



# **RETURN RECOVER REIMAGINE:**

3-Year Plan for  
Greater Equity  
and Recovery

ESSER 2021-2024



# DRAFT



# DRAFT



*Please note that this ESSER plan is being released to the public on July 9, 2021 in order to share progress to date to continue soliciting feedback from our community. This draft will continue to develop as the Boston Public Schools team continues engagement with school-based staff, community partners, and especially our students.*



## To the Boston Public Schools Community,

I am excited to share this first draft of Return, Recover, Reimagine: 3-Year Plan for Greater Equity and Recovery. These recommendations tell a story of how Boston Public Schools proposes to allocate the Elementary and Secondary School Education Emergency Relief (ESSER) funding based on what we have heard from you. I am grateful to the many students, families, educators, staff and community members who have provided feedback and recommendations.



The past 16 months have been extremely difficult for our students, families, staff and the larger Boston community. We've faced tremendous loss and uncertainty. The healing will take years, but we are in this together. In addition to the pain experienced over the past year we have also seen communities come together and the entire City of Boston unite in support of our students. Thank you for showing that the best of Boston always shines through.

The more than \$400 million in funding we anticipate receiving will provide Boston Public Schools (BPS) with additional funding to address some of the long-standing challenges we - Team BPS and our community - have together identified as priorities. We heard loud and clear during our extensive community engagement process that while we are fortunate to access increased funding in our BPS budget over the years, we still have a lot of work to do to ensure all students are able to access high quality instruction in a safe and welcoming environment in every neighborhood.

This plan outlines the opportunities we created to gather your feedback and recommendations and how we are planning to allocate the funding to schools to increase equitable outcomes for students. We are still looking for your feedback and will continue to offer ways to share your recommendations. More information on how to stay engaged follows in the Executive Summary and the remainder of the plan.

Throughout this whole process, Boston Public Schools (BPS) has been committed to hearing directly from the community that will most benefit from the funding. We started by meeting with a group of teachers and staff who developed a report summarizing the Wiki Wisdom page we opened earlier this year. [The report included advice gathered from more than 200 contributors.](#)

We held 33 [community meetings and heard from more than 1,200 stakeholders](#) from across the City. We met with students, educators, parent groups, and community advocates. We organized sessions focused on students with disabilities and students in English learner programs. We offered translated materials and live interpretations for all meetings.

BPS reviewed several [reports and recommendations](#) compiled by organizations focused on educational effectiveness to learn strategies to maximize this one-time funding without setting ourselves up for a funding cliff when the resources are all allocated.



I am also grateful to the members of the [Commission](#) who joined us for six public meetings. The Commission is composed of students, families, staff and leading experts in education, business, and civic engagement. The Commission was appointed as an additional voice to advise us on the best way to invest the funding. Chief of Accountability Eva Mitchell presented an overview at a [School Committee meeting](#).

This intentional process of soliciting feedback was important as we formed our priorities from our community and partners. As you will read in the following pages, direct funding for schools was a top priority. Schools have multiple opportunities to access the resources through direct investments and through investments managed by our district teams. Getting the funding closest to those who serve our children was a top priority.

We are committed to being good stewards of this historic funding and we are also committed to full transparency on how we spend all of these funds and the investment results we desire. I look forward to continuing to engage with all of you so that we have a strong recovery and provide our students with the boost, care and learning environments they deserve and need.

This is a multi-year process and combined with the School Committee's priorities, our Strategic Plan, our facilities master plan, and our budget provide the outlook for the work ahead. Taken together, we will continue identifying the challenges, building the solutions, and targeting resources to close opportunity and achievement gaps.

In partnership,

Brenda Cassellius  
Superintendent, Boston Public Schools





## EXECUTIVE SUMMARY

The Elementary and Secondary Schools Emergency Relief (ESSER) funding presents an unparalleled opportunity to support the students of Boston as we Return, Recover, and Reimagine our education system. Boston Public Schools (BPS) approached the work with equity at the center and brought in as many community voices as possible to shape our investments.

This draft plan, released July 9, 2021, outlines the BPS investment strategy for ESSER II funds, which total approximately \$123 million. A final plan for ESSER II funds will be issued in August, after the public comment period ends on July 30. Additional plans will be shared as more funding is allocated over the coming months and years.

The framework for our investment of all federal relief funds is focused on ensuring we can Return to in-person learning, Recover lost learning and wellness, and Reimagine a new BPS for all students.

For the recommendations here, all funding will be utilized to support stronger student outcomes. A full 50% of the ESSER II funds are going directly to schools to be deployed in a manner that directly reflects their individual needs. Another 30% will be deployed through our central office departments as investments in schools, covering items that are needed across all schools and better allowing for schools to focus their specific funds on their specific needs. The final 20% is tentatively allocated for cross-school innovation and community partnerships. More information will be available about those funding categories in our fall 2021 ESSER plan.

BPS is approaching the utilization of ESSER funds in phases. Details on each are shared on the following pages.

**ESSER I - Return safely to in-person learning: \$55 Million<sup>1</sup>**

**ESSER II - Recover lost learning and wellness: \$123 Million**

**ESSER III - Reimagine BPS for a sustained strong and equitable system: \$276 Million**

These additional and one-time funds will be allocated to address some of the longstanding and systemic challenges experienced across our schools and are part of a larger strategy to increase support for students, focus more intently on high quality instruction across all grades and schools, and transform school buildings into more welcoming environments that improve the student experience.



We welcome continued engagement with our community and hope to hear what you think about this plan. Please take the opportunity to provide feedback through the [public comment process](#), which will be open through July 30, 2021.

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<sup>1</sup> The BPS ESSER I award was \$32.3M and the City of Boston CARES allocation to BPS was \$23.2M, totaling \$55M.



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## OVERVIEW

In response to the COVID-19 pandemic, The United States Department of Education (US DOE) acted quickly to provide financial support to school systems across the country. Congress set aside approximately \$13.2 billion of the \$30.75 billion allotted to the Education Stabilization Fund through the Coronavirus Aid Relief and Economic Security (CARES) Act for the Elementary and Secondary School Emergency Relief Fund (ESSER Fund). Signed into law on March 20, 2021, the Department awarded these grants to State educational agencies to provide local educational agencies (LEAs), including charter schools that are LEAs, with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the nation.<sup>2</sup> ESSER funds are being distributed to school systems in three rounds: ESSER I, ESSER II, and ESSER III.

## Funding Rounds

The investments made in our schools as a result of the COVID-19 pandemic are unprecedented and present an incredible opportunity to Return, Recover, and Reimagine. In Boston, we plan to use these funds not just to support a strong return to in-person schooling, but to think broadly about how we might reimagine the experience of education and show our value of equity in practice. Three rounds of Elementary and Secondary Schools Emergency Relief (ESSER) funding will result in Boston Public Schools receiving

approximately \$400 million to benefit the children of Boston. As a school district serving over 52,000 students, it is imperative that the process for allocating funds is driven by our community with equity at the core.



ESSER I funding (also known as the CARES Act), totaling \$32.3 million, was received in two rounds during 2020 and has been fully spent with a sharp focus on returning to in-person learning. The BPS ESSER I award was supplemented by the City of Boston CARES allocation to BPS of \$23.2 million, totaling \$55 million. The funds were spent primarily on needed resources to support our students through the pandemic such as Personal Protective Equipment (PPE), improvements to air quality and air temperature systems in school buildings, repairs to windows, instructional technology for distance

learning and summer programming. The decisions on how to use the funds were made in partnership with schools and communities, based on school building quality and required infrastructure improvements.

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<sup>2</sup> <https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/>



High-level, the ESSER I funding was used in the following categories:

- ~\$20 million on Health and Safety
- ~\$15 million on Food and Nutrition Services
- ~\$10 million on Expanded Summer Learning and Academic Supports
- ~\$5 million on Special Education Assessments and Compensatory Services
- ~\$4 million on Distance Learning and Technology
- ~\$1 million on Family and Student Engagement and Support

ESSER II funding (also known as Coronavirus Response and Relief Supplemental Appropriations Act or CRRSA), totaling approximately \$123M and ESSER III funding (also known as the American Rescue Plan Act or ARP), totaling approximately \$276 million, have not yet been received from the state. The district will apply for ESSER II funds by July 30, 2021, and once awarded, the funds must be spent by September 30, 2023. The Boston Public Schools team will submit a preliminary budget to the Massachusetts Department of Elementary and Secondary Education (MA DESE) to apply for our local funds in July, 2021. As we continue to gather input from our community stakeholders, school teams, and central office divisions, we will hone our budget and allocations during July. The BPS team will submit a refined budget proposal for the ESSER II funds that incorporates the extensive feedback gathered from our community.

ESSER III funds will be applied for by October 4, 2021 and can be spent by the local education agencies that receive the funding by November 30, 2024.

	ESSER I	ESSER II	ESSER III
Act Name	CARES Act	CRRSA Act	ARP Act
BPS Amount	\$55 million	\$123 million	\$276 million
Receive Funds	Spring 2020	Fall 2021	Spring 2022
Deadline to Spend	September 2022	September 2023	September 2024

The district aims to be intentional about spending in each phase of the process, allowing for sufficient time for robust community engagement and to ensure alignment between district and school plans. BPS will be continuing to hold forums and opportunities for feedback as we learn throughout this process over the coming years.

**ESSER I - Return safely to in-person learning: \$55 Million<sup>3</sup>**

**ESSER II - Recover lost learning and wellness: \$123 Million**

**ESSER III - Reimagine BPS for a sustained strong and equitable system: \$276 Million**

<sup>3</sup> The BPS ESSER I award was \$32.3M and the City of Boston CARES allocation to BPS was \$23.2M, totaling \$55M.



## Pathway TO A BETTER BPS

### VALUES

"JUICE": JOY, UNITY, INCLUSION,  
COLLABORATION, AND EQUITY

### MISSION

EVERY CHILD IN EVERY CLASSROOM IN EVERY  
SCHOOL GETS WHAT THEY NEED.

### VISION

A NATION-LEADING, STUDENT-CENTERED  
PUBLIC SCHOOL DISTRICT PROVIDING  
AN EQUITABLE, AND EXCELLENT, WELL-  
ROUNDED EDUCATION, THAT PREPARES  
EVERY STUDENT FOR SUCCESS IN COLLEGE,  
CAREER, AND LIFE.

### *Theory of action*

**IF** we give every student what they need,  
earn the trust and true partnership  
of families, community members,  
and stakeholders through authentic  
engagement and shared leadership,  
deliver excellent service to students  
and families, and provide educators and  
staff with professional development and  
clear expectations...

**THEN** we will become a high-performing,  
nation-leading district that closes gaps and  
improves life outcomes for each student.

## Timeline

The initial thinking around how to allocate ESSER funds is rooted in the deep engagement that Dr. Cassellius led our city through when she joined the BPS team in fall 2019. The extensive community listening tour at every one of our schools informed our [2020-2025 Strategic Plan](#). As a district team, we are rooted in our values, mission, vision, and theory of change.

The six commitments the district made in that report have served as anchors and informed our approach to recovery from the pandemic. Those six commitments are:

1. **Eliminate Opportunity & Achievement Gaps** - equitable and excellent student outcomes
2. **Accelerate Learning** - high quality schools and joyful classrooms district wide
3. **Amplify All Voices** - shared decision-making, partnerships, and mutual accountability
4. **Expand Opportunity** - fair and equitable funding and welcoming environments
5. **Cultivate Trust** - caring and competent staff that reflect our students and are focused on service
6. **Activate Partnerships** - expand learning beyond the classroom and connect the community to the classroom





During the spring and summer of 2020, the district developed a [Reopening Plan](#) and engaged the community regularly to gather ideas and perspectives to inform our return to school for 2020-2021. Under Dr. Cassellius's leadership, our community engagement meetings centered more firmly around equity, and we launched the Community Equity Roundtable and School Equity Roundtables to provide regular opportunities to discuss policies and practices in our system that were contributing to opportunity gaps. This was particularly important as our country and our community faced the dual pandemics of COVID-19 and racism.

This productive engagement led to our launch of the Return, Recover, and Reimagine framework in spring of 2021. This framework helped us to organize priorities and shape our strategy for an even stronger return to school for 2021-2022. On May 13, the ESSER Commission was formed and the district began a new series of community engagement opportunities to gather feedback on how the district should most equitably and effectively allocate the ESSER funds.

At this moment in July 2021, we are releasing this first draft of the ESSER plan to share the findings and process to date. We intend for this document to continue to develop over the coming months as we incorporate developing ideas from educators, community members, students, families, school leaders, and district leadership. There will be an [open public comment period](#) through July 30 and we welcome your feedback and ideas about the current version of the plans.



## Approach

The framework for our investment of all federal relief funds is focused on ensuring we can Return to in-person learning, Recover lost learning and wellness, and Reimagine a new BPS for all students: in brief, Return, Recover, and Reimagine.

BPS is approaching the utilization of ESSER funds in phases, which are aligned to the three rounds of ESSER funding. ESSER I funding (\$55 million) was focused on supporting our students to return safely to school through investments like facility upgrades, personal protective equipment, and technology for distance learning. ESSER II funding (\$123 million) is focused on supporting students to recover lost learning and build relationships through investments in academics, social-emotional wellness, and operations. ESSER III funding (\$276 million) will be focused on reimagining BPS for a sustained strong and equitable system.

## Engagement

In May of 2021, BPS launched into a rapid process to gather as much community feedback as possible. The Boston Public Schools team assembled a team within the Division of Accountability, led by Chief of Accountability Eva Mitchell, to manage the process for gathering stakeholder input, managing the central office and school-based application processes, and creating strategy. The driving factors for this ESSER team were keeping equity at the center of all our decisions and processes through robust use of the Racial Equity Planning Tool, searching for evidence-based practices that we had confidence would positively impact our



students, and incorporating the rich diversity of our BPS students, families, and community members. The natural first step in the process was a robust community engagement process.

## Racial Equity Planning Tool

The Racial Equity Planning Tool has been an integral part of the ESSER project. Our desired results and outcomes come from our BPS Mission and Vision: we are driven to close opportunity and achievement gaps through strategic investment of the ESSER funds. Data analysis has been a part of almost every meeting where we discuss the usage of ESSER funds. Student achievement data on standardized assessments disaggregated by race and focus student populations (students with disabilities, former and current English learners, and those who are economically disadvantaged) is always a baseline. Additional data analysis included the family needs survey from April 2020, post-secondary college enrollment data, attendance data, course failure data, data on the perception of remote learning from fall 2020, and interest in a virtual school option, among many others. Those data sources were presented at the [ESSER Commission's second meeting on May 27, 2021](#).

Stakeholder engagement has been a key part of our strategy from the beginning of the project. The engagement section of this plan outlines the many meetings held to engage our diverse BPS stakeholders, including students, families, educators, community partners, school leaders, and so many others. Their perspectives on potential investments and ensuring equitable allocations that lead to impact have had a significant influence on the developing plan. We are currently at step 4: Strategies for Racial Equity, where the Superintendent and the ESSER team are taking in all this robust feedback to inform the timeline, allocation formulas, and investments in the most equitable manner possible.

The [Equity Impact Statement](#) from the School Committee on June 30, 2021 summarizes our progress through the Racial Equity Planning Tool process. The [ESSER School Committee presentation](#) on June 30, 2021 provides additional context.

### Racial Equity Planning Tool Steps





## Evidence-Based Investments

This unprecedented funding opportunity requires discipline to ensure that we make investments in things that will positively impact our students, academically and holistically. As we determine what to invest in, the ESSER team and our community partners have worked hard to find as many examples of evidence-based practices as possible to make available to our schools and district teams. It's critical that we make investments in practices and interventions that have shown significant student impact. District office teams and schools will be provided a rich database of research that they can use to inform funding decisions. Taking the time to carefully consider what will lead to the most impact for our students is a key step in the long-term impact of these federal dollars.

## Impact Measurement

Each investment made will have a defined impact measure where we expect to see change due to the new practice, intervention, or support. The impact measures will be quantitative and qualitative and as closely linked to the intervention as possible. Capturing data and reflecting on what is working and not working about our investments will guide us to continuously learn and course-correct as needed to ensure the maximum positive benefit for our students.

Big picture, BPS plans to track impact on high-level metrics where we know the pandemic had a negative effect. Impact measures will be aligned to progress metrics identified in the BPS strategic plan, and all reporting will be disaggregated by major student groups, such as race/ethnicity, English learner status, and disability status. If needed, additional measures aligned to our student impact goals for ESSER funding will be added, which will continue to develop this summer through continued community and school engagement. We will look for improvement over the next three years as the investments across all categories are implemented.

## Accountability, Sustainability, and Risk Management

First, we are putting in place systems of accountability. We have established a supportive evidence-base as the foundation, designed a rigorous review process, set expectations for concrete work plans with progress metrics, and have identified clear outcomes that we will monitor and report to the public. This Plan, Do, Study, Act (PDSA) cycle is central to our overall effectiveness as a learning organization.

Second, planning for sustainability has already begun. All proposals have identified any potential outgoing costs, which is factored into decision-making. We will use the evaluations of ESSER funded activities to revisit, reassess, and reimagine how we spend all of our financial and other resources. Thoughtful planning around sustainability will enable us to reimagine funding assumptions.

Finally, we are instituting a risk management unit to ensure technical compliance and optimal practices for asset management, auditing, and controls. This is a critical step in order to ensure that every ESSER dollar invested has a meaningful positive impact for our students. The new Risk Management team will keep a close eye on our progress toward that goal.



## ENGAGEMENT

Throughout every stage of the process, BPS has sought deep engagement with stakeholders with diverse perspectives across our system. Our engagement team has captured testimony from parents, teachers, leaders of community partner organizations, elected and appointed officials, and many other groups. This feedback has been captured and synthesized in a comprehensive manner in order to ensure the guidance and process created respects the needs and interests of as many of our community members as possible. BPS will continue to provide opportunities for input and feedback at each stage of the process in the coming years.

### Engagement with the BPS Community

Superintendent Cassellius has launched a public engagement process to hear from students, families, educators, staff, and community members on the best way to invest federal relief funds. The [BPS 2021 Federal Relief Funding website page](#) has information about public hearings and the ESSER Commission, which the Superintendent initiated to provide additional guidance based on Commission members' experience working in the Boston community. There are multiple opportunities for members of the public to share their feedback that have been provided already and there will be more scheduled in the future. Additionally, there will be a review and comment period in July 2021 for our community to contribute to the planning process.

### ESSER Commission

The ESSER Commission was created in order to elevate the voices of representatives from key stakeholder groups across the district. This group of thirty-three established community members met biweekly or weekly in May, June, and July to discuss proposals about the creation of the ESSER plans. These leaders reflect the rich diversity of our BPS community: representing students, parents/families, community partner organizations, City of Boston staff, BPS Task Forces, higher education partners, BPS principals, the Private Industry Council (PIC), philanthropic partners, the School Committee, faith-based partners, the Boston Teachers Union (BTU), and the business community. All these stakeholders share a fierce commitment to equity and the students of Boston Public Schools.

Meetings were held virtually via Zoom and open to members of the public to observe. Following each meeting, there was an opportunity for public comment. The meeting materials (slides and/or recordings) are posted on the [BPS ESSER Commission website page](#).

### ESSER Commission Meetings

- Thursday, May 13, 5:00 pm - Feedback on guardrails framework
- Thursday, May 27, 5:00 pm - Deeper feedback on guardrails: allotments & focus areas
- Thursday, June 10, 5:00 pm - Elevating collective voice and providing written feedback on refined proposals for guardrail 3 (allotments)
- Thursday, June 24, 5:00 pm - Feedback on proposed models for school allotments
- Thursday, July 1, 5:00 pm - Feedback on central office investment strategy
- Thursday, July 8, 5:00 pm - Feedback on the ESSER plan and proposed district-wide investments



A complete list of ESSER Commission Members is listed in the Acknowledgements section. We are incredibly grateful for the time and expertise of the members of our ESSER Commission. Each member of the Commission contributed feedback and ideas from their unique perspectives that shaped the development of ESSER proposals.

## Community Engagement Meetings

The BPS community has been invited to participate in many sessions to make space for voices from every part of our community. Meeting materials (slides and/or recordings) are posted on the [BPS Community Engagement website page](#). In addition to these open community meetings, there have been dozens of feedback meetings with stakeholders from across the BPS community. The BPS ESSER team has also reviewed hundreds of emails and submitted written feedback from across the city. We have heard from more than 1,200 stakeholders across these engagements. All these perspectives have influenced and strengthened our proposals for ESSER spending and helped our work stay focused on student outcomes.

### Community Meetings

- May 13, 2021 - English Learner Task Force\*
- May 17, 2021 - District English Learner Advisory Committee, 27 Attendees
- May 21, 2021 - Superintendent's Executive Student Cabinet, 10 Attendees
- May 24, 2021 - Superintendent Quarterly Parent Leaders Meeting, 56 Attendees
- May 26, 2021 - Parent Group Meeting, 99 Attendees
- May 26, 2021 - District Wellness Task Force\*
- June 3, 2021 - Parent Group Meeting including the Special Education Parent Advisory Council (SpEdPAC), District English Learners Advisory Committee (DELAC), and City-Wide Parent Council (CPC), 277 Attendees
- June 14, 2021- Boston Teachers Union Meeting, 15 Attendees
- June 15, 2021 - Public Community Meeting, 177 Attendees
- June 17, 2021 - Community Engagement and Advisory Council, 8 Attendees
- June 23, 2021 - Public Community Meeting, 45 Attendees
- June 24, 2021 - BPS Partners Meeting, 55 Attendees
- June 29, 2021 - Opportunity Gaps Task Force\*
- June 29, 2021 - Public Community Meeting, 150 Attendees
- July 6, 2021 - Public Community Meeting, 10 Attendees

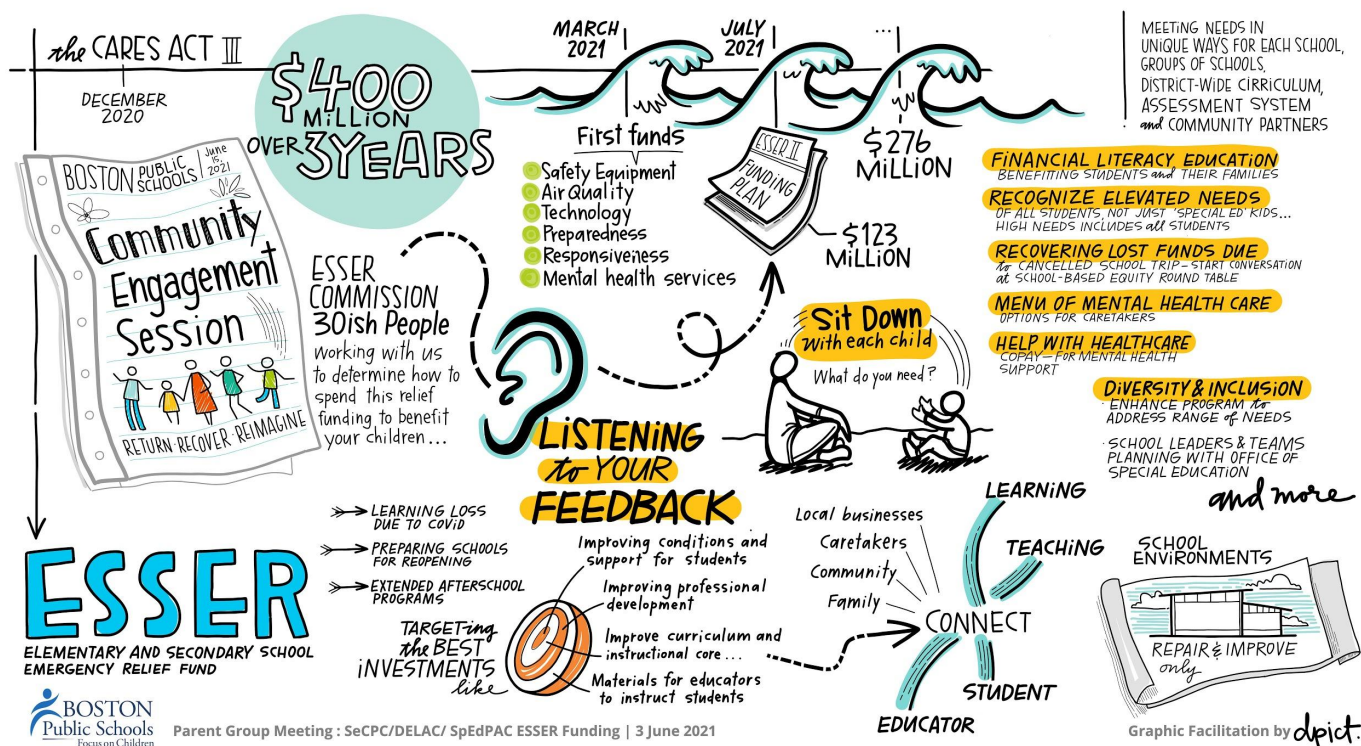
\*Please note that Task Forces are called for by the School Committee and their gatherings are subject to Open Meeting law; therefore, a specific number of attendees is not reported below.

1200+  
Stakeholders





The visual notes below were created by [dpict](#) to illustrate the June 3 meeting notes including perspectives from members of SpEdPAC, DELAC, and the CPC.





## Educator Feedback: WikiWisdom Report

Following a year of living through the COVID-19 pandemic and its upending of much of what school has looked like, leaders of Boston Public Schools and Boston Teachers Union reached out to their staff/members to gain insight into how the district might best reimagine its schools moving forward.

**Based on your experience with BPS, and especially this past year, we are looking for your ideas to reimagining what school could be. If there were no bounds, what would the ideal learning experience be like for our students?**

In response, 201 members of the BPS education community joined a unique online conversation, the Boston Public Schools WikiWisdom Forum, between February 25, 2021 and March 2, 2021, and posted 113 ideas, 179 comments engaging with the question: Based on your experience with BPS, and especially this past year, we are looking for your ideas to reimagining what school could be. If there were no bounds, what would the ideal learning experience be like for our students?

Ten of the most highly engaged members of this forum accepted an invitation to join Phase II of the project as BPS Thought Leaders. Building on the online conversation, the ten Thought Leaders honed the posted ideas and developed seven recommendations and forty proposed solutions included in a report, which they presented to BPS and BTU Leadership on May 3, 2021.

The seven recommendations, which each have proposed solutions, were:

1. Make facility improvements, building updates, and maintenance a priority.
2. Increase school support staff, especially post-COVID.
3. Explore ways to continue to engage with families and students remotely and leverage technology in the classroom.
4. Expand access to resources throughout the district.
5. Rethink assessment and grading models, and provide curriculum consistency.
6. Improve diversity and representation in BPS.
7. Solicit and incorporate more feedback from stakeholders throughout the year.

The full report, [Re-imagining Boston Public Schools: A WikiWisdom Report](#), can be viewed on the BPS website.

## Family Needs Survey

In spring 2021, BPS wanted to gather feedback from families about their experience during the pandemic school year to inform the supports we put in place for the upcoming year. The survey of BPS families asked questions about Family-School Communication, Cultural Awareness and Action, Overall Perceptions of School, and School Outreach. Students and teachers were also surveyed about academic and school climate/culture. The survey launched 5/24/2021, administered via Panorama in 10 languages, and closed on 6/18/2021. Families received the survey via emails, texts, and on the BPS website. Brandeis University is performing an analysis of the qualitative data, which is expected in mid-July.



One survey question asked, "How concerned are you with your child's (Academic, Social-Emotional, Behavioral, Physical Health, Peer Relationships, Relationships with Adults) right now?" Overall, 28% of families on average indicated they were Somewhat concerned, Quite concerned, or Extremely concerned about their child.

Family Survey: % Concerned Parents by Race/Ethnicity

Overall, 28% of families on average indicated they were Somewhat concerned, Quite concerned, or Extremely concerned about their child.			
Asian	Black	Latinx	White
41%	29%	24%	26%

Family Survey: Student Needs (% Somewhat/Quite/ Extremely Concerned) by Race/Ethnicity

	Academic Growth	Social-Emotional Well-being	Peer Relationships	Behavior	Physical Health	Relationships with Adults
Overall	41%	38%	25%	24%	22%	18%
Asian	52%	49%	37%	38%	38%	33%
Black	44%	37%	26%	25%	22%	19%
Latinx	37%	32%	19%	22%	22%	14%
White	38%	40%	27%	21%	16%	13%

This data reflects 11,987 responses, representing 26% of BPS families. White families responded at higher rates, but the vast majority of survey responses are from non-white respondents (79% of responses). Substantially more non-English speaking families completed this spring survey, increasing from 20% of respondents in the fall to 31% in the spring.





## Engagement with School Communities

School-level engagement is a critical component of successful allocation of ESSER funding. Educators, school teams, and families are the stakeholders who are closest to our students and therefore, they should have significant input as to how the funding is spent. In addition to district-level engagement of our entire community, schools are expected to engage their specific community to make the best local decisions possible.

In order to solicit that robust community input, each school will hold a series of Equity Roundtables. Equity Roundtables are conversations amongst a group of stakeholders that reflect the racial, ethnic, linguistic, and socio-economic diversity of the school community. The purpose is to communicate with stakeholders about how BPS, and in this case also individual schools, are prioritizing equity with resource distribution. In addition, it is to gather ideas from stakeholders on how the school team might make adjustments or improvements to proposed plans. Lastly, it is an opportunity to hear from external stakeholders about how they may be able to support the proposed initiatives. The ultimate goal of the Equity Roundtables is to eliminate opportunity gaps, achievement gaps, and barriers for Boston Public School students as we work to expand opportunities for the most marginalized.

So far, 73% of schools have conducted at least one [Equity Roundtable in May or June](#) of 2021 to identify equitable ways to return, recover and reimagine at the district and school level. The desired outcomes are to inform the district federal relief fund application to DESE that will be submitted in July 2021 and the school plan for ESSER II funding, which is expected to be received in fall 2021. As a next step from this meeting, school teams will submit proposals detailing their plans for spending their ESSER allocation. The submission window is open until Oct. 1, 2021. School proposals will be reviewed by the district in three rounds until October in order to ensure that spending at the school level supplements district investments made centrally for all schools and is targeted for high impact on students.



Looking ahead, schools will all hold another Equity Roundtable in September or October 2021, when there is additional information about the BPS ESSER II grant application and priorities for school spending have been reviewed over the summer. School teams will receive feedback on the “final” school plan, with a focus on leveraging new opportunities afforded by ESSER. The desired outcome will be to refine school requests for using funding to support equitable recovery and reimagining how we might better support students, families and the staff who serve them.



## Engagement with Students

Students are at the center of all the work we do as a district. In every conversation about ESSER funding, the BPS team maintains a sharp focus on the impact that these dollars will have for students and what outcomes will be improved for them as a result of ESSER investments. Every dollar spent using ESSER funds must be to support stronger student outcomes. We invite students to the table as active participants in the discussion about how this funding can be most impactful to their experience of school.

To date, we have engaged the Boston Student Advisory Committee (BSAC) and the Superintendent's Student Cabinet in several meetings to provide feedback and share their views on ESSER priorities. BSAC includes a representative from every school and provides insight into the perspectives of students across our varied secondary school settings. The Superintendent's Cabinet provides insight and feedback on policy and practices at the district level. The feedback from these established student groups has helped set the strategy for ESSER investments. There are also two student representatives on the ESSER Commission.

The Return, Recover & Reimagine Student Commission will be kicking off on July 22 as a group who will provide feedback and vision to the district on a consistent basis as we make funding decisions. During these meetings, students will be asked to provide recommendations on how they envision ESSER funds being used across the district, specifically in school buildings and throughout the community. Student Commission members will be acting as agents of change, amplifying the voices of all Boston Public School Students. The Student Commission is a group open to all sophomores, juniors, and seniors at BPS, regardless of their academic standing. [Applications](#) will close on July 19 at 9:30am and 10-15 students will be invited to join the Commission on July 20. These student voices will be an important anchor as we cement ESSER II investments and begin thinking big about ESSER III funds and how we might reimagine Boston Public Schools.







## GUARDRAILS

In order to plan for how to responsibly use ESSER funding, BPS outlined four guardrails to guide the work.

1. Federal and State Guidance
2. BPS Guidance
3. Framework for Allocations to Schools
4. Six Focus Areas



### Federal and State Guidance

The first guardrails for spending come directly from the federal and state government. Guidance from the federal government outlines what type of expenses are allowable for each of the three ESSER funding packages. For example, 5% of ESSER III funds must be used for the implementation of evidence-based interventions aimed specifically at addressing learning loss, such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year programs. A full list of the federal guidance for each ESSER fund can be found on the [United States Department of Education website](#). Additional state guidance from the Massachusetts Department of Elementary and Secondary Education (MA DESE) was layered on to the federal guidance with additional restrictions. For example, at least \$10,000 of ESSER II funds must be spent on mental health supports. A full list of the state guidance for each ESSER fund can be found on the [MA DESE website](#).

### BPS Guidance

The Boston Public Schools developed an ESSER team to focus specifically on the financial management of the ESSER funds. This ESSER team works to synthesize the inputs from all the stakeholder engagement, manage the process to review funding requests and make allocations, then monitor the implementation and impact of the dollars. The BPS ESSER team collaborates with the ESSER Commission, a diverse group of stakeholders who meet regularly to weigh in on ESSER decisions. In collaboration with district leaders, school principals, and school communities, a set of initial BPS guardrails were proposed to guide our strategy for investments.

- Ensure allocations are in alignment with the BPS Strategic Plan
- Allocate funds to return and recovery committed costs such as for remote learning and compensatory services
- Allocate funds toward innovation and reimagining current systems and practices
- Allocate funds toward accountability, monitoring, and increasing impact of the investments
- Allocate funds to BPS infrastructure to provide necessary infrastructure supports to enable other allocations to be of the highest impact



## Allocation Strategy

The strategy for allocation of funds was based in deep community engagement. Stakeholders expressed that investing directly in schools was a high priority. Consequently, the process for making allocations is driven by equity and engagement so the people closest to our students - their teachers, families, and school communities - can significantly impact how the money is spent to benefit their communities.

The ESSER II funding allocations will be divided into the following categories:

- **50% School Plan Investments:** Schools will develop proposals collaboratively with their communities and submit requests that fit into the guardrails and meet the needs of the students in their buildings. Schools will submit their final proposals by October 1, 2021 and each school will have a summary for how it plans to use the funds that will be accessible to students, families, and the larger Boston Community.
- **30% Strategic District-Wide Investments:** District-wide investments aim to ensure equity across schools and much of this funding will be invested directly in schools. The goal of these funds is to ensure we have the infrastructure to enable excellence across all schools. The spending will fall into three buckets: Academics, Social-Emotional Wellness, and Operations.
- **20% Forthcoming Investments:** In addition to the investments in Academics, Social-Emotional Wellness, and operations, we anticipate making investments in two additional categories: Cross-School Innovations and Community. These two areas of investment are still under development and more information will be available in the fall 2021.





## Focus Areas

The district has developed a framework to drive investments in key categories that are aligned to the Strategic Plan and expected to have a high return on investments for our students. The focus areas are designed with our students at the center, focusing on what they need in order to thrive.



Based on feedback from the broader BPS Community to date and alignment with the Strategic Plan, there are six areas that will be the focus of investments to Recover and Reimagine. These six areas are:

- **Strengthen the Instructional Core:** At the center of the model are students, teachers, and content. This framework focuses on the student and what supports they need to be successful. This can include access to curriculum, social-emotional support, individualized supports, and Multi-Tiered Systems of Support (MTSS). Because of the demographics of students in BPS, it is critical to provide a specific focus on students with disabilities and students who are learning English as we strengthen the instructional core.



- **Inclusion:** Special attention will be devoted to supporting students with disabilities and fostering their development in the least restrictive environment. Students with disabilities in inclusion classrooms perform better academically, are more engaged in their classrooms, receive higher-quality Individualized Education Plans (IEPs), have higher attendance rates, and are more likely to go to college or gain employment after high school (Grindal, 2016; Hunt, 1992; Hunt, 1994; Wagner, 2006; Waldron, 2001).
- **Bilingual Learning:** Students who are learning English require supports for language access that build on the cultural and linguistic assets they bring to the classroom and support their development in appropriate and sustaining settings. Bilingualism is associated with flexible thinking skills, executive functioning skills, cross-cultural understanding, and positive identity development (Langeloo, 2019; Leeman, 2015).
- **High Quality Pathways:** Students benefit from predictable pathways that provide continuity and coherence from Pre-Kindergarten through Post-Secondary. High-quality early learning experiences are associated with school success, college enrollment, and civic participation (Weiland, 2013; Weiland, 2019; Gray-Lobe et al., 2021). As students progress through their education, high-quality pathways are critical at each transition point. As students prepare for graduation in their high school years, robust college and career pathway programs are critical to students' long-term success (Oakes, 2008; Morgan, 2018; Ozuna Allen, 2018).
- **Equitable Access:** All students deserve access to opportunities that support their academic, social-emotional, and holistic growth. BPS will focus on ensuring all students have access to rigorous content as well as enrichment programs and creative spaces such as arts programs, outdoor learning, and athletics. Participation in arts programming is correlated with benefits related to tolerance, empathy, and critical thinking (Kisida, 2014; Lichtenberg, 2008). Physical activity in childhood is associated with both academic and health benefits, including better concentration, healthier bones, fewer mental health concerns, and the prevention of chronic diseases (Grissom, 2005; Physical Activity Guidelines Advisory Committee, 2018). Students of color, English learners, students with disabilities, and economically disadvantaged students have inequitable access to enrichment opportunities.
- **School Environments:** ESSER funding will be used to invest in our physical buildings to provide access to improved learning environments such as science labs, space for arts programming, flexible learning labs, libraries and other physical needs for schools.
- **Community:** There are many partner organizations and individuals who work to support our students within and beyond the school day. BPS seeks to integrate investments with the services provided by others in our community to best support our shared students. When schools partner with families in meaningful ways, students are more likely to graduate, have higher attendance rates, express more positive attitudes about learning, and perform better in school (Auerbach, 2010; Baquedano-López, 2013; Dearing, 2008; Epstein, 2002; Kuperminc, 2008; Leo, 2019; Marshall, 2006; Smith, 2019).

Applicants from BPS central office divisions and school-based funding requests will identify an aligned Focus Area for their proposal. The ESSER team will select and align investments within a given area to create a coherent approach for each one.



## Research Base

Investments across the focus areas will be driven by evidence-based activities, strategies, and interventions. Studies that demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes were prioritized for investments.

The BPS Division of Accountability commissioned the Rennie Center for Education Research & Policy to produce an analysis that would summarize recent local evaluations of Boston Public Schools that pertain to the seven focus areas. The report, published June 2021, was a [comprehensive analysis](#) of more than 50 reports focused on BPS. Each report offers insights into the evidence base for focusing on these priority areas, current district strengths in each area, and opportunities for continued growth. Strengths and growth areas identified for BPS were compiled through review and synthesis of each of these reports. Any data or unique findings drawn from a specific report are cited in the text. For a complete account of all reviewed reports and studies, see the reference list on page 9 of the report.

In addition to the Rennie Center, BPS asked the Regional Educational Laboratory (REL) to compile a national review of research describing effective practice in each focus area, with an emphasis on meta-analyses and synopses of rigorous, validated studies.

Other guidance the BPS ESSER team referenced includes [ESSA Guidance Using Evidence to Strengthen Education Investments \(2016\)](#), the Council of Great City Schools' [ESSER Funds Optimization Guidance](#), the Massachusetts Department of Elementary and Secondary Education's [Acceleration Roadmap: Pathway to an Equitable Recovery - Leader Edition](#) & [Classroom Educator Edition \(2021\)](#), and the [Learning Recovery and Renewal Guide](#) from Attuned Education Partners and the Barr Foundation.





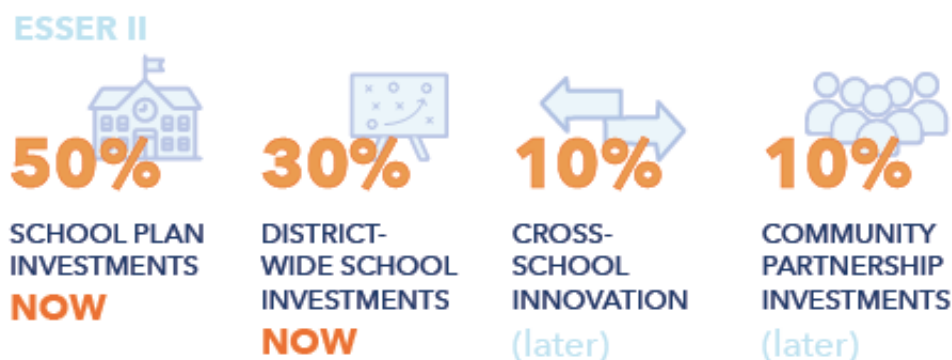
## INVESTMENTS

### Investment Timeline

Approximately \$55 million in ESSER I funds have already been spent to help return safely to in-person learning. At this stage of the process we are planning allocations *only* for ESSER II funds, totaling approximately \$123 million which we will use to help us recover from this pandemic. We heard from our community loud and clear: the majority of the funding should go directly to schools and there should be local decision-making at the school level. It's critical that educators, parents, and leaders - who are the closest to our students - are empowered to make decisions about what interventions and practices will be most beneficial for our students and schools.

The ESSER II funds will be allocated in the following categories:

- 50% School Plan Investments
- 30% District-Wide School Investments
- 20% to be determined depending on further review of Recovery needs in the fall, tentatively to be allocated to cross-school innovation and community partnerships



Our school leaders and stakeholders have expressed how important it is that we get the funding out as soon as possible in order to make investments that will be felt by our students as soon as this fall. We can't wait to provide the additional academic and social-emotional supports that our students need to return to school successfully and make strides toward success.

As a result, we have moved forward with determining both the school plan investments and the district-wide school investments at the same time on parallel paths this spring. The recommended district-wide school investments are outlined in the next section of the report. School leaders and teams have already begun engagement with their communities to determine shared priorities for school-based spending. The school application process will open in July 2021 and stay open on a rolling basis through October 2021.

The funding investments for the Cross-School Innovation and Community Partnerships are still in development. The district is seeking further collaboration with educators and community partners to shape how we will invest the dollars allocated in these two categories.



## School Investments

### Process

According to [Boston Public Schools Equity Analysis](#), the impact of COVID has hit certain subgroups of BPS students, families, and staff disproportionately. Black, Latinx, and Asian families, particularly immigrant families, more likely experienced unemployment and other income loss, leading to housing and food insecurity. Many students with disabilities and their families, and English learners and their families, communicated that remote learning was particularly challenging for them.

**This formula directs funding to students we believe have been disproportionately harmed by the pandemic: students receiving special education services, students receiving English learner supports, and students experiencing poverty.**

In addition, during community meetings, four All School Leader calls, two School Leader Cabinet meetings in May and June of 2021, we received feedback that it was critically important that school based funds were allocated based on need rather than equally across schools, and that schools receive funding as soon as possible. With the guidance of the ESSER Commission (which includes school leaders and a school superintendent representative), we determined a system for making an initial school allocation that awards funding based on the number of high need students in each school. This formula directs funding

to students we believe have been disproportionately harmed by the pandemic: students receiving special education services, students receiving English learner supports, and students experiencing poverty.

School Allocation Funding

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

This chart has been updated to reflect new per pupil amounts based on including schools that are not traditionally funded by WSF and taking out schools that will receive ESSER funding directly from DESE.

By starting with a total allocation estimate and looking at enrollment across the district, the budget team determined a per pupil amount for students who fall into each of the three categories named above. If a student falls into one of the categories (special education, English learner, or experiencing poverty), their school will be awarded \$813. If a student falls into two of the specified categories, their school will receive \$1,626 (\$813\*2). If a student falls into all three of the categories, their school will receive \$2,439 (\$813\*3). A school's allocation is the total of per pupil funding they receive for students in each of the three categories. In this way, funds will be allocated to schools where students have the highest needs using existing BPS data.



## Investments

[Initial school allocations](#) were finalized in early July. The following information and tools were shared with school leaders on July 8, 2021.

- To provide early access to funds to schools who need it immediately, we are providing a simplified Optional Early ESSER School Request Form. Schools may request funds for the first round for specific needs as early as July 9, 2021 through August 6, 2021.
- Schools will have more time to engage their communities and include feedback to leverage ESSER funds in more detailed plans that will be due no later than October 1. Schools will find their ESSER 2021-2022 school allocations linked above and also in the [ESSER School Guidance](#) document. The guidance also includes a checklist of next steps, an explanation of how funds were allocated, guardrails, and funding proposal instructions.
- Known district investments to be deployed to schools are included in the ESSER School Guidance.

Schools will be able to work with their communities to determine what investments they believe will be most beneficial to their student body and for their school community. Additional funding may come as a result of greater differentiated analysis (ex. weighted degrees of needs). Note: Horace Mann Charter Schools are not included in this list since they receive ESSER funding directly from DESE, and therefore would need to apply directly to DESE. To learn more about Horace Mann Charter Schools ESSER II and ESSER III allocations, please visit [DESE's website](#).



## District-Wide School Investments

### Process

The process for determining district-wide school investments was designed to ensure that decisions would benefit students in an equitable manner, address priorities and feedback from the community, and lead to student impact.

The first step in June 2021 was for the Superintendent's leadership team of division chiefs to complete a short form to preview what they believe will be critical ESSER investments. Those initial ideas were then strengthened by working across the division's departments to create a comprehensive proposal that is equitable, sustainable, and evidence-based. Guidance shared by the ESSER team supported teams to confirm that their proposed investments were allowable under the ESSER funding restrictions set out by the federal and state governments, as well as fitting into our local framework of focus areas. Division chiefs and department heads had the opportunity to participate in a strategy session with members of the ESSER team to make their applications as specific and robust as possible. During this stage of the process, stakeholder feedback trends from the community engagement meetings to date were shared with the central office teams to ensure that the investments were in alignment with what the community values most highly. As a result of the engagement, BPS decided to align the district-wide investments to the three buckets that DESE outlined:

- Academics Investments
- Social-Emotional Wellness Investments
- Operations Investments

As we gathered feedback from stakeholders, the BPS ESSER team decided that schools would not be expected to fund facility investments in order to prioritize our value of equity. For example, it's not fair to ask a school community to allocate some of their school-based funding to repair or renovate facilities issues like air filtration or air conditioning systems because the building they happen to be located in is not optimized for 21st-century learning. As a result of this decision, there are more district-wide school investments in school facilities and schools are able to prioritize their funding for academic and social-emotional investments focused on students directly.

After receiving all the district division submissions, the ESSER team reviewed the applications against a rubric to assess them as high, medium, or low on several key criteria:

- Demand on School Capacity
- Equity Focus
- Stakeholder Engagement
- Evidence Basis
- Financial Sustainability

After the application review, the division chiefs met with the Superintendent to assess how their team's proposed investments fit into the big picture and to make final funding decisions. The ESSER Investment District-Wide Options Workbook was used as a tool for visualization and analysis. Funding decisions for the



district priorities were made in June and July 2021; the next section outlines the investments for schools through district-wide funding.

## ESSER II Investment Areas

There were hundreds of proposals considered for district-wide investments. Department chairs developed ideas with their teams, influenced by conversations with stakeholders and feedback gathered in the spring months. The proposals were synthesized by the Division Chiefs and vetted against the rubric so only the ideas that were the most connected to student outcomes and cohesive district goals outlined in the strategic plan were accepted.

At the release of this draft plan, the BPS team is excited to share a list of expected district-wide investments for ESSER II funding. The investments outlined below in our three categories (Academics, Social-Emotional Wellness, and Operations) are not exhaustive. We invite and welcome community feedback on these initial areas of investment and we will continue to refine them over the coming public comment period before decisions are finalized. One impetus to release and define district-wide school investments is because they are a critical piece of information to inform school-based investments. Our hope is that this initial list of investments will help guide school communities toward the local decisions that will most benefit their students, on top of these district-wide investments that will benefit students in all schools across the district. More information will be provided about the investment amounts and implementation plans in future drafts of the ESSER plan.

### Instructional Core: Academic Investments

- Literacy & Science of Reading Investments
  - Provide Science of Reading Professional Development
  - Support schools to audit and vet current materials against criteria in order to move towards materials and instructional practices that are aligned with the Science of Reading, and that are culturally and linguistically responsive and affirming. This work will be supported by Instructional Coaches
  - Purchase curricular materials that are aligned to the Science of Reading materials, supported by City of Boston Funds
  - Apply a Universal Design for Learning (UDL) approach to Science of Reading; particular attention focused on the needs with students with disabilities and bilingual learners
  - Expand access to high quality texts and library experiences by purchasing books for classroom libraries or school libraries and expanding library programming
- Investments for Students who are Bilingual and/or English Learners
  - Provide high quality formative assessments for all English Learners
  - Develop or purchase dual language materials in Spanish, Cabo Verdean, Vietnamese, Chinese, Arabic, Haitian Creole, Vietnamese, and Somali to reflect the rich linguistic diversity of our students
  - Ethnic Studies Course Development
- Investments for Students with Disabilities
  - Address compliance issues immediately to accelerate progress on the needs of our students with disabilities, including expanding funding for compensatory services
  - Provide compensatory services



- Additional time for specialist services to assess and support student needs that have developed during the pandemic

## Instructional Core: Social-Emotional Wellness Investments

- Student Support Investments
  - Offer Mentoring & Tutoring
  - Provide social-emotional wellness supports to students and professional learning to staff, including placement of a full-time social worker at every school
  - Provide comprehensive health education and expanded access to Physical Education
  - Expand the Hub School model of providing comprehensive student supports
- Creating the conditions for a district-wide Multi-Tiered Systems of Support (MTSS)
- Family recovery and support

## School Environments: Operations Investments

- Access to clean water
- Access to safe transportation
- Improved temperature control through air conditioning systems
- Data loggers for dynamic monitoring of air quality and temperatures

## Proposed ESSER III Investments

The following investments for the next round of funding are proposed based on engagement to date and are not finalized. Just because something is included on the list below does not guarantee that it will be funded and if something is missing from the list, it does not indicate that it will not be funded. These are a sample of initial ideas based on feedback from the community. The BPS team welcomes [feedback](#) and ideas on this initial thinking for ESSER III investments. ESSER III engagement will kick off this summer and investments will be finalized by fall 2021. Here is a sample of the kinds of investment areas we are reviewing:

## Foundational Steps to Strengthen the Instructional Core

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

## English Language Learners

- Bilingual Education Investments
- Bilingual learner literacy supports - Seal of Biliteracy





- High quality assessment, monitoring, and intervention
- Dual Language Programs
- Bilingual Educator Pipeline

## Students with Disabilities

- Compensatory Services
- Expanding high quality inclusion
- Specialized materials for ABA, Dyslexia, and other specific programs
- Expanded Parent Supports and Communication

## High Quality Pathways

- Early childhood
- Increasing early access to guidance counseling
- MassCore
- College and Career Readiness
- Expanding dual enrollment

## Equitable Access

- Arts
- Athletics
- Excellence for All and AWC expanded access, rigor, opportunity
- Student enrichment etc.
- Increasing educator diversity, including linguistic
- Technology
- Monitoring, evaluation, and public transparency for equity
- Continuing School and Community Equity Roundtables

## School Environments

- Renew and expand libraries
- Science labs
- HVAC full systems if needed
- BuildBPS: Accelerating timelines and transparency
- Improving transportation services for high needs students

## Community

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



## NEXT STEPS: OUR COMMITMENT TO TRANSPARENCY

BPS wants our community members to be informed and confident in how we invest these one-time federal relief funds and continue to shape how we best use ESSER Funding to support our students. BPS will share updates on how the federal funding is allocated and how we measure success. We will post new information regularly on the website and via social media. Stay up to date at:

[bostonpublicschools.org/FederalReliefFunds21](https://bostonpublicschools.org/FederalReliefFunds21)

Throughout 2021, BPS will release updated versions of this ESSER Plan to incorporate feedback from stakeholders, update our community on progress, and invite engagement on many specific elements of the plan.

The public can share their [feedback](#) during defined public comment periods. The first opportunity to provide feedback will commence on the release date of this plan and end on July 30, 2021. Available feedback will be incorporated into our ESSER II grant proposal to the Massachusetts Department of Elementary and Secondary Education (MA DESE).





## ACKNOWLEDGEMENTS

### ESSER Commission

We have deep gratitude for the time and expertise of our ESSER Commission members. Their perspectives and rich feedback was pivotal to forming the best possible plan for spending ESSER funds. We have invited this group to continue to engage with us in the future of the ESSER work. A complete list of ESSER Commission Members and their professional associations is below.

- **Sam Acevedo**: Executive Director, Boston Higher Education Resource Center (HERC); Co-Chair, BPS Opportunity and Achievement Gaps (OAG) Task Force; Member, Greater Boston Latinos Network (GLBN);
- **Celina Barrios-Millner**: Director of Equity and Inclusion, Economic Development Office, City of Boston
- **Josie Colon**: Student, New Mission High School; Member, Boston Student Advisory Council (BSAC)
- **Rahn Dorsey**: Chair, Board of Trustees, Benjamin Franklin Institute of Technology (BFIT); Former Chief of Education, City of Boston
- **Pam Eddinger**: President, Bunker Hill Community College
- **Ivan Espinoza-Madrigal**: Executive Director, Lawyers for Civil Rights
- **Theresa Garcia de Quevedo**: Educator and Language Acquisition Team Facilitator (LATF), Mildred Ave School
- **Roxann Harvey**: Chair of the Boston Special Education Parent Advisory Council (SpEdPAC)
- **John Jackson**: President and CEO, Schott Foundation for Public Education
- **Karla Jenkins**: Principal, Higginson Inclusion School (K0-2)
- **Suzanne Lee**: Co-Chair, English Language Learner (ELL) Task Force
- **Margaret McKenna**: Chairwoman, Human Rights Commission, City of Boston
- **Xyra Mercer**: Student, Henderson K-12 Inclusion School; Member, Boston Student Advisory Council (BSAC)
- **Keith Motley**: Consultant President/CEO, Urban League Massachusetts; Former Chancellor, University of Massachusetts Boston (UMASS)
- **Lee Pelton**: President and CEO, The Boston Foundation; Former President, Emerson College
- **Paul Reville**: Professor of Practice of Educational Policy and Administration, Harvard Graduate School of Education
- **Ruby Reyes**: Director, Boston Education Justice Alliance (BEJA)
- **Nicol Riley**: Assistant Diversity and Inclusion Co-Chair, Citywide Parent Council (CPC) of the Boston Public Schools
- **Valerie Roberson**: President, Roxbury Community College
- **Jeri Robinson**: Chair, BPS School Committee
- **Jim Rooney**: President and CEO, Greater Boston Chamber of Commerce
- **Ayele Shakur**: CEO, BUILD; Co-Chair, BPS Opportunity and Achievement Gaps (OAG) Task Force



- **Chris Smith**: President and Executive Director, Boston After School and Beyond
- **Marcelo Suarez-Orozco**: Chancellor, University of Massachusetts Boston (UMASS)
- **Tanisha Sullivan**: President, Boston branch of the National Association for the Advancement of Colored People (NAACP)
- **Neil Sullivan**: Executive Director, Private Industry Council (PIC)
- **Jessica Tang**: President, Boston Teachers Union
- **Pastor Matt K Thompson**: Pastor, Jubilee Church Boston
- **Dania Vazquez**: Head of School, Margarita Muniz Academy
- **Grace Wai**: BPS School Superintendent & Executive Team Member
- **Lili Wu**: Member, BPS District English Learner Advisory Committee (DELAC)

## Research Partners

- The Rennie Center conducted a review of research studies conducted in Boston Public Schools aligned to the ESSER focus areas, and [summarized in a report linked on the BPS website](#). BPS would like to thank Annelise Eaton, Ellie Sanchez, Andrew Volkert, Chad d'Entremont, and Catherine Russo for their work on this project.
- Regional Educational Laboratory-Northeast & Islands (REL-NEI) conducted a scan of published research aligned to the ESSER focus areas and provided BPS with an annotated database of literature, enabling the team to ensure proposed investments were evidence-based and aligned to research. BPS would like to thank Jessica Bailey, Heather Lavigne, Andresse St. Rose, Emily Braham, and Anne Huntington for their contribution.
- The Race, Equity and Education Lab at Brandeis University is performing a qualitative analysis of responses received on the BPS Family Survey in spring 2021 to inform investment needs. BPS would like to thank Derron Wallace, Zora Haque, Jennifer LaFleur, DeBorah Ault, Lucca Raabe, Habiba Braimah, Charlotte Powley, and Ofa Ejaife for their analysis.



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