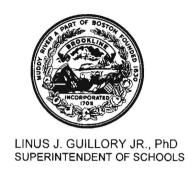
THE PUBLIC SCHOOLS OF BROOKLINE BROOKLINE, MASSACHUSETTS 02445



Request for Grant Acceptance

August 3, 2023

Motion: School Committee Accepts the grant award as determined by the awarding authority for the grants listed below:

Source	Grant/Point Person/Purpose	Award	Account #/Name
Private	Brookline Education Foundation (BEF) Grants	\$104,063.50	FY24 BEF Grants/3224SE06
	Point Person: Kelley Durgin/Michelle Herman/Jodi Fortuna		3.4
	BEF Grants are applied for by individual educators, groups of educators, and the district. The grants themselves are focused on educator professional development and professional renewal.		
	For additional details see: https://brooklinefoundation.org/teacher-grants/ https://brooklinefoundation.org/collaborative-grants/ https://brooklinefoundation.org/systemwide-grants/		
	Goal: Every Educator Growing Professionally		
State	Civics Teaching and Learning Grant	\$60,000.00	FY24 Civics Training and
	Point Person: Greg Porter/Kelley Durgin		Learning Grant/3224SEK8
	The Public Schools of Brookline (PSB) Social Studies department applied for and was awarded a grant last year, to begin a three year plan for 8th grade civics. Funds from this additional grant would work to support the updated, informed, and revised version of this three year plan that began in SY22-23 and would run through SY24-25. The goal of this multi-year plan is to create and/or identify high quality instructional materials for our 8th grade course, with an integrated Civic Action Project, culminating with a district-based civic showcase. The course that is created/identified and ultimately adopted would be closely aligned with the MA framework from 2018, and would prepare students at all eight schools in PSB with both a historical and civic knowledge base from which to build upon in their high school years and beyond.		

In SY22-23, eighth grade teachers at all eight schools in PSB came together to draft a new scope and sequence and framed our existing units of study, including essential questions, duration of unit, key content, key skills, and common assessments. We also drafted three versions of the Civic Action Project, using DESE Civics Project Guidebook, to meet the varied and respective needs of our eight schools, having learned that a one-size fits all model would not work in PSB due to these variable factors. In select schools, an unofficial Civic Showcase took place. We also partnered with the organization Facing History and Ourselves, holding several workshop sessions that informed the development work connected to the PSB-designed course and the Civic Action Project.

While this course development work went on, one of our eighth grade teachers piloted a curriculum that was created by the <u>Democratic Knowledge Project</u> (DKP). As the clear front runner that was identified by DESE's <u>Curricular Materials Guide for 8th Grade Civics</u>, our teacher not only participated in the pilot process with DKP, he began the curriculum review process using a modified version of the DESE <u>Curricular Materials Landscape Review for K-5</u> that included additional Public Schools of Brookline (PSB) perspectives and district stakeholders.

In years two and three of this review and development process, we will pursue the following course of action:

SY23-24

- Continue PSB 8th grade course and Civic Action Project development in partnership with Facing History
- Develop a PSB-based Civic Action Showcase, with school-based events in most/all schools
- Expand DKP pilot process to include multiple teachers, with remaining units formally reviewed using PSB's review rubric. All teachers will receive DKP-provided support and professional development throughout the school year

SY24-25

- Begin a curriculum review process for existing units of the PSB 8th grade course
- Complete PSB 8th grade course and Civic Action Project development, in partnership with Facing History
- Hold a district-wide Civic Action Showcase, with participants from all eight schools
- Begin course adoption process through a comparison of review materials connected to PSB 8th grade course and the Democratic Knowledge Project.

Goal 1: Every Student Achieving

Goal 2: Every Student Invested in Learning

Goal 3: Every Student Prepared for Change and Challenge

Goal 3: Every Educator Growing Professionally

Also supports state requirements for 8th grade Civic Engagement/Civic Action Project

\$16,900.00 FY24 State Investigating History Implementation Grant Investigating Point Person: Greg Porter/Kelley Durgin History Implementation Over the past two years, the Public Schools of Brookline have successfully Grant/TBD piloted a Social Studies curriculum in grade 5 known as Investigating History. This DESE-created curriculum is now a free, open source curriculum, complete with instructional resources. This grant is designed to aid in the implementation of this curriculum. From the grant information page: In the 2023-2024 school year, DESE will release Investigating History, an openly available, comprehensive set of history/social studies curricular materials for Grades 5 through 7. Investigating History is fully aligned to the 2018 Massachusetts History/Social Science Framework, and its design is anchored in four instructional principles: historical inquiry and investigation historical empathy and human connections civic engagement and current world relevance culturally and linguistically sustaining pedagogy Investigating History is a complete and comprehensive package of curricular materials that includes lesson plans, student handouts, and slide decks. Sample materials from Unit 1 will be posted on the Investigating History web page by April 1, and new and revised curricular materials will be released on a rolling basis beginning in June 2023... ... This competitive grant is designed to fund the costs associated with professional development, as well as cover additional costs of implementation such as teacher planning time outside of contract hours or the purchase of printed copies of the Investigating History materials, in order to facilitate a successful adoption of the Investigating History materials across a school or district. The Public Schools of Brookline have established a partnership with Primary Source as our Professional Development provider, with trainings scheduled over the next two years to support a gradual/staggered rollout of the curriculum. We have also secured funding to provide for three in-district teacher-facilitators to provide nuanced and team-specific support, deliver district-created PD, create in-house support materials, and be available on a regular basis for individual and/or team support. The combination of grant funding for curricular/pedagogical professional development, physical curricular materials, as well as in-district support will help make this multi-year implementation a

Goal 1: Every Student Achieving

success.

Goal 2: Every Student Invested in Learning

Goal 3: Every Student Prepared for Change and Challenge

Goal 4: Every Educator Growing Professionally

State	Coordinated Family & Community Engagement (CFCE) Grant	\$139,874.00	FY24 CFCE Grant/3224SED1
	Point Person: Erin Hurney/Kelley Durgin/Margaret Eberhardt		322 1323 1
	The purpose of the Coordinated Family and Community Engagement (CFCE) Grant is to provide families with access to locally available comprehensive services and supports that strengthen families, promote optimal child development and bolster school readiness.		
	We help families with:		
	 Child development information Transition information and support Family assistance Timely support in periods of family crisis High quality, specific, and up-to-date information on early education and care programs and referrals Family literacy and school readiness Family and community events Parent leadership opportunities Information about community resources that support you as your child's first teacher 		
	We help the early education and care community with:		
	 Accessing training and other professional development opportunities Opportunities to share best practices and resources Finding technical assistance and local resources to help them meet quality standards 		
	Goal 1: Every Student Achieving Goal 2: Every Student Invested in Learning Goal 3: Every Student Prepared for Change and Challenge Goal 4: Every Educator Growing Professionally		
State	Metropolitan Council for Educational Opportunity (METCO) Grant	\$2,354,849.00	FY24 METCO
	Point Person: Malcolm Cawthorne/Kelley Durgin/Jodi Fortuna		Grant/3224SE13
	The Public Schools of Brookline is a charter member of the Metropolitan Council for Educational Opportunity (METCO), a voluntary integration program founded in 1966 which provides K-12 education for approximately 300 students from Boston. Students in METCO participate in all aspects of the academic and extracurricular life of the schools and are supported by the METCO Director and staff.		
	The program's objectives are to:		
	Ensure high academic achievement for all students in METCO;		

	 Provide opportunities for student leadership; Collaborate with and support families in the Brookline METCO Program; Increase and maintain partnerships/collaborations between Boston families and Brookline families; Provide access to educational opportunities and resources/services unique to the Public Schools of Brookline; Celebrate and make public the accomplishments and successes of students in the METCO Program; Provide access to a range of educational opportunities beyond Pre-K-12 Public Schools of Brookline. 		
	Some of the grant expenditures are as follows: • METCO Director • METCO Bus Monitors • METCO Social Workers • METCO HS Coordinator • METCO Liaisons (6) • Classroom Teachers • STAR Academy Program Director • SAT/ACT Prep • College App support • HBCU Event • After-School Programming • Transportation • Translation Services Full list of expenditures are listed — FY 24 METCO Narrative Part III		
	Goal 1: Every Student Achieving Goal 2: Every Student Invested in Learning Goal 3: Every Student Prepared for Change and Challenge Goal 4: Every Educator Growing Professionally		
State	Metropolitan Council for Educational Opportunity (METCO) Targeted PAC Grant	\$400,520.00	FY24 METCO PAC
	Point Person: Malcolm Cawthorne/Kelley Durgin/Jodi Fortuna		Grant/3224SEJ7
	The purpose of this state funded grant is to provide METCO districts access to FY23 Pac's grant funds through December 31, 2023. The METCO Program expands educational opportunities, increases diversity, and reduces racial isolation by permitting students in Boston and Springfield to attend public schools in other communities that have agreed to participate. The METCO program provides students of participating school districts the opportunity to experience the advantages of learning and working in a racially, ethnically, and linguistically diverse setting.		
	Goal 1: Every Student Achieving Goal 2: Every Student Invested in Learning Goal 3: Every Student Prepared for Change and Challenge Goal 4: Every Educator Growing Professionally		



BEF Systemwide Grants

1 message

Elizabeth Ascoli <elizabeth ascoli@brooklineeducation.org>

Thu, Jun 1, 2023 at 2:48 PM

To: Linus Guillory linus_guillory@psbma.org>, Kathleen Davock <kathleen_davock@psbma.org>, Gabe McCormick <gabe_mccormick@psbma.org>, Michelle Herman <michelle_herman@psbma.org>, "jodi_fortuna@psbma.org" <jodi_fortuna@psbma.org>

Cc: Jennie Roffman <jennie@brooklineeducation.org>, Catherine Burke <cfburke@rcn.com>, Cathleen Schoen <cathleen.schoen@yahoo.com>, Amy Deutsch <amyleahdeutsch@gmail.com>, Kelley Durgin <kelley_durgin@psbma.org>, Jenee Uttaro <jenee_uttaro@psbma.org>, Jennifer Rothstein <jrothstein@hammondre.com>

Dear Dr. Guillory, Gabe and Michelle, and Jodi,

On behalf of the Brookline Education Foundation's Systemwide Grants Committee, I am pleased to inform you that all of your grant requests for next school year will be funded.

The BEF is very happy to continue to support SEED training throughout the District for \$34,020, by funding the stipends for the training groups. We have been gratified to hear such positive feedback from teachers (even at the Celebrating Teachers event) about how beneficial the SEED program has been. The BEF was also thrilled that there was a parent component this school year. I hope that went smoothly. I think I can safely say that if you are in need of further assistance for the parent component again next school year, the BEF would likely be interested in supporting that again, even if it is off-cycle.

The BEF is also happy to support the Training on Middle Level Learning Best Practices for \$30,000. We are delighted to see an emphasis on student voice and student centered learning, that will be emphasized for the middle schools District wide.

Finally, the BEF is pleased to support the participation of School Leaders of Color in the Harvard Graduate School of Education program for \$4,800. That seems like a small price to pay for what we hope will be a big reward/benefit in the participation of Brookline School Leaders of Color.

All told, it comes to \$68,820 that the BEF is investing in Systemwide Grants. We are very happy to be working with you on these important issues, and as always we would appreciate it if you would mention and call out our support when and where appropriate.

Thank you again for all that you are doing for our students, our teachers, and our community.

Best, Liz Elizabeth Ascoli Executive Director Brookline Education Foundation www.brooklineeducation.org (617) 232-3846

Teacher + collab -
$$$35,243.50$$

System - $$469,820$
 $104,063.50$

524008 514046 510600 Travel Expenses Conference/Workshop Fees Materials/Supplies Actual Amount Outside Facilitator Collaborative Time Substitute Teachers Lead Applicant Lisa Soltani \$200.00 \$1,500.00 \$3,000.00 Erica O'Mahony Yasameen Sharif \$3,000.00 \$2,895.00 \$2,895.00 Jennifer Jaruse \$103.00 \$2,799.00 \$20.49 Danielle Goldie Sarah Harris \$6,000.00 \$679.00 \$350.00 Meira Klatzker Amanda David \$1,850.00 \$120.00 \$30.00 Devon Oberle \$1,000.00 \$2,000.00 Laura Brady \$1,600.00 \$1,200.00 Basha Goldstein-Weiss \$3,000.00 \$1,600.00 \$325.00 Katie Goldring Asha LeRay \$1,990.00 \$35.00 Melissa London \$6,000.00 Elyse Terry \$2,328.00 Anamary Levasseur \$1,375.00 \$2,196.00 Ali Ghassabian \$4,300.00 Sarah Cuddihy \$1,450.50 \$549.00 Audra Francisco \$12,900.00 \$175.00 Laura London \$450.00 \$2,445.00 Heidi Stavris \$4,285.00 \$1,275.00 \$440.00

\$220.00

Grant #

T1

T2

T4

T5

T7

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T11

T12

T13

T14 T16

T18

T19

T20

T22

T23

T24

C1

C2

C3

· C4

Deb Abner

\$5,400.00

\$2,601.00

Grant #	Lead Applicant	Travel Expenses C	onference/Workshop Fees I	Materials/Supplies	Actual Amount	Outside Facilitator	Collaborative Time	Substitute Teachers
C5	Elizabeth Ricardelli	\$7,460.00	\$1,996.00		\$2,644.98		\$840.00	
	Elizabett futarusiii		¥ 1,100		\$1,973.82		4010.00	
		and the second						
					\$1,930.97			
C6	Amanda Hockensmith	\$5,790.00	\$1,575.00	is s	\$499.00			\$550.00
Co	Amanda mockensmith	\$3,730.00	\$1,575.00					\$350.00
C7	Robert Babigian	\$14,850.00	\$3,300.00					
				* *				
C8	Eileen Pushee	\$3,150.00						
							,	
C10	Joslyn Vendola	a	\$3,800.00	\$240.00	\$3,400.00		\$2,100.00	
C11	Donna Sartanowicz			\$210.00	\$972.93	\$769.00	\$11,022.00	
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C12	Roger Grande	\$13,090.00						
J		4.0,000.00						

Grant #	Lead Applicant	Travel Expenses Conference/Workshop Fees Mate	rials/Supplies Actual Amour	t Outside Facilitator	Collaborative Time	Substitute Teachers
C13	Alison Kerr				\$9,127.50	
C15 C15a	Anthony Meyer Gabe McCormick	<u></u>	800	524008) 769.00 10000.00 10,769- +30,000	514046) 175.00 2100.00 11022 840 9127.50 23,264.5 34,020	0



C2 Summer Learning' Had Me a Blast at the Wilson Reading System Conference

1 message

Elizabeth Ascoli <elizabeth ascoli@brooklineeducation.org>

Thu, Apr 13, 2023 at 3:00 PM

To: Laura London Laura_london@psbma.org, Helen Greeley Leeley@psbma.org, nancy_dillon@psbma.org, Anna MacIver Laura_london@psbma.org, Michiko Hattori Laura_london@psbma.org

Cc: Jamie Yadoff <jamie_yadoff@psbma.org>, Asa Sevelius <asa_sevelius@psbma.org>, Donna Finnegan <a href="mailto:<donna_finnegan@psbma.org">donna_finnegan@psbma.org>, Kelley Durgin <kelley_durgin@psbma.org>, Gabe McCormick <gabe_mccormick@psbma.org>, Michelle Herman michelle_herman@psbma.org>, Catherine Burke <cfburke@rcn.com>, Molly Yancovitz myancovitz@yahoo.com, Amy Deutsch <a href="mailto:myancovitz@yahoo.com, Amy Deutsch myancovitz@yahoo.com, Nadene Moll myancovitz@yahoo.com, Amy Deutsch myancovitz@yahoo.com, Nadene Moll myancovitz@yahoo.com, Amy Deutsch

samantha_bracy@psbma.org, Jennie Roffman <jennie@brooklineeducation.org>, Jennifer Rothstein <jrothstein@hammondre.com>, Gavin Andrews <gavinlandrews@gmail.com>, jessicaflaherty@me.com, Devon Powell <devonpowell77@gmail.com>, Alan Kurd <alankurd@gmail.com>, Errol Silverman <errolsilverman@yahoo.com>, Kate Hathaway Weeks <katehweeks@gmail.com>, Crystal Chang <lcrystalchang@gmail.com>, Anna Gall <anna.furman@gmail.com>

Dear Laura and friends,

Congratulations! On behalf of Brookline Education Foundation's Collaborative Grants committee, I am pleased to inform you that your proposal entitled *Summer Learnin' Had Me a Blast at the Wilson Reading System Certified Teacher Conference* has been selected for funding for the 2023-2024 academic year.

The amount of your award is \$2,895, which includes the conference fees, parking or ride sharing, and stipends for collaborative time. This does not include hotels since the event is in Boston. The committee was impressed with your interest and commitment to learning more, and hopes that you find it worthwhile. Please be aware that you are responsible for ensuring that your expenses submitted for BEF reimbursement do not exceed the approved budget. Any expenditures above this amount or for purposes other than those stated here are the participants' sole responsibility.

The following are the requirements of your grant:

- You are required to submit a written evaluation upon completion of your grant and you may be asked to present the results of your grant at a BEF-sponsored event.
- We ask that you participate in **one of two information sessions** regarding **financial information for your grant.** More information will be coming after vacation.
- The BEF requires that you acknowledge our support when communicating with colleagues and with Brookline families
 about how this experience has influenced your teaching. Wherever possible, please include one of the attached graphics
 to indicate BEF support. We especially encourage you to spread the word about receiving this grant early and often, as it
 is good news and helps us get the word out.
- Please be sure to provide pictures, videos, or written materials from your grant activities, if appropriate, so that we may share them with our donors.
- The participants of the grant must be returning to work in Brookline next school year in order to be a part of the grant.
- A requirement of your grant is that participants attend our annual Celebrating Teachers event on Tuesday May
 9th, where the BEF Board of Directors will honor you and your fellow grant recipients. Email invitations will be sent out
 after April vacation. This celebration also includes the presentation of the Ernest R. Caverly Awards for Excellence in
 Teaching.

Congratulations again and thank you for your proposal.

Best, Elizabeth Ascoli Executive Director Brookline Education Foundation www.brooklineeducation.org (617) 232-3846



C3 AOGPE Annual Conference

1 message

Elizabeth Ascoli <elizabeth ascoli@brooklineeducation.org>

Thu, Apr 13, 2023 at 3:00 PM

To: Heidi Stavris <heidi stavris@psbma.org>, sydney shapiro@psbma.org, "melanie christo@psbma.org" <melanie christo@psbma.org>

Cc: David C Youkilis <david youkilis@psbma.org>, Nadene Moll <nadene moll@psbma.org>, Molly Yancovitz <myancovitz@yahoo.com>, Amy Deutsch <amyleahdeutsch@gmail.com>, Catherine Burke <cfburke@rcn.com>, Jennie Roffman Kelley Durgin <kelley durgin@psbma.org>, Michelle Herman <michelle herman@psbma.org>, Gabe McCormick <gabe mccormick@psbma.org>

Dear Heidi and Friends,

Congratulations! On behalf of the Brookline Education Foundation's Collaborative Grants committee, I am pleased to inform you that your proposal entitled AOGPE Annual Conference has been selected for funding for the 2023-2024 academic year.

The amount of your award is \$6,000, including airfare, hotel rooms, ground transportation, registration fees, and substitute teachers. The committee saw the need for you to attend this important conference, especially because of the LAHB program, and hopes that you will accomplish your goals of learning new strategies and networking and collaborating. Please be aware that you are responsible for ensuring that your expenses submitted for BEF reimbursement do not exceed the approved budget. Any expenditures above this amount or for purposes other than those stated here are the participants' sole responsibility.

The following are the requirements of your grant:

- You are required to submit a written evaluation upon completion of your grant and you may be asked to present the results of your grant at a BEF-sponsored event.
- We ask that you participate in one of two information sessions regarding financial information for your grant. More information will be coming after vacation.
- The BEF requires that you acknowledge our support when communicating with colleagues and with Brookline families about how this experience has influenced your teaching. Wherever possible, please include one of the attached graphics to indicate BEF support. We especially encourage you to spread the word about receiving this grant early and often, as it is good news and helps us get the word out.
- Please be sure to provide pictures, videos, or written materials from your grant activities, if appropriate, so that we may share them with our donors.
- The participants of the grant must be returning to work in Brookline next school year in order to be a part of the
- A requirement of your grant is that participants attend our annual Celebrating Teachers event on Tuesday May 9th, where the BEF Board of Directors will honor you and your fellow grant recipients. Email invitations will be sent out after April vacation. This celebration also includes the presentation of the Ernest R. Caverly Awards for Excellence in Teaching.

Congratulations again and thank you for your proposal.

Best.

Elizabeth Ascoli **Executive Director** Brookline Education Foundation www.brooklineeducation.org (617) 232-3846

2 attachments





C5 BHS CAFE Conference for CTE Culinary Team

1 message

Elizabeth Ascoli <elizabeth ascoli@brooklineeducation.org>

Thu, Apr 13, 2023 at 3:00 PM

To: elizabeth_ricardelli@psbma.org, David Pazmino <david_pazmino@psbma.org>, David Ford <dave_ford@psbma.org>, Divonne McCoy <divonne_mccoy@psbma.org>, Brittany_Stevens@psbma.org>

Cc: Anthony Meyer <anthony_meyer@psbma.org>, Gabe McCormick <gabe_mccormick@psbma.org>, Michelle Herman <michelle_herman@psbma.org>, Kelley Durgin <kelley_durgin@psbma.org>, Jennie Roffman <jennie@brooklineeducation.org>, Jennifer Rothstein <jrothstein@hammondre.com>, Catherine Burke <cfburke@rcn.com>, Molly Yancovitz <myancovitz@yahoo.com>, Amy Deutsch <amyleahdeutsch@gmail.com>, Devon Powell <devonpowell77@gmail.com>, Sarah Johnson <sarah1215@gmail.com>, Shalini Kasida <shalinikasida@gmail.com>, Lisa Ting lisating@gmail.com>

Dear Beth and Company,

Congratulations! On behalf of the Brookline Education Foundation's Collaborative Grants committee, I am pleased to inform you that your proposal entitled *BHS CAFE Conference for CTE Culinary Team* has been selected for funding for the 2023-2024 academic year.

The amount of your award is \$10,296, which includes airfare, accommodations, ground transportation, conference fees, and collaboration time (which is \$35/hour, rather than \$39/hour). The committee was very supportive of your desire to improve your already outstanding program, and include the consumer science classes in your collaboration as well this year. Please be aware that you are responsible for ensuring that your expenses submitted for BEF reimbursement do not exceed the approved budget. Any expenditures above this amount or for purposes other than those stated here are the participants' sole responsibility.

The following are the requirements of your grant:

- You are required to submit a written evaluation upon completion of your grant and you may be asked to present the
 results of your grant at a BEF-sponsored event.
- We ask that you participate in **one of two information sessions** regarding **financial information for your grant.** More information will be coming after vacation.
- The BEF requires that you acknowledge our support when communicating with colleagues and with Brookline families
 about how this experience has influenced your teaching. Wherever possible, please include one of the attached graphics
 to indicate BEF support. We especially encourage you to spread the word about receiving this grant early and often, as it
 is good news and helps us get the word out.
- Please be sure to provide pictures, videos, or written materials from your grant activities, if appropriate, so that we may share them with our donors.
- The participants of the grant must be returning to work in Brookline next school year in order to be a part of the grant.
- A requirement of your grant is that participants attend our annual Celebrating Teachers event on Tuesday May
 9th, where the BEF Board of Directors will honor you and your fellow grant recipients. Email invitations will be sent out
 after April vacation. This celebration also includes the presentation of the Ernest R. Caverly Awards for Excellence in
 Teaching.

Congratulations again and thank you for your proposal.

Best, Elizabeth Ascoli Executive Director Brookline Education Foundation www.brooklineeducation.org (617) 232-3846

2 attachments





C6 2024 NAEA National Convention

1 message

Elizabeth Ascoli <elizabeth ascoli@brooklineeducation.org>

Thu, Apr 13, 2023 at 3:00 PM

To: Amanda Hockensmith <amanda_hockensmith@psbma.org>, Alaina Ortiz <alaina_ortiz@psbma.org>, Basha Goldstein Weiss
<basha_goldstein-weiss@psbma.org>, Emily J Manning-Mingle <emily_manning-mingle@psbma.org>, Elizabeth Brennan <elizabeth brennan@psbma.org>. Donna Sartanowicz <donna sartanowicz@psbma.org>

Cc: Asa Sevelius <asa sevelius@psbma.org>, Donna Finnegan <donna finnegan@psbma.org>, Brian Denitzio <bri>denitzio@psbma.org>, Jennifer Buller <i buller@psbma.org>, Anthony Meyer <anthony meyer@psbma.org>, Kelley Durgin <kelley durgin@psbma.org>, Michelle Herman <michelle herman@psbma.org>, Gabe McCormick <gabe mccormick@psbma.org>, Catherine Burke <cfburke@rcn.com>, Molly Yancovitz <myancovitz@yahoo.com>, Amy Deutsch

<amyleahdeutsch@gmail.com>, Jennie Roffman <jennie@brooklineeducation.org>, Jennifer Rothstein <irothstein@hammondre.com>

Dear Amanda and Friends,

Congratulations! On behalf of the Brookline Education Foundation's Collaborative Grants committee, I am pleased to inform you that your proposal entitled 2024 NAEA National Convention has been selected for funding for the 2023-2024 academic year.

The amount of your award is \$7,915, and includes roundtrip airfare, hotel rooms, conference fees, and substitute teachers. (No food is ever included.) The committee is supportive of your attendance to this conference, as you will have the opportunity to learn from your colleagues from across the country, share ideas, and add more tools to your toolbox. Of course, when you make your plans for this trip, we hope that you will make plans with your school administrator if you need to have a substitute. Please be aware that you are responsible for ensuring that your expenses submitted for BEF reimbursement do not exceed the approved budget. Any expenditures above this amount or for purposes other than those stated here are the participants' sole responsibility.

The following are the requirements of your grant:

- You are required to submit a written evaluation upon completion of your grant and you may be asked to present the results of your grant at a BEF-sponsored event.
- We ask that you participate in one of two information sessions regarding financial information for your grant. More information will be coming after vacation.
- The BEF requires that you acknowledge our support when communicating with colleagues and with Brookline families about how this experience has influenced your teaching. Wherever possible, please include one of the attached graphics to indicate BEF support. We especially encourage you to spread the word about receiving this grant early and often, as it is good news and helps us get the word out.
- Please be sure to provide pictures, videos, or written materials from your grant activities, if appropriate, so that we may share them with our donors.
- The participants of the grant must be returning to work in Brookline next school year in order to be a part of the
- A requirement of your grant is that participants attend our annual Celebrating Teachers event on Tuesday May 9th, where the BEF Board of Directors will honor you and your fellow grant recipients. Email invitations will be sent out after April vacation. This celebration also includes the presentation of the Ernest R. Caverly Awards for Excellence in Teaching.

Congratulations again and thank you for your proposal.

Best. Elizabeth Ascoli **Executive Director Brookline Education Foundation** www.brooklineeducation.org (617) 232-3846



C10 Increasing Equity Through BHS Driver's Education

1 message

Elizabeth Ascoli <elizabeth ascoli@brooklineeducation.org>

Thu, Apr 13, 2023 at 3:00 PM

Dear Joslyn and Friends,

Congratulations! On behalf of the Brookline Education Foundation's Collaborative Grants committee, I am pleased to inform you that your proposal entitled *Increasing Equity Through Driver's Education* has been selected for funding for the 2023-2024 academic year.

The amount of your award is \$6,140, which includes your workshop hours (at \$35 per hour), the fee for the course for four teachers, as well as the course materials. The committee is so impressed by your idea, and sees how life-changing this could be for some students, and applauds your efforts at this huge project! The District has indicated that, should this plan be accepted after going through the necessary hoops, they will pay the teachers for the out of school teaching time, which is why we are not paying for that portion. Please be aware that you are responsible for ensuring that your expenses submitted for BEF reimbursement do not exceed the approved budget. Any expenditures above this amount or for purposes other than those stated here are the participants' sole responsibility.

The following are the requirements of your grant:

- You are required to submit a written evaluation upon completion of your grant and you may be asked to present the
 results of your grant at a BEF-sponsored event.
- We ask that you participate in **one of two information sessions** regarding **financial information for your grant**. More information will be coming after vacation.
- The BEF requires that you **acknowledge our support** when communicating with colleagues and with Brookline families about how this experience has influenced your teaching. Wherever possible, please include one of the attached graphics to indicate BEF support. We especially encourage you to spread the word about receiving this grant early and often, as it is *good news* and helps us get the word out.
- Please be sure to provide pictures, videos, or written materials from your grant activities, if appropriate, so that we may share them with our donors.
- The participants of the grant must be returning to work in Brookline next school year in order to be a part of the
 grant.
- A requirement of your grant is that participants attend our annual Celebrating Teachers event on Tuesday May 9th, where the BEF Board of Directors will honor you and your fellow grant recipients. Email invitations will be sent out after April vacation. This celebration also includes the presentation of the Ernest R. Caverly Awards for Excellence in Teaching.

Congratulations again and thank you for your fantastic proposal.

Best, Elizabeth Ascoli Executive Director Brookline Education Foundation www.brooklineeducation.org (617) 232-3846



C11 Therapeutic Approaches in Art Education

1 message

Elizabeth Ascoli <elizabeth ascoli@brooklineeducation.org>

Thu, Apr 13, 2023 at 3:00 PM

To: Donna Sartanowicz <donna_sartanowicz@psbma.org>, Sarah Ladner Apollo <sarah_ladner_apollo@psbma.org> Cc: Anthony Meyer <anthony_meyer@psbma.org>, Gabe McCormick <gabe_mccormick@psbma.org>, Michelle Herman <michelle_herman@psbma.org>, Kelley Durgin <kelley_durgin@psbma.org>, Jennie Roffman <jennie@brooklineeducation.org>, Catherine Burke <cfburke@rcn.com>, Amy Deutsch <amyleahdeutsch@gmail.com>, Molly Yancovitz <myancovitz@yahoo.com>, Jennifer Rothstein <jrothstein@hammondre.com>, Shalini Kasida <shalinikasida@gmail.com>, Sarah Johnson <sarah1215@gmail.com>

Dear Donna and Sarah,

Congratulations! On behalf of the Brookline Education Foundation's Collaborative Grants committee, I am pleased to inform you that your proposal entitled *Therapeutic Approaches in Art Education* has been selected for funding for the 2023-2024 academic year.

The amount of your award is \$12,001, representing stipends for 12 participants and two leaders, and text and materials for all participants. The committee was so impressed by the desire for the two departments to work together in order to better help the students in Winthrop House, share expertise, and include more people in accessing art education. Please be aware that you are responsible for ensuring that your expenses submitted for BEF reimbursement do not exceed the approved budget. Any expenditures above this amount or for purposes other than those stated here are the participants' sole responsibility.

The following are the requirements of your grant:

- You are required to submit a written evaluation upon completion of your grant and you may be asked to present the
 results of your grant at a BEF-sponsored event.
- We ask that you participate in **one of two information sessions** regarding **financial information for your grant.** More information will be coming after vacation.
- The BEF requires that you acknowledge our support when communicating with colleagues and with Brookline families
 about how this experience has influenced your teaching. Wherever possible, please include one of the attached graphics
 to indicate BEF support. We especially encourage you to spread the word about receiving this grant early and often, as it
 is good news and helps us get the word out.
- Please be sure to provide pictures, videos, or written materials from your grant activities, if appropriate, so that we may share them with our donors.
- The participants of the grant must be returning to work in Brookline next school year in order to be a part of the grant.
- A requirement of your grant is that participants attend our annual Celebrating Teachers event on Tuesday May 9th, where the BEF Board of Directors will honor you and your fellow grant recipients. Email invitations will be sent out after April vacation. This celebration also includes the presentation of the Ernest R. Caverly Awards for Excellence in Teaching.

Congratulations again and thank you for your important and innovative proposal.

Best, Elizabeth Ascoli Executive Director Brookline Education Foundation www.brooklineeducation.org (617) 232-3846

2 attachments





C13 Professional Development and Collaboration: Expanding and Refining the Peer Empowerment Program

1 message

Elizabeth Ascoli <elizabeth ascoli@brooklineeducation.org>

Thu, Apr 13, 2023 at 3:00 PM

To: Alison Kerr <alison_kerr@psbma.org>, Karen Shashoua <karen_shashoua@psbma.org>, jennifer_baum@psbma.org, Jennifer Watkins <jennifer_watkins@psbma.org>, Sara O'Shea <sara_oshea@psbma.org>, Kirtan Patel <kirtan_patel@psbma.org>, rachel_hayashi@psbma.org, Christin Wheeler <christin_wheeler@psbma.org>, Lindsay Anderson lindsay_anderson@psbma.org>, Jenee Uttaro <jenee_uttaro@psbma.org>, Haeyoung Koh <haeyoung_koh@psbma.org>

Cc: Asa Sevelius <asa_sevelius@psbma.org>, Jennie Roffman <jennie@brooklineeducation.org>, Jennifer Rothstein <jrothstein@hammondre.com>, Catherine Burke <cfburke@rcn.com>, Michelle Herman <michelle_herman@psbma.org>, Gabe McCormick <gabe_mccormick@psbma.org>, Kelley Durgin <kelley_durgin@psbma.org>, Kate Hathaway Weeks <katehweeks@gmail.com>, Crystal Chang <lcrystalchang@gmail.com>, Anna Gall <anna.furman@gmail.com>

Dear Alison and friends,

Congratulations! On behalf of the Brookline Education Foundation's Collaborative Grants committee, I am pleased to inform you that your proposal entitled *Professional Development and Collaboration: Expanding and Refining the Peer Empowerment Program* has been selected for funding for the 2023-2024 academic year.

The amount of your award is \$9,127.50, representing attendance by 7 educators in the professional development and the delivery of literacy coaching from three coaches for half (or more) of the time that you proposed. The committee is very supportive of this important work for the community building at Heath, and definitely understands the importance of it. Given the fact that the amount was so large, and it is only for one school, the committee could not fund your entire request. However, we hope this gives you a good start, and possibly allows you to accomplish more than you had initially thought. Please be aware that you are responsible for ensuring that your expenses submitted for BEF reimbursement do not exceed the approved budget. Any expenditures above this amount or for purposes other than those stated here are the participants' sole responsibility.

The following are the requirements of your grant:

- You are required to submit a written evaluation upon completion of your grant and you may be asked to present the
 results of your grant at a BEF-sponsored event.
- We ask that you participate in **one of two information sessions** regarding **financial information for your grant.** More information will be coming after vacation.
- The BEF requires that you acknowledge our support when communicating with colleagues and with Brookline families about how this experience has influenced your teaching. Wherever possible, please include one of the attached graphics to indicate BEF support. We especially encourage you to spread the word about receiving this grant early and often, as it is good news and helps us get the word out.
- Please be sure to provide pictures, videos, or written materials from your grant activities, if appropriate, so that we may share them with our donors.
- The participants of the grant must be returning to work in Brookline next school year in order to be a part of the grant.
- A requirement of your grant is that participants attend our annual Celebrating Teachers event on Tuesday May 9th, where the BEF Board of Directors will honor you and your fellow grant recipients. Email invitations will be sent out after April vacation. This celebration also includes the presentation of the Ernest R. Caverly Awards for Excellence in Teaching.

Congratulations again and thank you for your proposal.

Best, Elizabeth Ascoli Executive Director Brookline Education Foundation www.brooklineeducation.org (617) 232-3846



C15 Reimagining 9th Grade: Cognitive Potential of All Students

1 message

Elizabeth Ascoli <elizabeth ascoli@brooklineeducation.org>

Thu, Apr 13, 2023 at 3:00 PM

To: Anthony Meyer <anthony meyer@psbma.org>, Gabe McCormick <gabe mccormick@psbma.org> Cc: Michelle Herman <michelle herman@psbma.org>, Jennie Roffman <jennie@brooklineeducation.org>, Catherine Burke <cfburke@rcn.com>, Kelley Durgin <kelley durgin@psbma.org>, Shalini Kasida <shalinikasida@gmail.com>, Amy Deutsch <amvleahdeutsch@gmail.com>. Molly Yancovitz <myancovitz@vahoo.com>. Jennifer Rothstein <irothstein@hammondre.com>. Sarah Johnson <sarah1215@gmail.com>, Devon Powell <devonpowell77@gmail.com>, Lisa Ting lisating@gmail.com>, Diane Wilson <diane@powerwithinfit.com>

Dear Anthony and Gabe,

Congratulations! On behalf of the Brookline Education Foundation's Collaborative Grant committee, I am pleased to inform you that your proposal entitled Reimagining 9th Grade: Cognitive Potential of All Students was selected for funding for the 2023-2024 academic vear.

The amount of your award is \$10,000, which includes the fee for the consultant for five days of a summer workshop. The committee was very supportive of this effort, and appreciates the desire to make the high school more equitable in terms of more students accessing more advanced classes, and having everyone start on the same footing. The committee is also pleased that the consultant you will be working with has experience with Brookline schools, and hopes that he will be helpful for this admittedly difficult process. Please be aware that you are responsible for ensuring that your expenses submitted for BEF reimbursement do not exceed the approved budget. Any expenditures above this amount or for purposes other than those stated here are the participants' sole responsibility.

The following are the requirements of your grant:

- You are required to submit a written evaluation upon completion of your grant and you may be asked to present the results of your grant at a BEF-sponsored event.
- We ask that you participate in one of two information sessions regarding financial information for your grant. More information will be coming after vacation.
- The BEF requires that you acknowledge our support when communicating with colleagues and with Brookline families about how this experience has influenced your teaching. Wherever possible, please include one of the attached graphics to indicate BEF support. We especially encourage you to spread the word about receiving this grant early and often, as it is good news and helps us get the word out.
- Please be sure to provide pictures, videos, or written materials from your grant activities, if appropriate, so that we may share them with our donors.
- The participants of the grant must be returning to work in Brookline next school year in order to be a part of the grant.
- A requirement of your grant is that participants attend our annual Celebrating Teachers event on Tuesday May 9th, where the BEF Board of Directors will honor you and your fellow grant recipients. Email invitations will be sent out after April vacation. This celebration also includes the presentation of the Ernest R. Caverly Awards for Excellence in Teaching.

Congratulations again and thank you for your thoughtful proposal.

Best. Elizabeth Ascoli **Executive Director Brookline Education Foundation** www.brooklineeducation.org (617) 232-3846

2 attachments

Made possible color.pdf 51K

OFFICE OF THE GOVERNOR COMMONWEALTH OF MASSACHUSETTS

STATE HOUSE BOSTON, MA 02133 (617) 725-4000

MAURA T. HEALEY
GOVERNOR

KIMBERLEY DRISCOLL LIEUTENANT GOVERNOR

July 1, 2023

Dear Greg,

Congratulations! We are pleased to inform you that **Brookline** has been awarded a FC589: Civics Teaching and Learning Grant of \$60,000.

We want to thank you for your commitment to ensuring that all students have access to high-quality, real-world civic education opportunities. Equipping students with civic knowledge, skills, and dispositions is essential in order to prepare them to take on an active role in our democracy. Through this funding and your important work, we hope to ensure that all students are able to assume their responsibility for strengthening equality, justice, and liberty in and beyond the United States.

You will be receiving instructions from the Department of Elementary and Secondary Education on next steps. Please feel free to contact Rebekah Judson at rebekah.m.judson@mass.gov if you have any questions.

Sincerely,

GOVERNOR MAURA T. HEALEY

LT. GOVERNOR KIMBERLEY DRISCOLL

Fin Drivel

FY2024: Civics Teaching and Learning

Fund Code: 589

Purpose:

The purpose of this competitive grant program is to support civics teaching and learning, including but not limited to implementation of student-led, non-partisan civics projects. As stated in Chapter 296 of the Acts of 2018, "In all public schools, history of the United States of America and social science, including civics, shall be taught as required subjects to promote civic service and a greater knowledge thereof and to prepare students, morally and intellectually, for the duties of citizenship." This grant supports LEAs to strengthen civics teaching and learning in any grade level; in addition, this grant supports implementation of grade 8 and high school civics projects which are required by law, as well as schools' and districts' participation in the annual statewide Massachusetts Civics Project Showcase.

For details about the Civics Projects and other civics instructional information please visit <u>History, Social Science, and Civics</u>.

Priorities:

DESE seeks to fund civics teaching and learning initiatives that exemplify:

- Equity. As a foundational step towards the long-term goal of culturally and linguistically sustaining learning environments, in 2023-2025, DESE will focus on promoting culturally responsive learning environments that are also linguistically sustaining. Civics learning experiences should create environments where students' cultures, identities, and linguistic backgrounds are viewed as assets and valuable resources. These learning experiences should further students' academic achievement, cultural competence, and sociopolitical awareness; they should also leverage explicit language instruction to provide all students access to rigorous content.
- Deeper learning. Grant-funded projects should help students master civic knowledge, skills and dispositions, appropriate to grade-level standards, through creative agency and opportunities to actively "do civics." Civic action should be student-led and meaningful to students as individuals, with relevance to their identities and lived experiences. Civic learning

- should be an integrated part of the larger curriculum, not isolated experiences, lessons, or units.
- **Sustainability**. Grant-funded projects should take steps towards long-term enhancements to civics teaching and learning. Investments such as professional development for educators or acquisition of needed instructional materials can provide benefits long past the period of this grant, as opposed to "one-off" activities.

Competitive Priorities

- Competitive priority in the scoring process will be given to LEAs with at least one school identified as requiring assistance according to the state accountability system.
- Additional competitive priority will be given to LEAs with a student population in which greater than 40% are designated as low-income.
- LEA partnerships are encouraged to facilitate local collaboration and capacity-building. A group of LEAs applying together will be given competitive priority. One LEA or collaborative should apply as the fiscal agent for the group.

Eligibility:

All Massachusetts Local Education Agencies (districts, charter schools, and Collaboratives) are eligible to apply.

Funding Type:

Trust

Funding:

Approximately \$900,000 is available through this grant. Total amount of awards will be determined based on quality of proposals received.

Maximum award is determined by the total student enrollment of the applying LEA (or group of LEAs applying as a partnership).

Size Tier 1: LEAs or LEA groups enrolling up to 1,000 students (total) May apply for up to \$20,000

Size Tier 2: LEAs or LEA groups enrolling 1,001-6,000 students (total) May apply for up to \$40,000

Size Tier 3: LEAs or LEA groups enrolling 6,001 or more students (total) May apply for up to \$60,000

Funding is contingent upon availability. All dollar amounts listed are estimated/approximate and are subject to change. Funds will be awarded based upon the number of high-quality proposals received.

Fund Use:

This grant may fund projects within one or more of the following categories.

- Purchase of curriculum intended to further students' civic knowledge, skills, and dispositions at any grade level. All curricular materials should be thoughtfully integrated if supplementing pre-existing curriculum; applicants are strongly encouraged to build upon existing quality curricular resources.
- 2. **Professional development** and/or collaborative planning for teachers and/or administrators focused on instruction of civic knowledge, skills, and dispositions *in any grade level*. This may include professional development on new curricular materials.
- 3. Implementation of **civics projects**, as required by Chapter 296 of the Acts of 2018 and described in the <u>Civics Project Guidebook</u>, in grade 8 and/or high school.
- 4. **Civics learning experiences** for students, including participation in local, regional, or the Spring 2024 state civics project showcase*, that are designed to enrich core curricular learning, *in any grade level*.

DESE will be hosting statewide civics project showcases in Spring 2024 and 2025. We anticipate that each showcase will be open to 8-10 students per district and are tentatively planning to host them in Central Massachusetts; we encourage LEAs to host local or regional civics project showcases to select the students who will attend the statewide showcase. If there are significant changes to the location and/or capacity of the 2024 or 2025 showcase that have implications for the cost to LEAs, LEAs who incorporated participation in the civics project showcase in their grant activities will have the opportunity to amend their grant as necessary by reassigning money between categories.

Fund use may include, but is not limited to:

 Stipends for teachers and administrators to participate in professional development or planning

- Purchasing curriculum/instructional materials. Note: If curriculum is being purchased, districts should also purchase associated professional development to support implementation.
- Contracting with external partners, including non-profit organizations, institutions of higher education, and professional development providers
- Student transportation and/or costs associated with special events or experiential learning opportunities, including local, regional, and the Spring 2024 state civics project showcase.

Funding restrictions:

- No funds may be dedicated toward salaries
- No funds may be used to purchase technology (e.g., Smart Boards, iPads)
- No greater than 5% of funds may be dedicated toward administrative costs associated with the grant
- If funds are being used to support Grades K–5 or Grade 8 curriculum implementation, curricular materials must:
 - Be among those listed as highlighted materials in the <u>Curricular</u> <u>Materials Landscape Review: Grade K-5 Social Studies</u>, published in Fall 2021
 - Be among those identified as strong materials in the <u>Curricular</u> <u>Materials Guide: Grade 8 Civics</u>, published in June 2021
 - Have been newly published or meaningfully revised since June 2021; if using materials which fall under this, please include a document from the curriculum vendor that clearly states the materials' copyright date.

Note: LEAs may submit proposals in response to both this grant and the Investigating History Implementation Grant (FC 653). However, in that case, FC 589 grant activities should focus on **different** grades from those in which the LEA is seeking to adopt the Investigating History curriculum through the FC 653 grant.

Project Duration:

Upon Approval (no earlier than July 1, 2023) – June 30, 2024*

Applicant Agency:

Public Schools

.

of Brookline

2024

Applicant Number

460000

Fiscal

Year:

Fund Code:

589

Program Name:

Civics Teaching and Learning

	Budget Line Item Cate	egory	′			Amount		
1	ADMINISTRATOR SALARIES:		# of staff	FTE	MTRS	Total Amount	С	OMMENTS
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11	EQUIPMENT: Items costing \$5,000+ per unit & having a useful life 1+ years	Total Amount	COMMENTS
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30	DITOTAL		4
то	TAL FUNDS REQUESTED	\$ 60,000	

C. PROJECT DESCRIPTION: Describe the project for which these grant funds are sought.

Describe the specific activities the applicant intends to undertake and complete with grant funding, and what will be accomplished. Identify which schools, grades, and/or groups of educators will participate in the activities. Identify the approximate number of educators and students who would be directly impacted during the grant period.

Please note: if the proposed project involves external partners, including non-profit organizations, LEAs must submit a draft scope of work from the vendor in the supplemental information.

[Suggested Response Length: 300-500 words]

C.

The vision I have for the use of these grant funds is to support a revised version of a three year plan that began this year, SY22-23, the goal of which is to create and/or identify high quality instructional materials and an integrated Civic Action Project with and end of the year, district-based civic showcase. The course that is created/identified and ultimately adopted would be more closely aligned with the MA framework from 2018, and would prepare students with both a historical and civic knowledge base from which to build upon in their high school years and beyond.

This year (SY22-23), eighth grade teachers at all eight schools in the Public Schools of Brookline (PSB) came together to draft a new scope and sequence and framed our existing units of study, including essential questions, duration of unit, key content, key skills, and common assessments. We also created three versions of the Civic Action Project, using DESE provided planning materials, to meet the varied and respective needs of our eight schools (a one-size fits all model would not work). In select schools, an unofficial Civic Showcase will take place. We also partnered with the organization Facing History and Ourselves, holding several workshop sessions that informed the development work connected to the course and the Civic Action Project.

While this course development work went on, one of our eighth grade teachers piloted a curriculum that was created by the <u>Democratic Knowledge Project</u> (DKP). As the clear front runner that was identified by DESE's <u>Curricular Materials Guide for 8th Grade Civics</u>, our teacher not only participated in the pilot process with DKP, he began the curriculum review process using a modified version of the DESE <u>Curricular Materials Landscape</u> <u>Review for K-5</u> that included additional Public Schools of Brookline (PSB) perspectives and district stakeholders.

In years two and three of this process, hopefully funded by this grant, we will pursue the following course of action:

SY23-24

- Continue PSB 8th grade course and Civic Action Project development in partnership with Facing History
- Develop a PSB-based Civic Action Showcase, with school-based events in most/all schools
- Expand DKP pilot process to include 4 teachers, with remaining units formally reviewed using PSB's
 review rubric, and all teachers receiving DKP-provided support and professional development throughout
 the school year

SY24-25

- Begin a curriculum review process for existing units of the PSB 8th grade course
- Complete PSB 8th grade course and Civic Action Project development, in partnership with Facing History
- Hold a district-wide Civic Action Showcase, with participants from all eight schools

 Begin course adoption process through a comparison of review materials connected to PSB 8th grade course and the Democratic Knowledge Project.

D. CONNECTION TO GRANT PRIORITY: Equity

As a foundational step towards the long-term goal of culturally and linguistically sustaining learning environments, in 2023-2025, DESE will focus on promoting culturally responsive learning environments that are also linguistically sustaining. Civics learning experiences should create environments where students' cultures, identities, and linguistic backgrounds are viewed as assets and valuable resources. These learning experiences should further students' academic achievement, cultural competence, and sociopolitical awareness; they should also leverage explicit language instruction to provide all students access to rigorous content.

How will the project advance equity in civics teaching and learning through increasing <u>all</u> students' access to high-quality, culturally and linguistically sustaining learning experiences? [Suggested Response Length: 100-300 words]

D.

One way in which this project would advance equity in civics teaching and learning through increasing student access to high-quality, culturally responsive civics learning experiences is through the internal and external curricular materials review process, specifically applied to the PSB teacher-created 8th grade course and the Democratic Knowledge Project. The common review rubric that would be used for this review includes the following criteria: content standards alignment, practice standards alignment, authentic meaningful tasks, culturally responsive pedagogy, support for all students, and exemplary usability. Using this rubric, the teachers and I will work to examine district created and externally created curricular materials that have embedded pedagogy and materials that create more equitable and culturally responsive experiences for all students. Indicators for these criteria break down this examination more specifically, looking for evidence of materials presenting a diversity of stories and experiences; providing opportunities for students to apply a critical lens to the past; providing opportunities for students to connect their learning to their own identity and experiences; centering of a diversity of perspectives, voices, and narratives; challenging students to consider how identity and social position shape people's perceptions and events and encourage honest, informed discussions about power, prejudice, and oppression; and materials that offer all students opportunities to connect to their multiple identities and experiences to their study of the past. These criterion and indicators, along with criterion indicators that include additional PSB stakeholders such as our Department of Educational Equity, Department of Guidance (SEL), and Climate Action Committee, will frame the lens through which we identify the core curriculum and curricular materials for 8th grade across PSB.

Continuing this three-year project would identify, for the first time in PSB, a cohesive, curricular approach and a common set of high quality instructional materials for all eighth grade teachers across all eight schools. With designated time, money, support, and training, we can better align our instructional practices for all students, including the civic action project, creating more equitable access to high-quality materials and instruction for all students.

E. CONNECTION TO GRANT PRIORITY: Deeper Learning

Initiatives should help students master civic knowledge, skills, and dispositions, appropriate to grade-level standards, through creative agency and opportunities to actively "do civics." Civic action should be student-led and meaningful to students as individuals, with relevance to their identities and lived experiences. Civic learning should be an integrated part of the larger curriculum, not isolated experiences, lessons, or units.

How will the project support deep learning of civics as described above? [Suggested Response Length: 100-300 words]

E.

Last year, 8th grade teachers and I spent substantial time examining many of the curriculum options for the Civic Action Project, as that was our steepest area for collective growth. We identified Generation Citizen as the program that seemed to best meet our needs, only to learn fairly early on that it does not. With 8 different schools, there are 8 different schedules, 8 different teaching work loads, 8 different school-based teams with which to collaborate with (or not). We quickly realized that we had the skill and capacity to build draft versions of three different homegrown Civic Action Projects:

- Social Studies Only Model All teaching and learning takes place within the Social Studies classroom. Substantial core content shifts and revisions needed to make this model work. Concentrated (consecutive days) and periodic (1 day per week) models were piloted.
- 2. Collaborative Model 1 Project begins in a concentrated manner with the 8th grade Social Studies teacher. 8th grade teachers of all subjects share the sustained management of the project during identified content class periods for a predetermined and equitable amount of time.
- 3. Collaborative Model 2 Project begins in a concentrated manner with the 8th grade Social Studies teacher. 8th grade teachers of all subjects share the sustained management of the project during Advisory periods for a predetermined and equitable amount of time.

All of these models have been revised based on year one's experiences, and are running again this year. All students across all 8 schools will have an updated and improved model based on their school's respective needs and the takeaways from last year's project.

Furthermore, we pivoted our consultant work to include Facing History and Ourselves, specifically their "From Reflection to Action Toolkit." Their approach and pedagogy has been explored by our teacher-team and woven into components of the Civic Action Project.

Moving forward, we see our sustained partnership with Facing History and a growing partnership with the Democratic Knowledge Project as integral to the depth and breadth of civic learning and action experiences in our 8th grade course.

From the Facing History Scope of the Work:

Facing History will provide support and resources, predominantly guided by our newly developed inquiry units, including We the People: Expanding the Teaching of the US Founding and a forthcoming Choosing to Participate Toolkit. Through additional coaching sessions, a Facing History facilitator will support the 8th grade educators in developing their curricular units and integrating civics topics, themes, and strategies throughout their course. This partnership will focus on building capacity for educators in an equitable, sustainable way that generates deeper learning.

From the DKP Scope of the Work:

The Democratic Knowledge Project (DKP) is an initiative of the Edmond & Lily Safra Center for Ethics (ELSCE) at Harvard University. The DKP supports education for participation in healthy constitutional democracy through co-creating, testing, and sharing high quality curriculum and curricular development resources, professional development workshops, and assessment tools and resources. We provide high quality resources for educators and students to support the development of authentic, informed, and skilled civic participants.

Our resources align with the Educating for American Democracy roadmap, as well as the MA standards for the 2018 History and Social Science Framework and MA legislation requiring student-led civics projects. The MA Department of Elementary and Secondary Education has recognized the DKP's 8th grade civics curriculum as one of the strongest comprehensive curricular materials available for teaching civics.

F. CONNECTION TO GRANT PRIORITY: Sustainability

Initiatives funded through this grant should take steps towards long-term enhancements to civics teaching and learning. Investments such as professional development for educators or acquisition of needed instructional materials can provide benefits long past the period of this grant, as opposed to "one-off" activities.

How will improvements to civics teaching and learning made under this grant be sustained beyond the grant-funded period? For past recipients of Civics Teaching and Learning grants: How do your plans build on prior work and accomplishments? [Suggested Response Length: 100-300 words]

F.

One of the parts of this grant that excites me the most is the fact that for the amount requested, PSB can engage in the updated version of the three year plan proposed last year. We can actualize building a robust program for eighth grade social studies instruction, including the civic action project, while simultaneously assessing a high quality external program, the Democratic Knowledge Project. Once this foundation is laid, and our course of action is solidified, the social studies department has the ability to continue to fund ongoing professional development and district workshop time to sustain and support the work done via the grant. The ability to maintain a partnership with both of our vendors, Facing History and Ourselves and the Democratic Knowledge Project, is another important piece in terms of sustainability, because our strong working relationship can help us build our foundation for instruction will also yielding the type of nuanced support that can be necessary once initial onboarding is complete.

Additionally, as teachers may come and go in the eighth grade in PSB (retirement, new position, etc.), the department will be capable of funding the onboarding of a new year for both the curricular materials identified through this project as well as training with our vendors, as needed. It is through this three year process, in which all teachers engage in the process of bringing strong and cohesive curricular material and a civic action project to PSB, coupled with the social studies department's ability to sustain and maintain access and training for identified programs, by which PSB will create a sustainable, equitable, and effective model for 8th grade social studies instruction.

G. SUPPLEMENTAL INFORMATION: All applicants must also submit, as applicable, the following additional information:

• If the proposed project involves external partners, including non-profit organizations, <u>LEAs must submit a draft scope of work from the vendor in the supplemental information.</u>

Democratic Knowledge Project Scope of the Work

Facing History and Ourselves Scope of the Work



OFFICE OF THE GOVERNOR COMMONWEALTH OF MASSACHUSETTS

STATE HOUSE BOSTON, MA 02133 (617) 725-4000

MAURA T. HEALEY GOVERNOR KIMBERLEY DRISCOLL LIEUTENANT GOVERNOR

June 2023

Dear Greg,

Congratulations! We are pleased to inform you that Brookline has been awarded an Investigating History Implementation Grant in the amount of \$16,900 for FY 2024. Please note that any funds for FY 2025 are pending budget availability and your submission of a continuation grant application in Spring 2024.

Through your adoption of the Investigating History curriculum, you will help support your students' development as thinkers, historians, and citizens by engaging them in inquiry-based, culturally and linguistically sustaining social studies instruction. The activities you described in your grant application also reflect an investment in your teachers, providing them the professional development and collaboration time that they need to bring the curriculum to life and skillfully engage their students. We are grateful for your commitment to ensuring that all students in your district receive a high-quality and relevant history and social studies education, and we couldn't be more excited to see what your students and teachers accomplish next year!

You will be receiving instructions from the Department of Elementary and Secondary Education on next steps. Please feel free to contact Reuben Henriques at Reuben.F.Henriques@mass.gov if you have any questions.

Sincerely,

GOVERNOR MAURA T. HEALEY

LT. GOVERNOR KIMBERLEY DRISCOLL

Kin Drivel

FY2024: Investigating History Implementation Grant

Fund Code: 653

Purpose:

In the 2023-2024 school year, DESE will release <u>Investigating History</u>, an openly available, comprehensive set of history/social studies curricular materials for Grades 5 through 7. Investigating History is fully aligned to the <u>2018</u> <u>Massachusetts History/Social Science Framework</u>, and its design is anchored in four instructional principles:

- · historical inquiry and investigation
- historical empathy and human connections
- civic engagement and current world relevance
- culturally and linguistically sustaining pedagogy

Investigating History is a **complete and comprehensive package of curricular materials** that includes lesson plans, student handouts, and slide decks. Sample materials from Unit 1 will be posted on the <u>Investigating History web page</u> by April 1, and new and revised curricular materials will be released on a rolling basis beginning in June 2023 (detailed release schedule listed below).

To support adoption and implementation of the materials, districts will:

- Have access to certified Investigating History PD Providers who are specially trained in the curriculum and approved by DESE to deliver curriculum-based professional development to teachers and administrators
- Have the option to join cross-district collaborative professional learning networks, including one aimed at district- and school-level leaders as well as grade-level professional learning communities for classroom teachers, to support collaborative partnership and provide an additional layer of support throughout the school year

This competitive grant is designed to fund the costs associated with professional development, as well as cover additional costs of implementation such as teacher planning time outside of contract hours or the purchase of printed copies of the

Investigating History materials, in order to facilitate a successful adoption of the Investigating History materials across a school or district.

DESE encourages districts to apply in partnership in order to more efficiently provide professional development to teachers from multiple districts at once (e.g. through a cross-district, in-person training facilitated by a certified PD provider) and to facilitate cross-district collaboration among educators throughout the implementation process.

Priorities:

DESE seeks to award Investigating History implementation grants to entities that:

- Are committed to prioritizing equity and excellence through a commitment to inquiry-based, culturally and linguistically sustaining history and social science instruction
- Provide all students, including students with disabilities and English
 Language Learners, with the history/social studies instructional time
 required for the Investigating History curriculum (an average of 90 minutes
 per week in Grade 5 and 225 minutes per week in Grade 6 and 7)
- Demonstrate the necessary conditions and resources, including time and commitment, to make and sustain meaningful adoption and implementation

LEAs will commit to:

- Beginning in the **2024-25** school year at the latest, fully implementing Investigating History in one or more grades at one or more schools (that is, using **all** units across **all** classrooms in a school or district in that grade)
- Providing professional development to all Investigating History teachers through use of a DESE-certified Investigating History PD provider. (This requirement may be waived for districts who have piloted the Investigating History materials and plan to leverage classroom teachers with Investigating History experience to provide professional development to their colleagues)
- Engaging in periodic activities related to an external evaluation of Investigating History (e.g. administering student assessments, completing surveys, participating in interviews)

More information about each of these required commitments can be found under "Fund Use," below.

Competitive priority will be given to:

- Proposals that include schools in which over 50% of students are designated as low income
- Districts and schools in chronically underperforming status and the Strategic Transformation Region
- Districts who are engaging in a partnership model with other districts to provide professional learning

Eligibility:

All Massachusetts Local Education Agencies (districts, charter schools, and Collaboratives) are eligible to apply.

In addition, to be eligible, Curriculum Data must be up to date on <u>DESE District Profiles</u> for K–8 ELA/Literacy, K–12 math, and 6–8 Science **by the time of the grant due date**. To check if this information is complete, check the <u>statewide Curriculum report</u>, Or, visit your District Profiles page via <u>Profiles Home</u>, and select Curriculum Data from the left-hand navigation. If the required data is not complete or up-to-date, details and directions on how to enter or update this data can be found at <u>Curriculum Data Collection</u>.

Funding Type:

Federal CFDA: 84.425

Funding:

Approximately \$575,000 is available in FY 24. In FY 24, LEAs may apply for up to **\$100,000** under this grant.

 Please note: In the case of LEAs applying in partnership, with one lead agent responsible for managing the entire professional development contract, the total award across all partner LEAs for FY 24 may not exceed \$100,000 per LEA. It is possible that an individual LEA's award in this case could be above \$100,000 depending on how professional development costs are distributed.

Pending availability, there will be additional funding available for a continuation of this grant in FY 25. Depending on funding availability, there may be a separate maximum award amount for FY 25; at this time, however, there is no maximum amount for the projected FY 25 budget LEAs are asked to prepare.

Funding is contingent upon availability. All dollar amounts listed are estimated/approximate and are subject to change. If more funding becomes

available it will be distributed under the same guidelines that appear in this RFP document.

Fund Use:

This grant will provide funding to support the implementation of Investigating History across one or more grades (5, 6, and/or 7) beginning in the 2023-24 school year. Funds can be used for:

- A maximum of either 50% or 100% (see note below) of the cost of professional development for teachers and/or administrators to support skillful implementation of Investigating History. A directory of certified Investigating History PD Providers, along with a list of their rates and service delivery models, can be found on the Investigating History web page. Certified providers have established Master Service Agreements (MSAs). LEAs should reach out directly to certified providers to establish partnerships as part of preparing their grant proposal.
 - o For districts applying **individually** and providing professional development through trainings that are limited to participants from a **single district**, the grant will cover up to 50% of the total cost of professional development from a certified Investigating History PD provider.
 - o For districts applying **individually** and providing professional development by having teachers participate in an **institute model** alongside teachers from other districts, the grant will cover up to the full cost of professional development from a certified Investigating History PD provider.
 - o For districts applying in **partnership** and providing professional development to teachers from multiple districts in collaboration, the grant will cover up to the full cost of professional development from a certified Investigating History PD provider. In this case, districts should still submit individual grant proposals. One district should be responsible for managing the contract with a certified provider and include the full cost of professional development in their submitted budget.
- Educator stipends to teachers and/or administrators to support implementation. Examples of activities that educator stipends might fund include, but are not limited to:
 - Compensating teachers for participating in collaborative planning time as a department outside of contract hours

- Providing a stipend to a teacher-leader with experiencing using Investigating History in their classroom who will coach teachers who are new to the curriculum
- Providing substitute coverage for teachers using Investigating History while they participate in school-day professional development
- Compensating teachers for participation in a regional, DESEorganized professional learning community outside of contract hours.
- Covering the costs of administrators' travel to and from in-person
 DESE-organized Investigating History Leaders' Network sessions.
- Purchasing print copies of Investigating History materials. LEAs may
 use grant funds to purchase a maximum of one teacher guide, one set of
 student-facing master handouts for photocopying, and one set of color
 handouts/images for each unit, for each classroom. DESE has identified
 partner printing vendors who will be able to provide districts with print
 copies of all materials; instructions on how to budget for and order print
 materials can be found on the <u>Adopting</u>, <u>Launching</u>, <u>and Implementing</u>
 <u>Investigating History</u> web page.

To receive funds under this grant, recipients must fully implement Investigating History across one or more grades in one or more schools by the 2024-25 school year. As part of their implementation plan, grant recipients will choose a "long-track" or "short-track" implementation pathway at each grade level.

At each grade level:

- Long-track implementation entails using only some units, using
 Investigating History in only some classrooms within a school, and/or
 using Investigating History in only some of the schools included under the
 grant in 2023-24, then implementing the entire grade-level curriculum
 across all classrooms at all schools included under the grant in 2024-25.
- Short-track implementation entails implementing the entire yearlong curriculum across all grade-level classrooms at all schools included under the grant at beginning in 2023-24.

LEAs should identify the implementation pathway that best fits their capacity and context; please consult the **Investigating History Readiness Guide** posted on the <u>Investigating History web page</u> to support you in making this decision.

Investigating History units are scheduled to be available on the following timeline:

Topic

Gr. 5, Unit 1: Early Colonization	Preview available April 2023; full unit
Co. C. Illaid 1. Illand on Onicina	

Gr. 6, Unit 1: Human Origins

Gr. 7, Unit 1: South and Central Asia

Gr. 5, Unit 2: Revolution and US Gov't August 2023

Gr. 6, Unit 2: Middle East / North Africa

Gr. 7, Unit 2: Silk Road* Gr. 7, Unit 3: East Asia*

Gr. 5, Unit 3: Growth of the Republic October 2023

Gr. 6, Unit 3: Sub-Saharan Africa

Gr. 7, Unit 4: Southeast Asia Oceania

Gr. 5, Unit 4: Civil War + Civil Rights

January 2024

Gr. 6, Unit 4: The Americas

Gr. 7, Unit 5: Europe

*For districts who have used Investigating History in 2022-23, please note that in 2023-24, the Silk Road and East Asia content will be broken into two separate units

Project Duration:

Upon Approval July 1, 2023 – June 30, 2024

Pending budget appropriation, continuation of funding will be available in fiscal year 2025 for a total grant period of two years. Eligibility for funding in year two is based on meeting grant requirements and submission of year-end report and continuation grant application. Only applicants awarded FY24 FC653 grant are eligible to apply for the FY25 continuation grant.

Applicant Agency:

Public Schools of Brookline

Applicant Number

460000

Fiscal Year:

2024

Fund Code:

653

Program Name:

Investigating History Implementation

	Budget Line Item Ca	tegory	/			Amount	
1	ADMINISTRATOR SALARIES:]: [# of staff	FTE	MTRS	Total Amount	COMMENTS
						\$ -	
sui	B-TOTAL					\$ -	-
	INSTRUCTIONAL/PROF STAFF SALARIES:		# of staff	FTE	MTRS	Total Amount	COMMENTS
			<u> </u>		1	\$ -	
						\$ \$ -	
Ш						\$ -	
Ш						\$ -	
						\$ -	-
su	B-TOTAL		* .			\$ -	
3	SUPPORT STAFF SALARIES:		# of staff	FTE	MTRS	Total Amount	COMMENTS
						\$ -	
						\$ -	
						\$ -	
su	B-TOTAL			_		\$ -	
4	STIPENDS:	# of Staf	Rate	Rate Type	MTRS	Total Amount	COMMENTS
	Teacher Instructional/Professional Staff	3	\$35	per hour			for three grade 5 teacher leaders v
	-					\$ -	
						\$ -	
011				-			
50	B-TOTAL	_	_			\$ 4,000	
5	FRINGE BENEFITS:					Total Amount	COMMENTS
П	5-a MTRS (automatically calculates if MTRS	box is	s checked)			\$ -	1
Ш	5-b Other Health Insurance					\$ -	
11	Other Retirement Systems					\$ -	
	Federal Insurance Contributions (FICA)			-		\$ -	
su	B-TOTAL					\$ -	
6	CONTRACTUAL SERVICES:		Rate	Rate Type		Total Amount	COMMENTS
	Consultants/Prof Dev for Teachers & Support		\$1,800	flat		\$ 10,200	essions across 2 units with PS cons

	\$ -	
	\$ -	
	\$ -	
	\$ -	
SUB-TOTAL	\$ 10,200 a distr	rict applying alone, you may
7 SUPPLIES AND MATERIALS:	Total Amount	COMMENTS
Other (please describe)	\$ 2,700 pying	and one set of color handout
,	\$ -	
	\$ -	
	\$ -	
SUB-TOTAL	\$ 2,700	
8 TRAVEL:	Total Amount	COMMENTS
	\$ -	
	\$ -	
	\$ -	
	\$ -	
SUB-TOTAL	\$ -	
9 OTHER COSTS:	Total Amount	COMMENTS
	\$ -	-
	\$ -	
	\$ -	
	\$ -	
SUB-TOTAL	\$ -	
enter rate %		COMMENTS
10 INDIRECT COSTS (use indirect costs calculator)		
,		
11 EQUIPMENT: Items costing \$5,000+ per unit & having a useful life 1+ years	Total Amount	COMMENTS
	\$ -	
	\$ -	
SUB-TOTAL	\$ -	
TOTAL FUNDS REQUESTED	\$ 16,900	
1		

Name of Grant Program: Investigating History Implementation Grant Fund Code: 653

PART III – REQUIRED PROGRAM INFORMATION

A. Contact and Basic Information

LEA NAME:	Public Schools of Brookline
PRIMARY GRANT CONTACT:	Name: Greg Porter
This is the person we will contact with	Role: Social Studies Curriculum Coordinator, K-8
any questions about the contents of this grant proposal.	Email: greg_porter@psbma.org
	<u>Phone Number:</u> (617) 264-6418
INVESTIGATING HISTORY	Name: Greg Porter
PRIMARY CONTACT:	Role: Social Studies Curriculum Coordinator, K-8
This is the person who will be	Email: greg_porter@psbma.org
responsible for the implementation of Investigating History throughout the	Phone Number: (617) 264-6418
2023-24 school year.	
GRANT MANAGER CONTACT:	Name: Kelley Durgin
This person should be an individual	Role: Administrative Assistant for Grants, PSB
responsible managing the grant funds throughout the duration of the grant.	Email: kelley_durgin@psbma.org
throughout the duration of the gront.	Phone Number: (617) 730-2435
ADDITIONAL CONTACT	Name:
(OPTIONAL):	Role:
Please identify any other individual	Email:
who will require communication about the grant (e.g. grant manager, finance	Phone Number:
office, curriculum director, etc.)	

Implementation Model:

x We are applying for this grant <u>individually</u>; that is, the professional development described in this grant will be provided only to teachers from our district.

 \times **REQUIRED:** Our budget (Part II) includes no more than 50% of the cost of professional development.

	or this grant as part of a <u>partnership</u> with other districts; that	
	nt will be provided to teachers from our district and other dis	tricts simultaneously. Please list
the other district(s)	with whom you are partnering:	
☐ REQUIRED	D: Each of the districts in our partnership has submitted a sep	parate grant proposal.
Please select	t one:	
□ If	selected, our district will manage the contract with a PD prov	vider. We have included 100% of
the o	cost for professional development sessions from this provide	r in our budget (Part II).
OR		
□ If	selected, another district (district name:) will manage the contract with a
PD p	provider. We have not included <u>any</u> costs for this professional	development in our budget (Part
II).		

Existing History/Social Science Program and Structure: Please help us understand your current approach to history/social science instruction in grades 5, 6, and/or 7. (You need only describe this in the context of the schools and grade level(s) for which you are seeking to adopt Investigating History.)

Describe the educator(s) whose role(s) is to support history/social science instruction at these grade levels in your district and how they support it (ex. Chief Academic Officer, humanities director, curriculum director, instructional coach, etc.)

For the Public Schools in Brookline, I am the Social Studies Curriculum Coordinator whose job it is to support all instruction across the K-8 landscape at 8 buildings across Brookline. It is my job to identify and provide professional development, identify and provide high quality instructional materials, as well as support best practices for all elementary and middle school aged social studies instruction.

What is the instructional time/delivery model for history/social science at these grade levels? (i.e., number of minutes per day, number of days per week, self-contained vs. departmentalized structure, etc.) For what reasons, if any, might a student in this grade level receive significantly less instructional time (e.g. regular pullout services)?

In doing an unofficial audit of instructional time and delivery models for social studies in grade 5 across Brookline, I have found that there is a great deal of difference from building to building. Those differences include instructional periods per week, the length of an instructional period, as well as the week to week unit delivery, with some schools teaching social studies on a weekly basis, others alternating with science instruction on a unit on, unit off basis. That said, when examining teacher schedules, it is clear that teachers in grade 5 have 90 minutes of social studies instruction per week, on average, over the course of the school year. Factors that may affect a student's instructional time in any subject would be special education services as well as ELE services. In my audit of instructional time and delivery as well as teacher schedules, it is difficult to see at a systemic level the number of students that would be directly affected by pull-out services on a class by class, school by school basis. What I can say is that teachers in each of these buildings are adept at modifying daily schedules so as to support all students' access to all areas of study, and that it is within my capacity, and the buildings' capacity, to ensure that all students will receive the social studies instruction for each unit.

If known, what material(s) are currently used to teach history/social science at these grade levels?

Outside of the three teachers that have been involved in the Investigating History pilot in grade 5, district-wide teachers are using a combination of teacher-created instructional resources as well as a district-provided textbook, Savvas My World Interactive.

B. Investigating History Implementation Model

To receive funds, recipients must fully implement Investigating History across one or more grades in one or more schools by the 2024-25 school year. As part of their implementation plan, grant recipients will choose a "long-track" or "short-track" implementation model at each grade level.

- Long-track implementation entails using only some units, using Investigating History in only some classrooms within a school, and/or using Investigating History in only some of the schools included under the grant in 2023-24, then implementing the entire grade-level curriculum across all classrooms at all schools included under the grant in 2024-25.
- Short-track implementation entails implementing the entire yearlong curriculum across all grade-level classrooms at all schools included under the grant at beginning in 2023-24

LEAs should identify the implementation pathway that best fits their capacity and context; please consult the **Investigating History Readiness Guide** linked on the <u>Investigating History web page</u> to support you in making this decision.

Please use the table below to provide information for each school in the district that will be adopting Investigating History under this grant. You may add additional rows if necessary.

	In the 2023-24 school year, how many classrooms/sections of students will be using Investigating History at each of the following grades?					
School Name	Grade 5	Grade 6	Grade 7			
Baker School	4					
Driscoll School	3					
Florida Ruffin Ridley School	4					
Heath School	3					
Lawrence School	3					
Lincoln School	3					
Pierce School	4					
Runkle School	3					

Please indicate your implementation model at each grade level:

Grade 5	□ Not Adopting x Long-Track □ Short-Track
	Please explain your adoption plans at this grade level (time frame, # of classrooms, etc.):
Grade 6	x Not Adopting □ Long-Track □ Short-Track
	Please explain your adoption plans at this grade level (time frame, # of classrooms, etc.): Currently planning on providing direct access to IH via our district-created scope and sequence and work with our curriculum team to integrate IH into existing instructional plans and materials

Grade 7	x Not Adopting ☐ Long-Track ☐ Short-Track
Ţ	Please explain your adoption plans at this grade level (time frame, # of classrooms, etc.): Currently planning on providing direct access to IH via our district-created scope and sequence and work with our curriculum team to integrate IH into existing instructional plans and materials

At the schools and grade levels in which you will be implementing investigating History, in the 2023-24 school year								
Will <u>all general education students across these grade levels</u> receive history/social studies instruction for at least 90 minutes per week on average (grade 5) or 225 minutes per week on average (grade 6/7)?								
x Yes □ No								
Will <u>all students with disabilities across these grade levels</u> receive history/social studies instruction for at least 90 minutes per week on average (grade 5) or 225 minutes per week on average (grade 6/7)?								
x Yes □ No								
Will <u>all English language learners across these grade levels</u> receive history/social studies instruction for at least 90 minutes per week on average (grade 5) or 225 minutes per week on average (grade 6/7)?								
x Yes □ No								
If you selected "no" for any of the above questions, please explain:								

C. Commitment and Rationale

Please briefly summarize your reasons for wishing implement Investigating History by answering these questions:

- Why is your district interested in implementing high-quality instructional materials related to grades 5-7 history/social science in the upcoming school year?
- What do you hope to accomplish through participating in this grant and how will the funds result in improved history/social science instruction for all learners?

[suggested response length: 150-200 words]

My primary focus since taking on this role as curriculum coordinator last year has been the identification of high quality instructional materials for all elementary social studies classrooms in the Public Schools of Brookline. I have leaned into DESE-provided curriculum review materials and engaged in my own pilot process at multiple grade levels. The work done by the three Brookline pilot teachers in the Investigating History program over the past two years has been outstanding, and their experiences coupled with a thorough review of the instructional materials has clearly identified Investigating History as the strongest option for the Public Schools in Brookline in grade 5 moving forward. My hope for participation with this grant is to support the use of these outstanding instructional materials through a comprehensive professional development and support plan. The key to creating strong, high quality instructional experiences in the classroom is by building the capacity for strong, high quality instruction from the teachers. This high quality instruction comes from a clear

commitment to teacher development in the use of these materials, and to create a strong and sustainable instructional model for years to come.

D. Investigating History Implementation Strategy and Capacity

	certified Investigating History PD provider(s) do you plistricts are responsible for establishing partnerships/con	
	☐ Educurious	x Primary Source
	☐ Lindsay Lyons	☐ SchoolKit
	☐ Local Civics	☐ Shed Education
	☐ Massachusetts Historical Society	
	□ N/A; this option is only available to LEAs who partifamiliar with Investigating History provide PD to their	
1.5	ortant: I am including a scope of work from the vendored part of your submission if funds will be spent towa	
LINK	TO PRIMARY SOURCE SCOPE OF THE W	ORK
the fo finaliz	dividuals from your district interested in participating in llowing DESE supports in the 2023-24 school year? At the these supports; at this time, we cannot guarantee the se offerings. We will provide additional information and	nis time, we are solely gathering interest in order to at all interested individuals will be able to participate
	Investigating History Leaders Network — This network supporting Investigating History teachers. Participant Investigating History instructional approach and learn shifts required for Investigating History to be success share successes and problem-solve challenges with capproximately 4-5, 3-hour <u>in-person</u> meetings in Cen	s will gain a deeper understanding of the how to support teachers through the pedagogical ful. There will be opportunities for participants to ontext-alike colleagues. This network will consist of
	☐ Yes [estimated number of individuals:]	No X Not sure; please ask again in August
	Investigating History Teacher Professional Learning communities are intended to provide a collaborative Investigating History curriculum; each professional le Investigating History Fellow who has experience usin consult with each other to address common challeng approximately once every 3-4 weeks after school and participants' geographic location, the group may arra	space for grade-alike teachers as they implement the arning community will be led by an experienced g the curriculum in their classroom. Participants will ges and share best practices. PLCs will meet dive will aim to structure them regionally; based on ange opportunities to meet in person.
	☐ No X Not sure; please ask again in August	

We are looking for you to describe the capacity and the conditions to implement an inquiry-based, culturally responsive, content- and literacy-rich history/social science curriculum; we recognize that adopting a new curriculum requires a substantial amount of work, and that Investigating History may require the development of new mindsets, skills, and capacities among teachers.

To support educators through this shift, you might leverage any or all of the following approaches:

- Professional learning on Investigating History for teachers and leaders (required)
- · Strategy meetings with district and school leaders
- School walkthroughs
- Office hours
- Collaborative planning time within or across schools
- Participation in DESE-offered supports as described above

Below, please describe your district's plan to effectively and skillfully implement Investigating History. As you consider how the activities of this grant program will take shape within your local context, please consider:

- In what ways does Investigating History represent the greatest alignment to and departure from your existing materials and instruction? How is that shaping your approach to adoption?
- How will professional development structures be used or adjusted to meet the needs of adopting or implementing Investigating History?
- How will educators be given the time, capacity, and support to implement these materials?

[suggested response length: 400 words]

When outlining the district's plan for effectively and skillfully implementing Investigating History, it was important to consider a series of factors, framed well by the three bullet points of this question. The scope of the Investigating History course in grade 5 aligns closely with the first four units of existing materials in the Public Schools of Brookline. To that end, the long track implementation plan will help support building teacher capacity in the instructional tools and practices of the Investigating History program, with less of a need for content instruction. The long track implementation plan also allows for teachers in the early years of adoption to find their way with the instruction of materials, allowing for more time for any given lesson and not worrying about "covering" all of the content. In subsequent years of implementation, the professional development focus can shift to new content and instructional practices that support the later units of the Investigating History program, specifically unit 4.

I have already begun collaboration with other district curriculum coordinators to create a thoughtful and balanced professional development plan for the upcoming school year so that grade 5 social studies can be prioritized during common professional development blocks of time. Additionally, I have collaborated directly with the folks at Primary Source to carefully craft an effective professional development plan over two years. In year 1, we would focus on units 1 and 2 of Investigating History, with 5 half day sessions devoted to each unit (4 with a primary source consultant, 1 with a Primary Source consultant and an academic scholar). In year 2, we would again have 5 half day sessions devoted to each unit (units 3 and 4), with a slightly different model (2 sessions/unit with a Primary Source consultant, 3 sessions/unit with a Primary Source consultant and an academic scholar). This shift is to better support 5th grade teachers' growing background knowledge of the content and pedagogy attached to these later units, specifically unit 4.

Finally, the three fifth grade Investigating History pilot teachers from the Lincoln School here in Brookline are interested in taking on a leadership role at the district level to support the implementation of Investigating History over the next two years. We have begun to outline a series of expectations that would be a part of this new role, including the creation of additional onboarding tools, support with professional development, and office hours, to name a few.

The long track implementation plan would allow for teachers to focus on the critical components of the Investigating History program without the pressures of content, and approach the work in a balanced and manageable way in collaboration with other district initiatives. It would also allow for a very specific professional development model that would work well in the Public Schools of Brookline over this period of time and help create a sustainable instructional model for years to come.

For districts applying in partnership: Please describe how your districts will leverage a partnership to support implementation. For example:

- How will professional development be provided in a way that is accessible to teachers from multiple districts? When and where will the professional development take place?
- In what ways will educators from different districts be supported in building cross-district collaborative partnerships?

This section may be copy/pasted across all proposals from a partnership.

	[suggested response length: 200 words]
Applying as a stand-alone district	

Thank you for taking the time to prepare this proposal, and for your interest in Investigating History!

Lead Agency: Town of Brookline

Eligibility Amount: \$139,874.00

Submission Date: May 5 2023 8:47AM

Lead Agency Budget (Part 4)

1. Adminstrators						
Column A	Column B	Column C	Column D	Column E	Column F	Column G
Expenditure Category	# of Staff	FTE	Program Costs	Admin Costs	Total Grant Budget	Budget Narrative
Supervisor/Director	1	0.06	\$4,048	\$807	\$4,855	Provide support for the program coordinator. Act as a liaison between the lead agency and the CFCE staff. Participate in the early childhood council. Provide support for the parent education programming06=2.25 hours per week x 52 weeks= 117 hours/year. \$4, 855/111 hours=\$41.49 hour. Salary used to determine percent is determined by the Brookline School Committee.
						Administer and coordinate grant activities during the school year and summer. Prepare data reports and provide fiscal management. Organize and run the early childhood advisory council. Maintain relationships between the lead agency and local early education and care partners and other stake holders to support high quality programming. When the coordinator is not available, the principal of early education will provide coverage. Facilitate referrals for families and early education centers to access recourse for services and support transitions from high to school entry
Project Coordinator	1	0.13	\$3,640	\$7,688	\$11,328	transitions from birth to school entry. Disseminate information about after school care. Provide family workshops and professional development for CFCE staff. Represent the program at all mandated EEC meetings and trainings. Work with local partners to provide programming for families. Partners include the library, local museums, hospitals and other agencies that serve families and young children125=5 hours a week x 52 weeks=260 hours/year. \$11, 328/260= \$43.56 hour Salary percent determined by union contract and lead agency.
Stipend			\$0	\$0	\$0	

Lead Agency: Town of Brookline

Eligibility Amount: \$139,874.00

Submission Date: May 5 2023 8:47AM

Lead Agency Budget (Part 4)

Other	0	0.00	\$0	\$0	\$0		
Administrators Sub-Total	2	0.19	\$7,688	\$8,495	\$16,183	9.40	89 11W.

2. Instructional/Profe	essional Staff					
Column A	Column B	Column C	Column D	Column E	Column F	Column G
Expenditure Category	# of Staff	FTE	Program Costs	Admin Costs	Total Grant Budget	Budget Narrative
Advisor	0	0.00	\$0	\$0	\$0	
Clinician	0	0.00	\$0	\$0	\$0	
Coordinator	1	0.04	\$29,631	\$1,169	\$30,800	Community Outreach Coordinator: Work closely with the CFCE coordinator to meet the needs of the community as determined by the strengthening family assessment. Engage with community partners to coordinate services for families. Design and implement literacy based instruction for 2 weekly community playgroups. Maintain data for CFCE reporting. Oversee and manage ASQ and use the ASQ to create curriculum for playgroups and trainings for families. Plan 4 additional outreach events during the year to build community and support early literacy development and developmental parenting. Order materials/supplies for playgroups. 4 FTE 44 weeks x \$35 hour x 20 hrs/week=\$30, 8000
Educator/Instructor	0	0.00	\$0	\$0	\$0	
Home Visitor	0	0.00	\$0	\$0	\$0	
Specialist	0	0.00	\$0	\$0	\$0	

Lead Agency: Town of Brookline

Eligibility Amount: \$139,874.00

Submission Date: May 5 2023 8:47AM

Lead Agency Budget (Part 4)

\$0

\$3,024

Stipend for educational series and Saturday programming. Stipend will be used to pay employees of the district to lend their expertise and support to further community engagement for families.

Saturday stipend:

Plan for 16 Saturday programs for families: 8 STEM Saturdays across fall/spring; 8 Art/Literacy Saturdays across fall/spring.

Each Saturday group will serve 10 families- 16x10= 160 families

throughout the year.

Cost for programming as follows: STEM: 1 teacher (\$35 hour x 3 hours per session= \$105) \$105 x 8

sessions=

\$840

\$3,024

STEM- 1 assistant (\$28 x3 hours per session= \$84 x 8 sessions= \$672 Total for STEM= \$1,512

Art/Literacy Saturday group: Each Saturday group will serve 10 families for 8 sessions 1 teacher \$35 hour x 3 hours (\$105 per session x 8 weeks) = \$840 1 assistant: \$28 per hour x 3hours (\$84 per session x 8 weeks)= \$672

Total: \$1, 512

Total for both Saturday programs:

\$3,024

Other	0	0.00	\$0	\$0	\$0
Instructional/					Ť
Professional Staff	1	0.04	\$32,655	\$1,169	\$33,824

Stipend

3. Support Staff						
Column A	Column B	Column C	Column D	Column E	Column F	Column G
Expenditure Category	# of Staff	FTE	Program Costs	Admin Costs	Total Grant Budget	Budget Narrative

Lead Agency: Town of Brookline

Eligibility Amount: \$139,874.00

Submission Date: May 5 2023 8:47AM

Lead Agency Rudget (Part 4)

Lead Agency Budget (Part 4)									
Aide/Paraprofessional	1	0.25	\$11,000	\$0	\$11,000	Playgroup Assistant: Support the outreach coordinator in facilitating twice per week playgroups. Manage supply inventory and needs of the group. Support the development of literacy events such as story walks and weekend events for families (at least 4). Create quarterly newsletters with input from community partners. An assistant is needed to support in person playgroups. 25 FTE 44 weeks x \$25 per hour x 10 hours per week = \$11,000			
Secretary/Bookkeeper	0	0.00	\$0	\$0	\$0				
Stipend			\$0	\$0	\$0				
Other	0	0.00	\$0	\$0	\$0				
Support Staff Sub-Total	1	0.25	\$11,000	\$0	\$11,000				
4. Fringe Benefits	The state of the s	MA DANGE OF STREET	对 特别是是在1995年的	THE STATE OF THE S		以1000年前,1000年的1000年前,1000年前,1000年前,1000年前,1000年前,1000年前,1000年前,1000年前,1000年前,1000年前,1000年前,1000年前,1000年前,1000年			
Column A	Column B	Column C	Column D	Column E	Column F	Column G			
ADDRESS OF THE PARTY OF THE PAR	Column B # of Staff	Column C	Column D Program Costs	Column E Admin Costs	Column F Total Grant Budget	Column G Budget Narrative			
Column A Expenditure			Program	Admin	Total Grant				
Column A Expenditure Category	# of Staff	FTE	Program Costs	Admin Costs	Total Grant Budget	Budget Narrative Fringe benefits are covered by the Public Schools of Brookline- lead			
Column A Expenditure Category Fringe Benefits Fringe Benefits Sub-Total	# of Staff 0 0	FTE 0.00	Program Costs \$0	Admin Costs \$0	Total Grant Budget \$0	Budget Narrative Fringe benefits are covered by the Public Schools of Brookline- lead			
Column A Expenditure Category Fringe Benefits Fringe Benefits	# of Staff 0 0	FTE 0.00	Program Costs \$0	Admin Costs \$0	Total Grant Budget \$0	Budget Narrative Fringe benefits are covered by the Public Schools of Brookline- lead			
Column A Expenditure Category Fringe Benefits Fringe Benefits Sub-Total 5. Contractual Service	# of Staff 0 0	0.00 0.00	Program Costs \$0 \$0	Admin Costs \$0 \$0	Total Grant Budget \$0 \$0	Budget Narrative Fringe benefits are covered by the Public Schools of Brookline- lead agency.			
Column A Expenditure Category Fringe Benefits Fringe Benefits Sub-Total 5. Contractual Service Column A Expenditure	# of Staff 0 0 Column B	0.00 0.00 Column C Hr/Day/Wk	Program Costs \$0 \$0 Column D Program	\$0 \$0 Column E	Total Grant Budget \$0 \$0 Column F	Budget Narrative Fringe benefits are covered by the Public Schools of Brookline- lead agency. Column G			
Column A Expenditure Category Fringe Benefits Fringe Benefits Sub-Total 5. Contractual Service Column A Expenditure Category	# of Staff 0 0 Column B Rate	0.00 0.00 Column C Hr/Day/Wk	\$0 \$0 Column D Program Costs	\$0 \$0 Column E Admin Costs	\$0 \$0 Column F Total Grant Budget	Budget Narrative Fringe benefits are covered by the Public Schools of Brookline- lead agency. Column G			
Column A Expenditure Category Fringe Benefits Fringe Benefits Sub-Total 5. Contractual Service Column A Expenditure Category Advisor	# of Staff 0 0 Column B Rate \$0.00	0.00 0.00 Column C Hr/Day/Wk	\$0 \$0 Column D Program Costs \$0	\$0 \$0 Column E Admin Costs \$0	Total Grant Budget \$0 \$0 Column F Total Grant Budget \$0	Budget Narrative Fringe benefits are covered by the Public Schools of Brookline- lead agency. Column G			

Lead Agency: Town of Brookline

Eligibility Amount: \$139,874.00

Submission Date: May 5 2023 8:47AM

Lead Agency Budget (Part 4)

Expenditure Category			Program Costs	Admin Costs	Total Grant Budget	Budget Narrative
Column A	Column B	Column C	Column D	Column E	Column F	Column G
6. Supplies & Materia	ds					
Contractual Services Sub-Total			\$3,580	\$0	\$3,580	<u>:</u>
Other	\$0.00		\$0	\$0	\$0	
Stipend			\$0	\$0	\$0	
Substitute	\$0.00		\$0	\$0	\$0	
Speaker	\$280.00	Flat	\$280	\$0	\$280	140x2= \$280 Speaker series for families getting ready to transition from EEC centers/Brookline Public Schools to Kindergarten
Specialist	\$110.00	Week	\$1,100	\$0	\$1,100	This covers the cost of the specialist from the Brookline Art Center. Families sign up for a free class at the Brookline Art Center and participate in an hour long class aimed at fine motor skills, language development, creative processes, and project based learning. Classes are offered for 10 sessions for up to 10 families per session. This will be the 2nd year in partnership with the Art Center.
Home Visitor	\$0.00		\$0	\$0	\$0	
Educator/Instructor	\$25.00	Day	\$2,200	\$0	\$2,200	This is the cost of the music teacher who joins playgroup. This is a partnership with the Brookline School of Music. Music supports the development of language, gross motor skills, and is particularly helpful for our Dual Language Learning families, which make up 30 percent of our weekly playgroup families. 44 days (2 x per week) x 2 instructors x 25 days = \$2200

Lead Agency: Town of Brookline

Eligibility Amount: \$139,874.00

Submission Date: May 5 2023 8:47AM

*	Lead Agency Budget (Part 4)							
				٠		Supplies to support playgroups and STEM/Art & Literacy Saturday programming includes the following:		
						\$550 for playgroup supplies includes : dot markers, tape, markers, paper, scissors, crayons, water colors, playdough		
Educational &						\$400: WB Mason order for cleaning supplies, paper towels, gloves, etc		
Instructional Materials			\$3,069	\$0	\$3,069	\$ 1,060 for STEM supplies Books to include: Ada Twist Scientist, What is a Scientist/ kinetic sand, playdough, Legos		
						\$ 1059.00 for Art/Literacy supplies Books to Include: 8 books based on Diversity/ art supplies include markers, paper, stickers representing all skin colors		
Instructional Technology, including Software			\$0	\$0	\$0			
Non-Instructional Supplies			\$0	\$0	\$0			
Other			\$0	\$0	\$0			
Supplies & Materials Sub-Total			\$3,069	\$0	\$3,069			
7. Travel								
Column A	Column B	Column C	Column D	Column E	Column F	Column G		
Expenditure Category	Mileage Rate		Program Costs	Admin Costs	Total Grant Budget	Budget Narrative		
Supervisory Staff	\$0.00		\$0	\$0	\$0			
Instructional Staff	\$0.00		\$0	\$0	\$0	,		
Other	\$0.00		\$0	\$0	\$0			
						Committee of the commit		
Travel Sub-Total			\$0	\$0	\$0			
8. Other Costs								
Column A	Column B	Column C	Column D	Column E	Column F	Column G		

Lead Agency: Town of Brookline Eligibility Amount: \$139,874.00

Submission Date: May 5 2023 8:47AM

Lead Agency Budget (Part 4)

Expenditure Category	Program Costs	Admin Costs	Total Grant Budget	Budget Narrative
Advertising	\$0	\$0	\$0	
Equipment Rental	\$0	\$0	\$0	
Maintenance/Repairs	\$0	\$0	\$0	
Membership/ Subscriptions	\$0	\$0	\$0	
Printing/Reproduction	\$0	\$0	\$0	
Staff Training	\$0	\$0	\$0	
Rental of Space	\$0	\$0	\$0	
Telephone/Utilities	\$0	\$0	\$0	
Direct Service Transportation	\$0	\$0	\$0	
Other	\$0	\$0	\$0	25 - 2 - 24
Other Costs Sub-Total	\$0	\$0	\$0	

9. Capacity Building						
Column A	Column B	Column C	Column D	Column E	Column F	Column G
Expenditure Category			Program Costs	Admin Costs	Total Grant Budget	Budget Narrative
Professional Development Opportunities			\$0	\$0	\$0	
Application Fees			\$0	\$0	\$0	
CEU Courses			\$0	\$0	\$0	**
College Courses			\$0	\$0	\$0	
Other			\$0	\$0	\$0	
The state of the s						H W H K K 19 2

Lead Agency: Town of Brookline

Eligibility Amount: \$139,874.00

Submission Date: May 5 2023 8:47AM

Lead Agency Budget (Part 4)

Capacity Building Sub-Total			\$0	\$0	\$0	
10. Indirect Costs						
Column A	Column B	Column C	Column D	Column E	Column F	Column G
Expenditure Category	Approved Rate		Program Costs	Admin Costs	Total Grant Budget	Budget Narrative
Indirect Costs	2.41%			\$3,594		This is the indirect cost for the grant.
Indirect Costs Sub-Total			i i	\$3,594	,	;
11. Equipment						
Column A	Column B	Column C	Column D	Column E	Column F	Column G
Expenditure Category			Program Costs	Admin Costs	Total Grant Budget	Budget Narrative
Instructional Equipment			\$0	\$0	\$0	
Non-instructional Equipment			\$0	\$0	\$0	
Other			\$0	\$0	\$0	
Equipment Sub-Total			\$0	\$0	\$0	
12. Ancillary Service						
Column A	Column B	Column C	Column D	Column E	Column F	Column G
Expenditure Category			Program Costs	Admin Costs	Total Grant Budget	Budget Narrative
Ancillary Services			\$0	\$0	\$0	
Ancillary Services Sub-Total			\$0	\$0	\$0	
Lead Agency Total	Li Line		\$57,992.00	\$13,258.00	\$71,250.00	

Lead Agency: Town of Brookline

Eligibility Amount: \$139,874.00

Submission Date: May 5 2023 8:47AM

1. Adminstrators						
Column A	Column B	Column C	Column D	Column E	Column F	Column G
Expenditure Category	# of Staff	FTE	Program Costs	Admin Costs	Total Grant Budget	Budget Narrative
Supervisor/Director	0	0.00	\$0	\$0	\$0	
Project Coordinator	1	0.50	\$32,000	\$200	\$32,200	PC+ Coordinator: Oversee the PC+ home visiting program for low income, culturally diverse families per PC+ national guidelines. Recruit and provide technical assistance and materials for home visitors (early learning specialists) to model school readiness and literacy skills for families. Intentional language development and support developmental parenting. Collect and maintain PC+ and EEC data. Attend any required trainings, support outreach coordinator and facilitation of parent education program. Maintain communication with families during the summer. 23 hours/week x 40 weeks x \$35 hour=\$32,200
Stipend			\$0	\$0	\$0	
Other	0	0.00	\$0	\$0	\$0	
Administrators Sub-Total	1	0.50	\$32,000	\$200	\$32,200	
2. Instructional/Profe	essional Staff					
Column A	Column B	Column C	Column D	Column E	Column F	Column G
Expenditure Category	# of Staff	FTE	Program Costs	Admin Costs	Total Grant Budget	Budget Narrative
Advisor	0	0.00	\$0	\$0	\$0	
Clinician	0	0.00	\$0	\$0	\$0	
Coordinator	0	0.00	\$0	\$0	\$0	
Educator/Instructor	0	0.00	\$0	\$0	\$0	-
						2 1 2

Lead Agency: Town of Brookline

Eligibility Amount: \$139,874.00

Submission Date: May 5 2023 8:47AM

Home Visitor	4	1.00	\$28,512	\$0	\$28,512	Conduct PC+ home visits twice per week to at risk families. Bring developmentally appropriate books/toys to model for families how to build school readiness and literacy skills and family education according to the PC+ national guidelines. Encourage parent consent for ASQ use. Support families as they work on the ASQ. Submit data to the PC+ coordinator. Provide follow up to support families as they seek early intervention and assessment. Submit quarterly reports:
Specialist	0	0.00	\$0	\$0	\$0	
Stipend			\$0	\$0	\$0	
Other	0	0.00	\$0	\$0	\$0	
Instructional/ Professional Staff Sub-Total	4	1.00	\$28,512	\$0	\$28,512	HARRING SHE SHOWS IN SHOPE IS NOT THE SHOW THE SHEET OF

3. Support Staff						1. 经国际经济的
Column A	Column B	Column C	Column D	Column E	Column F	Column G
Expenditure Category	# of Staff	FTE	Program Costs	Admin Costs	Total Grant Budget	Budget Narrative
Aide/Paraprofessional	0	0.00	\$0	\$0	\$0	
Secretary/Bookkeeper	0	0.00	\$0	\$0	\$0	
Stipend			\$0	\$0	\$0	
Other	0	0.00	\$0	\$0	\$0	
Support Staff Sub-Total	0	0.00	\$0	\$0	\$0	

4. Fringe Benefits						经基础 医二氏管 医二氏管
Column A	Column B	Column C	Column D	Column E	Column F	Column G
Expenditure Category	# of Staff	FTE	Program Costs	Admin Costs	Total Grant Budget	Budget Narrative
Fringe Benefits	0	0.00	\$0	\$0	\$0	All fringe is covered by the lead agency, the Public Schools of Brookline

Lead Agency: Town of Brookline Eligibility Amount: \$139,874.00

Submission Date: May 5 2023 8:47AM

Fringe Benefits Sub-Total	0	0.00	\$0	\$0	\$0	
5. Contractual Service	es		N. P. P. S.			
Column A	Column B	Column C	Column D	Column E	Column F	Column G
Expenditure Category	Rate	Hr/Day/Wk /Yr/Flat	Program Costs	Admin Costs	Total Grant Budget	Budget Narrative
Advisor	\$0.00		\$0	\$0	\$0	
Clinician	\$0.00		\$0	\$0	\$0	
Consultant	\$0.00		\$0	\$0	\$0	
Educator/Instructor	\$0.00		\$0	\$0	\$0	
Home Visitor	\$0.00		\$0	\$0	\$0	
Specialist	\$0.00		\$0	\$0	\$0	
Speaker	\$0.00		\$0	\$0	\$0	
Substitute	\$0.00		\$0	\$0	\$0	
Stipend			\$0	\$0	\$0	
Other	\$0.00		\$0	\$0	\$0	
Contractual Services Sub-Total			\$0	\$0	\$0	
6. Supplies & Materi			Calumn	Cal	Column	Column G
Column A Expenditure Category	Column B	Column C	Column D Program Costs	Column E Admin Costs	Column F Total Grant Budget	Budget Narrative

Lead Agency: Town of Brookline

Eligibility Amount: \$139,874.00

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Supplies & Materials Sub-Total	\$7,272	\$0	\$7,272	
Other	\$0	\$0	\$0	
Non-Instructional Supplies	\$0	\$0	\$0	
Instructional Technology, including Software	\$0	\$0	\$0	interactions.
Educational & Instructional Materials	\$7,272	\$0	\$7,272	PC+ Educational and Instructional material for 18 PC+ families. Total material cost is \$404 per family. Each child will receive a combined total of 23 books and toys (VISMS) per the PC+ national guidelines. These VISMS are provided to enhance parent/child interaction, language and early literacy development. Materials for distribution include puzzles, manipulatives, pretend play materials, art materials and paper. The VISMS are intended to elicit and provide focus for parent child

7. Travel				为 遗迹方		
Column A	Column B	Column C	Column D	Column E	Column F	Column G
Expenditure Category	Mileage Rate		Program Costs	Admin Costs	Total Grant Budget	Budget Narrative
Supervisory Staff	\$0.00		\$0	\$0	\$0	
Instructional Staff	\$0.00		\$0	\$0	\$0	
Other	\$0.00		\$0	\$0	\$0	
Travel Sub-Total			\$0	\$0	\$0	76.

8. Other Costs						
Column A	Column B	Column C	Column D	Column E	Column F	Column G
Expenditure Category		g.	Program Costs	Admin Costs	Total Grant Budget	Budget Narrative
Advertising			\$0	\$0	\$0	
Green on the						

Lead Agency: Town of Brookline

Eligibility Amount: \$139,874.00

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ParentChild+ Budget Form

Other Costs Sub-Total	\$340	\$0	\$340	
Other	.\$0	\$0	\$0	
Direct Service Transportation	\$0	\$0	\$0	
Telephone/Utilities	\$0	\$0	\$0	
Rental of Space	\$0	\$0	\$0	
Staff Training	\$0	\$0	\$0	
Printing/Reproduction	\$0	\$0	\$0	
Membership/ Subscriptions	\$340	\$0	\$340	Payment PC+ membership
Maintenance/Repairs	\$0	\$0	\$0	
Equipment Rental	\$0	\$0	\$0	
* * * * * * * * * * * * * * * * * * *				

9. Capacity Building						
Column A	Column B	Column C	Column D	Column E	Column F	Column G
Expenditure Category			Program Costs	Admin Costs	Total Grant Budget	Budget Narrative
Professional Development Opportunities			\$300	\$0	\$300	Fee for the annual PC+ conference.
Application Fees			\$0	\$0	\$0	
CEU Courses			\$0	\$0	\$0	
College Courses			\$0	\$0	\$0	
Other			\$0	\$0	\$0	
Capacity Building Sub-Total		,	\$300	\$0	\$300	
10. Indirect Costs		建 。				可能是在1000年度

Column E

Column F

Column D

Column G

Column A

Column B Column C

Lead Agency: Town of Brookline

Eligibility Amount: \$139,874.00

Submission Date: May 5 2023 8:47AM

Expenditure Category	*		Program Costs	Admin Costs	Total Grant Budget	Budget Narrative
Indirect Costs	Approved I	Rate: 0.00%		\$0		
Indirect Costs Sub-Total				\$0		
hi. Equipment						
Column A	Column B	Column C	Column D	Column E	Column F	Column G
Expenditure Category			Program Costs	Admin Costs	Total Grant Budget	Budget Narrative
Instructional Equipment			\$0	\$0	\$0	
Non-instructional Equipment			\$0	\$0	\$0	
Other			\$0	\$0	\$0	
Equipment Sub-Total			\$0	\$0	\$0	
12. Ancillary Service	es	多數對		是自然和		
Ancillary Services			\$0	\$0	\$0	

Ancillary Services	\$0	\$0	\$0	
Ancillary Services Sub-Total	\$0	\$0	\$0	
PC+ Total	\$68,424.00	\$200.00	\$68,624.00	

Lead Agency: Town of Brookline Eligibility Amount: \$139,874.00

Submission Date: May 5 2023 8:47AM

Lead Agency: Town of Brookline Eligibility Amount: \$139,874.00

Submission Date: May 5 2023 8:47AM

FY2024 Budget Summary (Part 6a)

Column A	Column B	Column C	Column D	Column E	Column F
Expenditure Category			Program Costs	Admin Costs	Total Grant Budget
1. Administrators	#staff 3	#FTE 0.69	\$39,688	\$8,695	\$48,383
2. Instructional/ Professional Staff	#staff 5	#FTE 1.04	\$61,167	\$1,169	\$62,336
3. Support Staff	#staff 1	#FTE 0.25	\$11,000	\$0	\$11,000
4. Fringe Benefits	#staff 0	#FTE 0.00	\$0	\$0	\$0
5. Contractual Services			\$3,580	\$0	\$3,580
6. Supplies & Materials			\$10,341	\$0	\$10,341
7. Travel			\$0	\$0	\$0
8. Other Costs			\$340	\$0	\$340
9. Capacity Building			\$300	\$0	\$300
10. Indirect Costs	Lead Approved	Agency Rate: 2.41%		\$3,594	\$3,594
11. Equipment			\$0	\$0	\$0
12. Ancillary Services			\$0	\$0	\$0
GRAND TOTAL			\$126,416.00	\$13,458.00	\$139,874.00
EPPETER ANOTHE					313643700

Lead Agency: Town of Brookline

Eligibility Amount: \$139,874.00

Submission Date: May 5 2023 8:47AM

FY 2025 Projected Budget Summary (Part 6b)

Column A	Column B	Column C	Column D	Column E	Column F
Expenditure Category			Program Costs	Admin Costs	Total Grant Budget
1. Administrators	#staff 3	#FTE 0.69	\$39,688	\$8,695	\$48,383
2. Instructional/ Professional Staff	#staff 5	#FTE 1.04	\$61,167	\$1,169	\$62,336
3. Support Staff	#staff 1	#FTE 0.25	\$11,000	\$0	\$11,000
4. Fringe Benefits	#staff 0	#FTE 0.00	\$0	\$0	\$0
5. Contractual Services			\$3,580	\$0	\$3,580
6. Supplies & Materials			\$10,341	\$0	\$10,341
7. Travel			\$0	\$0	\$0
8. Other Costs			\$340	\$0	\$340
9. Capacity Building			\$300	\$0	\$300
10. Indirect Costs	Lead A Approved F	gency Rate: 2.41%		\$3,594	\$3,594
11. Equipment			\$0	\$0	\$0
12. Ancillary Services			\$0	\$0	\$0
GRAND TOTAL			\$126,416.00	\$13,458.00	\$139,874.00
ইট্টালামান্য স্মাঞ্চাসন					-গানুমুর সমান

Lead Agency: Town of Brookline

Eligibility Amount: \$139,874.00

Submission Date: May 5 2023 8:47AM

FY 2026 Projected Budget Summary (Part 6c)

Column A	Column B	Column C	Column D	Column E	Column F
Expenditure Category			Program Costs	Admin Costs	Total Grant Budget
1. Administrators	#staff 3	#FTE 0.69	\$39,688	\$8,695	\$48,383
2. Instructional/ Professional Staff	#staff 5	#FTE 1.04	\$61,167	\$1,169	\$62,336
3. Support Staff	#staff 1	#FTE 0.2 5	\$11,000	\$0	\$11,000
4. Fringe Benefits	#staff 0	#FTE 0.00	\$0	\$0	\$0
5. Contractual Services			\$3,580	\$0	\$3,580
6. Supplies & Materials			\$10,341	\$0	\$10,341
7. Travel			\$0	\$0	\$0
8. Other Costs			\$340	\$0	\$340
9. Capacity Building			\$300	\$0	\$300
10. Indirect Costs	Lead A Approved I	Agency Rate: 2.41%		\$3,594	\$3,594
11. Equipment			\$0	\$0	\$0
12. Ancillary Services			\$0	\$0	\$0
GRAND TOTAL	, a		\$126,416.00	\$13,458.00	\$139,874.00
खन्निवाग्रास्तरः अभीत्रवेषस					\$139,874,00

Lead Agency: Town of Brookline Eligibility Amount: \$139,874.00

Submission Date: May 5 2023 8:47AM

Required Grant Forms (Part 9)

1.	FY24 CFCE Narrative Questions					
	Attached file:	FY24 CFCE Brookline Narrative Questions.docx				
	·					
2.	FY 24 CFCE Proje	cted Deliverables				
	Attached file:	FY24 Brookline CFCE Projected Deliverables.docx				
3.		nd Contributions and Fundraising				
	Attached file:	FY2024 CFCE - In-Kind Contributions and Fundraising Resources.xlsx				
4.	FY 24 ParentChild+ Statistical Projections (if applicable)					
	Attached file:	FY24 Brookline ParentChild Statistical Projections (4).docx				
_	EV94.050=1					
5.		Advisory Council Form				
	Attached file:	Brookline FY2024 Local Advisory Council Form (3).docx				
_	.					
6.	Calendar of Activities (please use your own template)					
	Attached file:	FY2024 CFCE ACTIVITIES CALENDAR.xls				
_						
7.	Advisory Council					
	Attached file:	Community Connections CFCE Advisory Council Bylaws.pdf				
0	Land America O					
8.	Lead Agency Orga					
	Attached file:	Organizational Chart Public Schools of Brookline (1).pdf				
0	CECE Drogram O	ganization Chart				
9.	CFCE Program Or					
	Attached file:	Organizational Chart Public Schools of Brookline (1).pdf				
10.	Resume (or job de	escription) of CFCE Coordinator				
10.	Attached file:	Erin Hurney resume 2023 .pdf				
	Attached file.	Lim Harney resume 2020 .pur				
11.	Lead Agency Indi	rect Cost Rate Letter (if applicable)				

Lead Agency: Town of Brookline Eligibility Amount: \$139,874.00

Attached file:

Submission Date: May 5 2023 8:47AM

Attached file:

12. Subcontractor Indirect Cost Rate Letter (if applicable)

FY2024: METCO

Fund Code: 317

Purpose:

The purpose of the state-funded METCO Program is to expand educational opportunities, increase diversity, and reduce racial isolation by permitting students in Boston and Springfield to attend public schools in other communities that have agreed to participate. The METCO program provides students of participating school districts the opportunity to experience the advantages of learning and working in a racially, ethnically, and linguistically diverse setting.

Priorities:

The priorities of this fund source are to provide Boston and Springfield students further opportunities to achieve at high levels the learning standards of the state curriculum frameworks and enrich both the urban and suburban communities by providing opportunities and support for cross-cultural understanding and appreciation.

Applicants for this grant opportunity should be deliberate and intentional in the use of grant funds to support the Massachusetts Department of Elementary and Secondary Education (DESE) standards and priorities. Specifically, this program may include, but not be limited to, the following priorities:

- 1. Curriculum and Instruction
 - a. Culturally responsive curriculum
 - b. Strong instructional leadership and effective instruction
 - c. Sufficient instructional time
- 2. Human Resources and Professional Development
 - a. Staff recruitment, selection, and assignment
 - b. Professional development
- 3. Student Support
 - a. Academic support
 - b. Services and partnerships to support learning

Eligibility:

School districts participating currently in the METCO Program are eligible to continue their participation in the program. These districts are Arlington, Bedford, Belmont, Braintree, Brookline, Cohasset, Concord, Dover, East Longmeadow,

Foxborough, Hingham, Lexington, Lincoln, Longmeadow, Lynnfield, Marblehead, Melrose, Natick, Needham, Newton, Reading, Scituate, Sharon, Sherborn, Springfield, Sudbury, Swampscott, Wakefield, Walpole, Wayland, Wellesley, Weston, Westwood, Concord Carlisle, Dover Sherborn, Hampden Wilbraham, Lincoln Sudbury, Southwick Tolland Granville.

Funding Type:

State 7010-0012

Funding:

A total of approximately \$26,200,295 is available.

FY24 METCO Preliminary Allocations

This RFP is the governing document for these grant funds.

Funding is contingent upon availability and state line-item appropriations. All dollar amounts listed in the FY24 allocations are level funded from FY23 and are considered estimates/approximates that are subject to change based on the final state budget. Increase or decrease adjustments to the allocations may be required in accordance with final state budget funding.

Boston and Springfield Metco districts seeking to expand their program either by grade and/or available student seats must contact DESE and obtain approval before doing so.

Fund Use:

Funds may be used for local district costs incurred as a result of the participation of METCO students, METCO transportation costs, and for supplemental services that will contribute in a measurable way to enhanced educational opportunity and academic achievement, as well as enrichment.

In the area of enhanced educational opportunity and academic achievement, services may include, but are not limited to, regular day and after-school tutoring and mentoring programs, staff professional development geared towards understanding and addressing the achievement gap between minority and non-minority students, and other programs and services such as providing ways for parents to support their children's learning.

In the area of diversity enrichment, services may include training, in-school and after-school activities, incentives programs, etc. that contribute to increased cross-cultural and racial understanding.

Grant funds must prioritize transportation, including before and after school, and staffing support so that METCO students are able to access programming at the same level as in-district students.

Project Duration:

Upon Approval (no earlier than 7/1/2023)* - 6/30/24

* Grant start date cannot be prior to DESE receiving a substantially approvable Application Submission as directed in this RFP's Submission Instructions. Goods and Services cannot be procured prior to Grants receiving and approving an application submission. Funds cannot exceed the project duration end date.

Budget Entry

Response to this field is only required when amending the grant

Please explain the reason for amending your grant. When making a budget change, please identify the line number and the amount changed.

Response:

Budget Information

ALLOCATION OF FUNDS

1. Administrator Salaries:	Comments	# of Staff	FTE	MTRS	Amount	Select a Primary Function
Grant Program Manager/Coordinator	J. Malcolm Cawthorne (Jan 1 - June 30)	1	0.50		\$70,461	METCO (317)
Sub-Total					\$70,461	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

Instructional/Professional Staff Salaries:	Comments	# of Staff	FTE	MTRS1	Amount	Select a Primary Function
Classroom Teachers	PSB instructional/classroom	5	1.00		\$574,450	METCO (317)
Guidance or School Adjustment Counselors,Social Workers	BHS Coordinator (Jan 1 - June 30)	1	1.00		\$53,472	METCO (317)
Other	A.J. BHS additional .2	1	0.20		\$12,400	METCO (317)
Guidance or School Adjustment Counselors, Social Workers	JSN, JM, AL, JP Jan 1 - June 30	4	1.00		\$264,793	METCO (317)
Guidance or School Adjustment Counselors, Social Workers	SEL Coordinator	1	0.50		\$39,594	METCO (317)
Sub-Total					\$944,709	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

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3. Support Staff Salaries:	Comments	# of Staff	FTE	MTRS1	Amount	Select a Primary Function
Secretary/Bookkeeper/Clerical Support	D.S. Jan 1 - June 30	1	0.5		\$35,566	METCO (317)
Non-Clerical Paraprofessionals/Instructional Assistants	METCO Liaisons	7	1.0		\$367,950	METCO (317)
Other	Bus Monitors	3	0.4		\$83,443	METCO (317)
Sub-Total					\$486,959	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

4. Stipends:	Comments	# of Staff	Rate	Rate Type	MTRS1	Amount	Select a Primary Function
Other	Family & Community Engagement Advisor	1	25000	Flat		\$25,000	METCO (317)
Other	Program Enrichment Advisor	1	25000	Flat		\$25,000	METCO (317)
						-	
Sub-Total						\$50,000	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

5. Fringe Benefits:	Comments	Amount
5-a MA Teachers' Retirement System (Federally-Funded Grants Only)		\$0
5-b Other		-
Health Insurance		
Other Retirement Systems		
Federal Insurance Contributions Act FICA)		
Other (Explain)		
Sub-Total		\$0

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Rate

Туре

Amount

Rate

Comments

6. Contractual Services:

Indicate the services to be provided and the rate to be paid per hour or per day.

Select a Primary Function

Other	College & Career prep	24000	Flat	\$24,000	METCO (317)
Contracted Service Providers - Other Student Services	Homebase after school Jan - June	472	Day	\$84,870	METCO (317)
Consultants/Professional Development for Teachers & Support Staff	Equity Review - curriculum	100000	Flat	\$100,000	METCO (317)
Contracted Service Providers - Other Student Services	Student leadership conferences	30000	Flat	\$30,000	METCO (317)
Other	HBCU Initiative	10000	Flat	\$10,000	METCO (317)
Contracted Service Providers - Other Student Services	Translations	3000	Flat	\$3,000	METCO (317)
Sub-Total				\$251,870	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

7. Supplies and Materials: Items costing less than \$5,000 per unit or having a useful life of less than one year.	Comments	Amount	Select a Primary Function
Other Instructional Materials (non- testing/assessment)	METCO program supplies	\$10,000	METCO (317)
Sub-Total		\$10,000	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

8. Travel: Mileage, conference registration, hotel, and meals.	Comments	Amount	Select a Primary Function
Other	Conference registrations and travel expenses for staff	\$60,000	METCO (317)
Other	In-state mileage	\$500	METCO (317)
Sub-Total		\$60,500	

9. Other Costs: Please indicate the amount requested in each	Comments	Amount	Select a Primary Function
category.			

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0046

317-782248-2024-0046

Applicant: Brookline
Project: EV24 317 METCO 0046

Project: FY24 317 METCO 0046

Student Transportation Services	Private transportation, LocalMotion, September - June	\$306,000	METCO (317)
Student Transportation Services	Private transportation, LocalMotion, late bus services	\$44,000	METCO (317)
Memberships/Subscriptions	Professional dues MDA	\$350	METCO (317)
Other	Meals and receptions, events	\$50,000	METCO (317)
Other	Student activities, fieldtrips	\$30,000	METCO (317)
Sub-Total		\$430,350	-

11. Equipment: List only items costing \$5,000 or more per unit.	Comments	Amount	Select a Primary Function
Instructional Equipment			
Non-Instructional Equipment			
Sub-Total		\$0	

Total Activity Funds Requested: \$2,304,849

0046

Applicant: Brookline

Project: FY24 317 METCO 0046

317-782248-2024-0046

Project Expenditures - Detailed Information

Note:

Lines 1 to 9 and 11 on this form are automatically populated based on details entered on Activity forms. To change these totals, edit the Budget Entry form. The Indirect Cost information, if applicable, should be entered directly in Line 10 on this form.

STAFFING CATEGORIES DETAIL EXPENDITURES

1. Administrator Salaries:	# of Staff	FTE	MTRS ¹	Amount	
Administrator Salaries (MTRS)	0 0.00			\$0	
Administrator Salaries (non-MTRS)	1	0.50		\$70,461	
Sub-Total				\$70,461	
				·	
2. Instructional/Professional Staff Salaries:	# of Staff	FTE	MTRS1	Amount	
Instructional/Professional Staff Salaries (MTRS)	0	0.00		\$0	
Instructional/Professional Staff Salaries (non-MTRS)	12	3.70		\$944,709	
Sub-Total				\$944,709	
3. Support Staff Salaries:	# of Staff	FTE	MTRS1	Amount	
Support Staff Salaries (MTRS)	0	0.00		\$0	
Support Staff Salaries (non-MTRS)	11	1.90		\$486,959	
Sub-Total				\$486,959	
					
4. Stipends:	# of	Staff	MTRS1	Amount	
Stipends (MTRS)		0		\$0	
Stipends (non-MTRS)		2		\$50,000	
Sub-Total				\$50,000	
5. Fringe Benefits:		-		Amount	
5-a MA Teachers' Retirement System (Federally-Funded Grants Only)			\$0		
5-b Other (total)				\$0	
Sub-Total			\$0		

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Contractual Services: Services provided and the amount to be paid.	Amount
Contractual Services Total	\$251,870

7. Supplies and Materials: Items costing less than \$5,000 per unit or having a useful life of less than one year.	Amount
Supplies and Materials Total	\$10,000

8. Travel: Mileage, conference registration, hotel, and meals.	Amount
Travel Total	\$60,500

9. Other Costs:	Amount
Other Costs Total	\$430,350

10. Indirect Costs:	Rate (%) Cannot exceed approved rate	Amount
Indirect Costs:		\$50,000

11. Equipment: List only items costing \$5,000 or more per unit.	Amount
Equipment Total	\$0

Total Allocation Amount: \$2,354,849 Total Funds Requested: \$2,354,849

MTRS Applicable Amount: \$0

Balance Remaining: \$0

Overview:

The Public Schools of Brookline (PSB) in partnership with the METCO Director and staff continue to develop program goals to better support our students' academic and social and emotional needs. For the 2024 Fiscal year, we will continue examining data and current programming, measuring the success of our outside partnerships, conducting focus groups with students and parents, and discussing future initiatives to enhance the academic outcomes and social and emotional growth and development of our students.

Our team that consists of senior leadership, teachers, and support staff work closely with METCO Director and staff to ensure proper oversight of the program. Furthermore, our ultimate goal is to ensure all METCO families have full knowledge of and access to all academic and enrichment opportunities. Additionally, the Brookline METCO Director and High School Coordinator, communicate on a regular basis to families about upcoming programming and updates for the schools and the METCO Program. One of our goals as a program is to evaluate communication structures to ensure families are aware of academic and social enrichment opportunities for their children.

FY 2024 Budget Narrative

Line 1	METCO Director	One (1) full time METCO Director responsible for the administration and management of the program. Additionally, the Director is responsible for coordinating all program activities.
Line 2	METCO Social Workers, H.S and SEL Coordinators	We have four (4) full time METCO School Adjustment Counselors and (1) Coordinator of SEL K-12 that serve to provide social and emotional support for our students and families. We value the importance of mental health and SEL to ensure we create spaces for our students to openly and honestly discuss and share their experiences beyond academics. We believe when this environment is fostered students will feel empowered and inspired to be their best selves We have one (1) full time High School Coordinator who serves as an administrator at Brookline High School. This position is responsible for providing advocacy for our high school METCO students and families, academic support, and to guide students through college and career readiness initiatives to support students post high school.
Line 2	Classroom Teachers	We support the district in funding teacher salaries who are full-time classroom teachers.
Line 3	Secretary	1 full time METCO Administrative Assistant who supports the Director and manages all clerical functions of the program.
Line 3	METCO Liaisons	7 full time METCO Advisors - 6 Advisors are assigned to serve our K-8 students at 8 schools 1 Advisor is assigned to serve our high school students
Line 3	METCO Bus Monitors	3 full time bus monitors 1 summer bus monitor
Line 4	STAR Academy Summer Program Director, Assistant Director and Team Leader	STAR Academy is for students entering grades K-8. STAR Academy is a three week program that will provide students with academic enrichment opportunities, build community in the METCO Program and PSB and explore their academic interests. The STAR Academy Director will serve as the program director for a three week in-person summer

program for students entering grades Kindergarten to 8th who will receive instruction in literacy and math to hone their reading, writing, and math skills. Students will also participate in enrichment activities in the areas of STEM, Cultural understanding, the Performing and Visual Arts, and social and emotional learning. Director recruits, hire and supervises staff, creates curriculum, provides orientation throughout the months of January to July. The Assistant Director helps with developing the curricula for all grades, logistical work (buying supplies, communication with families, student placement in classrooms, and), and oversees the instruction of the program. The Team Leader will run the orientation for staff, be onsite to troubleshoot issues that arise for both students and staff, and will be the liaison between the daily work between students and staff and the administration work of the Director. Family and Community Family and Community Engagement Leader is responsible for Engagement Leader developing and implementing district-wide family engagement programming and activities that build community for and create strong support for caregivers, guardians and parents. The Brookline METCO Family and Community Engagement leader will collaborate with families, schools, and community stakeholders to ensure that students are meeting success both academically and socially as well as a feeling of belonging within our program and the Public Schools of Brookline.. Program enrichment and The Program Enrichment Advisor provides students with the data Advisor opportunity to engage in enrichment activities that expose them to new learning experiences outside of the traditional academic programming and deepen their understanding of the world around them. The Advisor plays a critical role in strengthening the program's culture and supporting students in their academic growth and development. Additionally, the Advisor will assist in data collection and support METCO students post secondary. Line 6 Contractual Services Brookline METCO Website Design and Maintenance The consultant will develop and design a website specific for the Brookline METCO Program before the school year begins. This will be designed to provide greater communication, awareness and the ability to celebrate our program. This will also require the consultant to help maintain the site and help our staff provide and remove content during the school year. Making Human Technical Making Human Technical will provide professional development for METCO staff to think about how to navigate issues of racism while navigating and supporting our students and families. To be in greater collaboration with other PSB programming, we have invited the BHS African American/Latinx Scholars Program staff and the PSB Steps to Success (low income housing advocates) to this training with us. College Application & Essay Prep A2Z will support our junior and senior students in the process of completing their college essay and application as well as support parents in the financial process.

		After School Services The program will provide opportunities for students to take part in enrichment after school activities at the secular Homebase Program at Temple Ohabei Shalom in Brookline OTL Equity Audits of Curriculum and Instruction In collaboration with the PSB Office of Teaching and Learning, METCO will help PSB academic departments assess their effectiveness in providing culturally competent materials that increase representation and inclusion. In 22-23, we had a positive experience in examining Middle and High School Social Studies. For 23-24, we will examine High School ELA. Student Leadership Conferences METCO hosts three student leadership conferences for BIPOC students in the Brookline public schools grades 8-12th. HBCU Initiative The METCO program will take part in the HBCU College Experience. The Building Bridges HBCU Event hosts approximately 20-25 HBCUs for an awareness conference with administrators and counselors, a college fair and same-day acceptance interviews. The HBCU Festival is the largest HBCU recruitment event in the country that brings in close to 15,000 students and parents and over 70 HBCUs. The festival will offer
		instant admission, waive application fees, provide on-site interviews, band and choral auditions, and seminars on navigating the application process. Yearly, the event awarded over 5 million dollars in scholarships and financial aid.
Line 6	Translation Services	We provide translation services for families whose first language is not English and those that require American Sign Language translation.
Line 7	Supplies & Materials	Supplies for students and staff use.
Line 8	Travel Conference Registration	METCO will provide all staff the opportunity for professional learning at national conferences to hone their skills as instructors and advisors and to bring innovative ideas to our program. We also provide in-state mileage reimbursement for staff.
Line 9	Transportation of Students	Transportation: MBTA passes for students Regular, late and summer bus for students
Line 9	Memberships	Annual MDA Dues
Line 9	Meals & Reception Programs	METCO will support all student led conferences. In addition, METCO will support programming that builds the METCO community and helps establish METCO students and families' sense of belonging in PSB. Lastly, we will provide opportunities to honor alumni, caregivers, graduates, guardians, parents, staff and teachers.
Line 9	Indirect Costs	

FY2024: METCO Targeted PAC Grant

Fund Code: 317B

Purpose:

The purpose of this state funded targeted grant is to provide METCO districts access to FY23 PAC'd grant funds through December 31, 2023. The METCO Program expands educational opportunities, increases diversity, and reduces racial isolation by permitting students in Boston and Springfield to attend public schools in other communities that have agreed to participate. The METCO program provides students of participating school districts the opportunity to experience the advantages of learning and working in a racially, ethnically, and linguistically diverse setting.

Priorities:

The priorities of this fund source are to provide Boston and Springfield students further opportunities to achieve at high levels the learning standards of the state curriculum frameworks and enrich both the urban and suburban communities by providing opportunities and support for cross-cultural understanding and appreciation.

Applicants for this grant opportunity should be deliberate and intentional in the use of grant funds to support the Massachusetts Department of Elementary and Secondary Education (DESE) standards and priorities. Specifically, this program may include, but not be limited to, the following priorities:

- 1. Curriculum and Instruction
 - a. Culturally Responsive Curriculum
 - b. Strong instructional leadership and effective instruction
 - c. Sufficient instructional time
- 2. Human Resources and Professional Development
 - a. Staff recruitment, selection, and assignment
 - b. Professional development
- 3. Student Support
 - a. Academic support
 - b. Services and partnerships to support learning

Eligibility:

	FY24 FC317B
METCO District	Allocation
Arlington	\$123,108
Bedford	\$24,000
Belmont	\$15,163
Braintree	\$43,839
Brookline	\$400,520
Lexington	\$90,000
Lincoln	\$45,000
Lincoln Sudbury	\$150,000
Lynnfield	\$130,000
Marblehead	\$22,770
Newton	\$137,735
Reading	\$97,752
Southwick Tolland Granville	\$11,000
Sudbury	\$60,632
Wakefield	\$72,279
Westwood	\$122,045

Funding Type:

State 7010-0012

Funding:

Approximately \$1,545,843 is available.

Allocation amounts are determined by the amount of FY23 funds PAC'd by districts.

This RFP is the governing document for these grant funds.

Funding is contingent upon availability. All dollar amounts listed are estimated/approximate and are subject to change. If more funding becomes available, it will be distributed under the same guidelines that appear in this RFP document.

Fund Use:

Funds may be used for local district costs incurred as a result of the participation of METCO students, METCO transportation costs, and for supplemental services that will contribute in a measurable way to enhanced educational opportunity and academic achievement, as well as enrichment.

In the area of enhanced educational opportunity and academic achievement, services may include, but are not limited to, regular day and after-school tutoring and mentoring programs, staff professional development geared towards understanding and addressing the achievement gap between minority and non-minority students, and other programs and services such as providing ways for parents to support their children's learning.

In the area of diversity enrichment, services may include training, in-school and after-school activities, incentives programs, etc. that contribute to increased cross-cultural and racial understanding.

Project Duration:

Upon Approval* – 12/31/2023

* Grant start date cannot be prior to DESE receiving a substantially approvable Application Submission as directed in this RFP's Submission Instructions. Goods and Services cannot be procured prior to Grants receiving and approving an application submission. Funds cannot exceed the project duration end date.

317-782295-2024-0046

Budget Entry

Response to this field is only required when amending the grant

Please explain the reason for amending your grant. When making a budget change, please identify the line number and the amount changed.

Response:

Budget Information

ALLOCATION OF FUNDS

1. Administrator Salaries:	Comments	# of Staff	FTE	MTRS	Amount	Select a Primary Function
Grant Program Manager/Coordinator	J. Malcolm Cawthorne, METCO director - July 1 - Dec 30	1	0.50		\$52,862	METCO PAC (317B)
Sub-Total					\$52,862	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

Instructional/Professional Staff Salaries:	Comments	# of Staff	FTE	MTRS ¹	Amount	Select a Primary Function
Guidance or School Adjustment Counselors, Social Workers	J.S.N. July 1 - Dec 30	1	0.50		\$48,820	METCO PAC (317B)
Guidance or School Adjustment Counselors, Social Workers	J.M. July 1 - Dec 30	1	0.50		\$50,433	METCO PAC (317B)
Guidance or School Adjustment Counselors, Social Workers	A. L. July 1 - Dec 30	1	0.50		\$33,451	METCO PAC (317B)
Guidance or School Adjustment Counselors, Social Workers	K.A. (BHS) - July 1 - Dec 30	1	0.50		\$40,104	METCO PAC (317B)
Guidance or School Adjustment Counselors, Social Workers	K.J. (SEL) - July 1 -Sept	1	0.20		\$17,827	METCO PAC (317B)
Sub-Total					\$190,635	

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3. Support Staff Salaries:	Comments	# of Staff	FTE	MTRS1	Amount	Select a Primary Function
Secretary/Bookkeeper/Clerical Support	D.S. July 1 - Dec 30	1	0.5		\$31,282	METCO PAC (317B)
Sub-Total					\$31,282	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

4. Stipends:	Comments	# of Staff	Rate	Rate Type	MTRS ¹	Amount	Select a Primary Function
Other	STAR Academy social workers, paras, teaching assistants	20	25	Hour		\$33,000	METCO PAC (317B)
Other	Community outreach, family communication	1	47	Hour		\$15,000	METCO PAC (317B)
Teacher/Instructional Staff Professional Days	Staff training, New staff workshop	20	341	Flat		\$6,806	METCO PAC (317B)
Teacher/Instructional Staff Professional Days	Tutorial workshop	12	48	Flat		\$5,705	METCO PAC (317B)
Sub-Total						\$60,511	

5. Fringe Benefits:	Comments	Amount
5-a MA Teachers' Retirement System (Federally-Funded Grants Only)		\$0
5-b Other		
Health Insurance		
Other Retirement Systems		
Federal Insurance Contributions Act (FICA)		
Other (Explain)		
Sub-Total		\$0

6. Contractual Services: Indicate the services to be provided and the rate to be paid per hour or per day.
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317-782295-2024-0046

Other	Making Human Technical	8650	Flat	\$8,650	METCO PAC (317B)
Contracted Service Providers - Other Student Services	Homebase after school Sept - Dec	472	Day	\$56,580	METCO PAC (317B)
Sub-Total				\$65,230	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

7. Supplies and Materials: Items costing less than \$5,000 per unit or having a useful life of less than one year.	Comments	Amount	Select a Primary Function
Sub-Total		\$0	

If "Other" has been selected above, you must provide details in the corresponding Comment sections.

8. Travel: Mileage, conference registration, hotel, and meals.	Comments	Amount	Select a Primary Function
Sub-Total		\$0	

9. Other Costs: Please Indicate the amount requested in each category.	Comments	Amount	Select a Primary Function

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Applicant: Brookline	0046		
Project: FY24 317B METCO PAC 0046	317-782295-2024-0046		

11. Equipment: List only Items costing \$5,000 or more per unit.	Comments	Amount	Select a Primary Function
Instructional Equipment			
Non-Instructional Equipment			
Sub-Total		\$0	

Total Activity Funds Requested: \$400,520

Sub-Total

Project: FY24 317B METCO PAC 0046

MA DOE Application Form

Project Expenditures - Detailed Information

Note:

Lines 1 to 9 and 11 on this form are automatically populated based on details entered on Activity forms. To change these totals, edit the Budget Entry form. The Indirect Cost information, if applicable, should be entered directly in Line 10 on this form.

STAFFING CATEGORIES DETAIL EXPENDITURES

Administrator Salaries:	# of Staff	FTE	MTRS1	Amount
Administrator Salaries (MTRS)	0	0.00		\$0
Administrator Salaries (non-MTRS)	1	0.50		\$52,862
Sub-Total				\$52,862
2. Instructional/Professional Staff Salaries;	# of Staff	FTE	MTRS ¹	Amount
Instructional/Professional Staff Salaries (MTRS)	0	0.00		\$0
Instructional/Professional Staff Salaries (non-MTRS)	5	2.20		\$190,635
Sub-Total				\$190,635
3. Support Staff Salaries:	# of Staff	FTE	MTRS ¹	Amount
Support Staff Salaries (MTRS)	0	0.00		\$0
Support Staff Salaries (non-MTRS)	1	0.50		\$31,282
Sub-Total				\$31,282
4. Stipends:	# of S	Staff	MTRS ¹	Amount
Stipends (MTRS)	0	en consult		\$0
Stipends (non-MTRS)	53	3.	\$60,511	
Sub-Total				\$60,511
5. Fringe Benefits:			Amount	
5-a MA Teachers' Retirement System (Federally-Funded Grants Only)			\$0	
5-b Other (total)			\$0	
Sub-Total			\$0	

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317-782295-2024-0046

6. Contractual Services: Services provided and the amount to be paid.		Amount		
Contractual Services Total		\$65,230		
7. Supplies and Materials: Items costing less than \$5,000 per unit or having a useful life of less than one year.		Amount		
Supplies and Materials Total		\$0		
,				
8. Travel: Mileage, conference registration, hotel, and meals.		Amount		
Travel Total		\$0		
9. Other Costs:		Amount		
Other Costs Total		\$0		
10. Indirect Costs:	Rate (%) Cannot exceed approved	Amount		
Indianat On the	rate			
Indirect Costs:				
11. Equipment: List only items costing \$5,000 or more per unit.		Amount		
Equipment Total		\$0		

Total Allocation Amount: \$400,520 Total Funds Requested: \$400,520

MTRS Applicable Amount: \$0 Balance Remaining: \$0

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