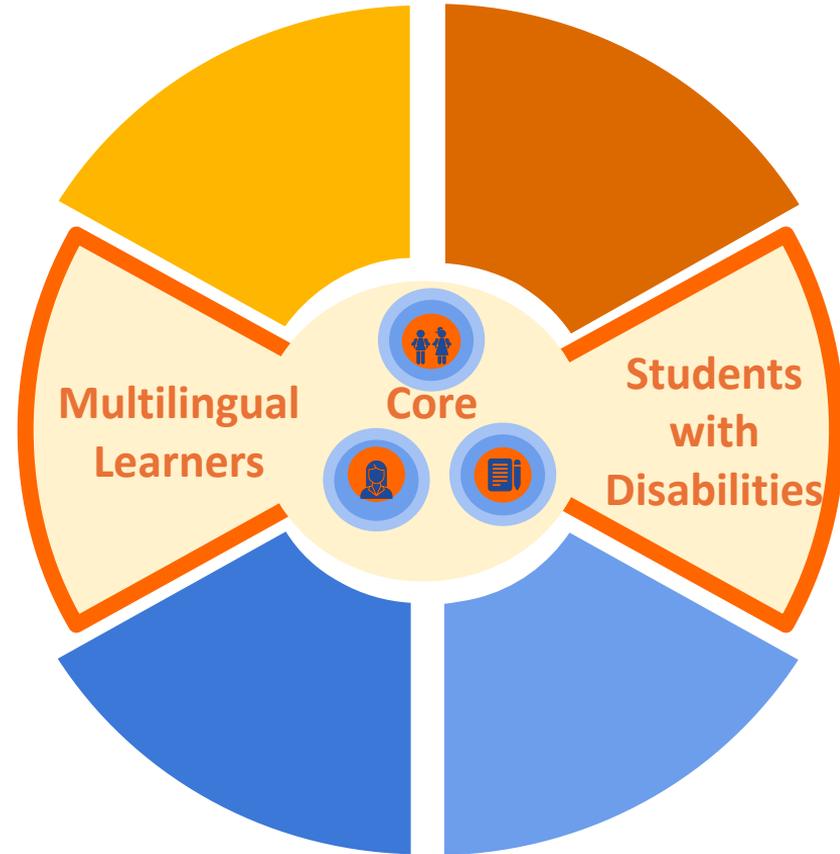
District Office: Additional Investments Under Consideration

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



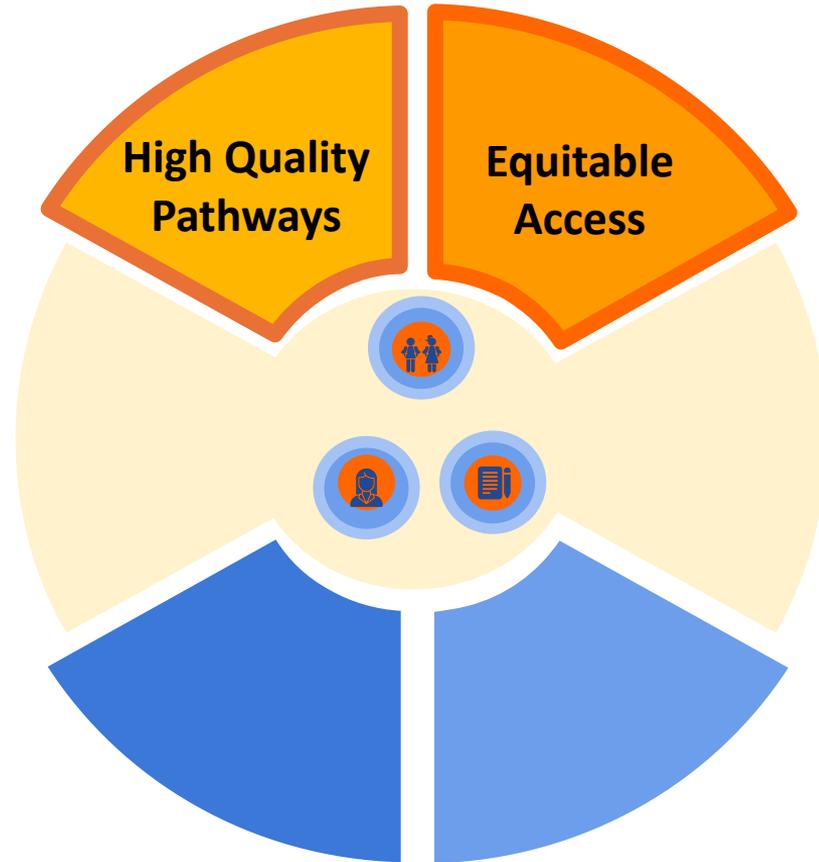
District Office: Additional Investments Under Consideration

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



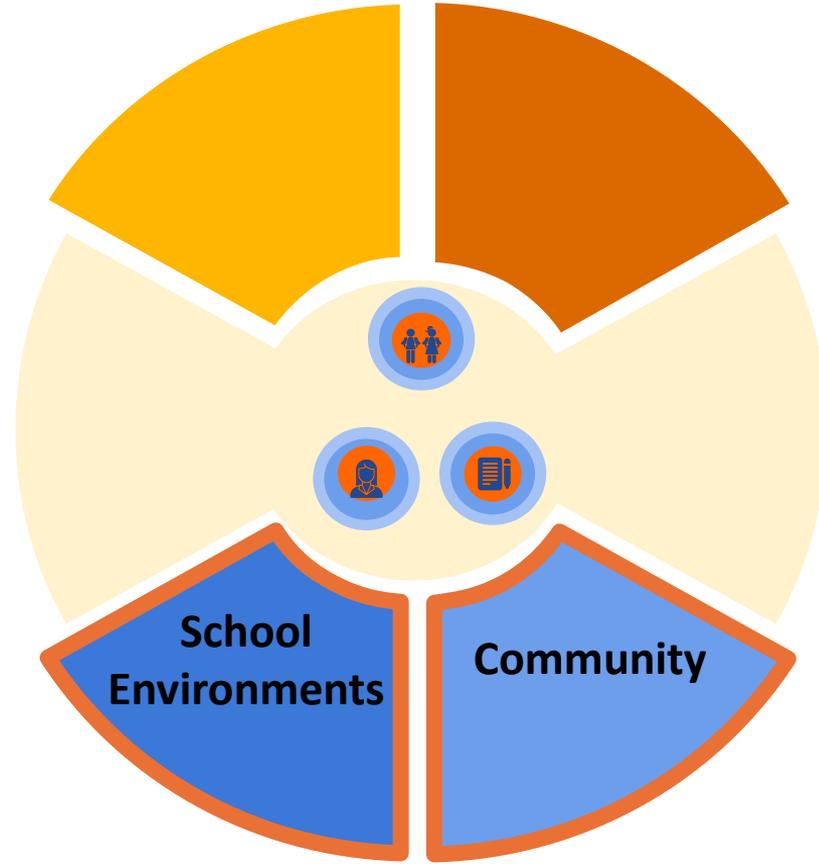
District Office: Additional Investments Under Consideration

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

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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.

Decision Point
#6



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.

Front end
Accountability

Evidence-
Based
Practice

A	B	C	D	E	F	G	
High quality pathways (Childhood to career) - A focus on student at risk for drop out and transitions							
Research Articles							
Citation	Link	Category	Type of	Date	Target Audience	School Day/Extended Learning	Description/Abstract
Bonilla, S. Carruthers, C., & Baker, D. (2020). Guidance and Support for Students Moving into Postsecondary, EdResearch for Recovery, Brief	https://annenbergbrovn.edu/sites/default/files/EdResearch_for_Rec	Students moving to postsecondary	Summary Brief	2020	Education decision-makers	School Day and Extended Learning	This brief is one in a series of briefs for school decision-makers and administrators about how to best serve students.
Castleman, B. L., Owen, L., & Page, L. C. (2015). Stay late or start early? Experimental evidence on the benefits of college matriculation support	https://www.sciencedirect.com/science/article/abs/pii/S02727757150	Students moving to postsecondary	Article	2015	General	Summer Learning	The summer melt and adjustment period on college-ready, low-income students may also benefit from targeted interventions.
Barr, A., & Castleman, B. (2017). The bottom line on college counseling. Bottom Line. https://www.bottomline.org	https://www.bottomline.org/sites/default/files/The%20Bottom%20Line	College counseling for at-risk students	Article	2017	General	School Day	Low-income students are less likely to attend college than their high-income peers. State and local governments and local colleges are working to address this gap.
Castleman, B. L., & Page, L. C. (2015). Summer nudging: Can personalized text messages and peer mentor outreach increase college enrollment? http://www.evanstoncsholars.org/uploads/1/4/8/7/14874378/castlem	http://www.evanstoncsholars.org/uploads/1/4/8/7/14874378/castlem	College Counseling	Article	2015	General	Extended Learning and Summer Learning	Despite decades of policy efforts, the college enrollment gap for low-income students, especially those with low family income, persists. Peer mentor outreach and personalized text messages may be effective interventions.
Borman, G. D., Rozek, C. S., Pyne, J., & Hanselman, P. (2019). Reappraising academic and social adversity improves middle school literacy. https://www.pnas.org/content/116/33/16286.short	https://www.pnas.org/content/116/33/16286.short	Middle School Transitions	Article	2019	General	School Day	The period of early adolescence is a critical time for academic and social development. The physical and social environment during this period can significantly affect academic and social outcomes.
Roberts, G., Rane, S., Fall, A. M., Denton, C. A., Fletcher, J. M., & Vaughn, S. (2015). The impact of intensive reading intervention on level of literacy. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4254375/	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4254375/	Middle School Literacy	Article	2015	General	School Day	The purpose of the study was to evaluate the impact of an intensive reading intervention on the literacy skills of middle school students.
May, H., Gray, A., Gillespie, J. N., Sirinides, P., Sam, C., Goldsworthy, H., Armijo, M., & Tognatta, N. (2013). Evaluation of the i3 scale-up program. https://repository.upenn.edu/cgi/viewcontent.cgi?article=1005&context=ie	https://repository.upenn.edu/cgi/viewcontent.cgi?article=1005&context=ie	Elementary literacy programs	Article	2012	General	School Day	Reading Recovery (RR) is a one-to-one, short-term, intensive reading intervention for the lowest-achieving readers in elementary schools.
Practice Guides							
Citation	Link	Category	Type of Report/Article/Guide	Date	Target Audience	School Day/Extended Learning/Summer School	Description/Abstract
Tierney, W. G., Bailey, T., Constantine, J., Finkelstein, N., & Hurd, N. F. (2009). Helping students navigate the path to college: What high schools can do. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/higher_ed_pg_0915	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/higher_ed_pg_0915	Students moving to postsecondary	WWC Practice Guide	2009	Teachers	All	Access to higher education is a key goal for many students, but academic and informational skills are often lacking in high schools and school districts.
Fuchs, L.S., Newman-Gonchar, R., Schumacher, R., & Torgesen, J.K. (2010). Effective mathematics instruction for students with learning disabilities. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/effective_math_pg_0910	https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/effective_math_pg_0910	Effective Math	WWC Practice Guide	2021	Teachers	School Day	This practice guide provides evidence-based strategies for teaching mathematics to students with learning disabilities.
+ ☰ 1. High Quality Pathways ▾ 2. Equitable Access ▾ 1 3. Multilingual Learning ▾ 4. Inclusion ▾ 5. Community							

ESSER II & III Proposal Rubric

Area	High	Mid	Low
Demand on School Capacity	This is a major initiative that <u>requires extensive</u> 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	The investment <u>requires modest</u> 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.	Low: This investment will <u>not require</u> a time commitment from staff at schools that benefit Or Will make an existing process for schools easier, or take something off "the plate" of school staff
Equity Focus	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	Investment addresses a current inequity in resources or opportunities, and concentrates benefits among historically marginalized students and/or those disproportionately impacted by the pandemic.	Benefits of this investment would be distributed equally or inequitably.
Stakeholder Engagement	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	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	Only stakeholders in the department proposing this were closely involved in informing / creating the proposal
Eligible for Evidence-Based Academic Recovery	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		No
Financial Sustainability	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	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).	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 BPS general funds budget.

Front end
Accountability

Standards for
Investment

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



I. INTRODUCTION

II. UPDATES

III. ESSER II

IV. PUBLIC COMMENT

III. ESSER II STRATEGY DISCUSSION

Discussion



I. INTRODUCTION

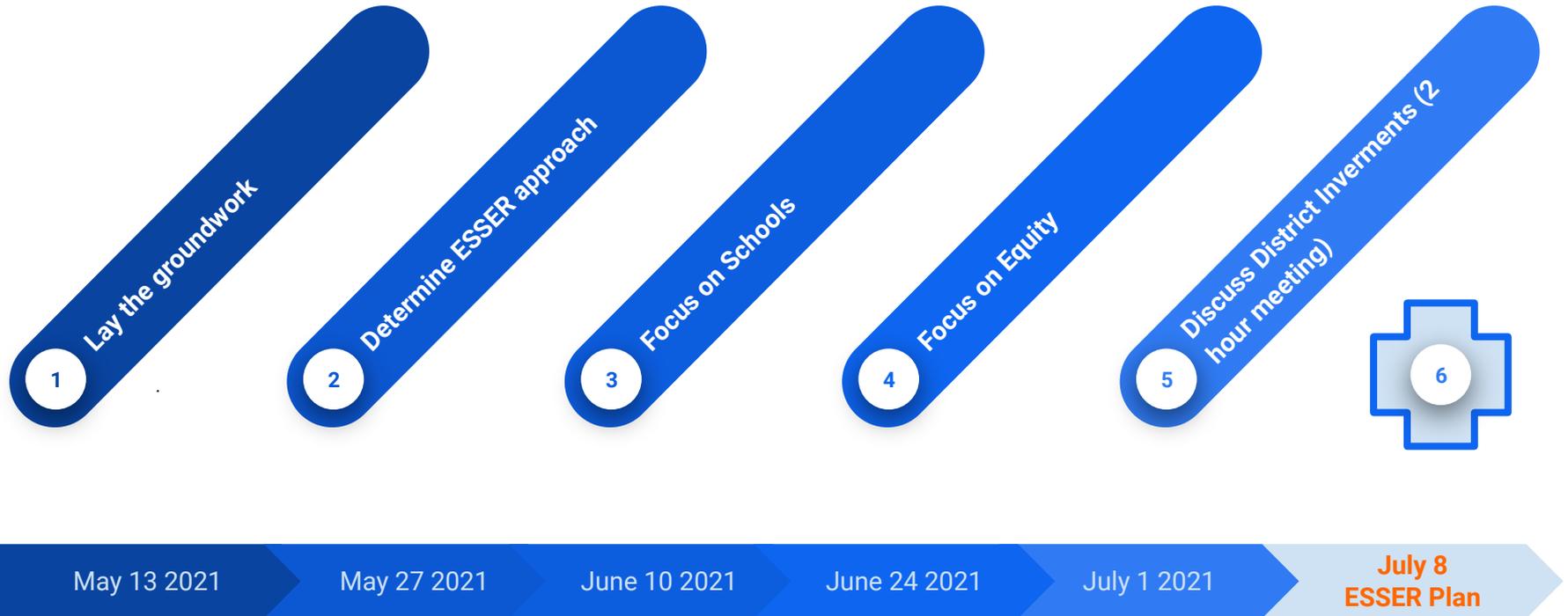
II. UPDATES

III. ESSER II

IV. PUBLIC COMMENT

IV. WRAP UP & PUBLIC COMMENT

YOU DID IT!!! (and next steps...)



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-Madriral, 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

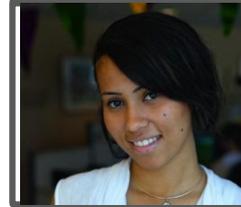
Pastor Matt K Thompson, Jubilee Church¹

Thank you BPS Team ESSER! -From Chiefs Mitchell, Kuder, Roberts



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Yvonne Macrae, PhD, MBA



ESSER School Accountability

Serena La Rocque



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Join the conversation! <https://www.bostonpublicschools.org/Page/8679>

BOSTON PUBLIC SCHOOLS ABOUT BPS SCHOOLS DEPARTMENTS ENROLL SCHOOL COMMITTEE CAREERS

I'm looking for... OUR SCHOOLS STAFF DIRECTORY LEARN AT HOME STRATEGIC PLAN STUDENTS & FAMILIES

Home | About BPS | 2021 Federal Relief Funding

2021 FEDERAL RELIEF FUNDING

2021 BPS Federal Relief x Funding

Community Engagement

ESSER Commission



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.



RETURN



RECOVER



REIMAGINE

COMMUNITY ENGAGEMENT

MEET THE COMMISSION

Appendix