

SPECIAL REVENUE FUNDS: FEDERAL GRANTS

Title I

\$7,092,707

Title I Part A of the federal Elementary and Secondary Education Act provides financial assistance to districts and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. The priorities of Title I are to:

- Strengthen the core program in schools and provide academic and/or support services to low-achieving students at the preschool, elementary, middle, and high school levels.
- Provide evidence-based programs that enable participating students to achieve the learning standards of the state curriculum frameworks.
- Elevate the quality of instruction by providing eligible staff with substantial opportunities for professional development.
- Involve parents/guardians of participating public and private school children as active partners in their children's education at school through open, meaningful communication, training, and, as appropriate, inclusion in decision-making processes.

IDEA (Individuals with Disabilities Education Act)

\$4,119,028

IDEA grant funds are used for improving instruction to students with IEPs in a systemic way that supports larger district improvement initiatives. This year's grant funding will be used to strengthen inclusion/co-teaching for students with disabilities by implementing evidence-based co-teaching strategies that involve differentiating, scaffolding, providing accommodations, and modifying the core curriculum to ensure equitable access for all students. Both general and Special Education teachers at all grade levels will receive ongoing professional development to enhance their co-teaching practices with expert coaches providing embedded support in the classroom. This multi-year commitment will provide our students with authentic opportunities to access and participate in the curriculum in the least restrictive environment.

Title III LEP Support

\$523,723

The focus of this grant is for Afterschool and Summer Programs for ESL students. Two ESL Teaching and Learning Specialists are also funded by this grant to work with new ESL Teachers.

Perkins Grant

\$69,456

The purpose of this federal grant is to assist school districts in improving secondary-level programs that meet the definition of career and technical education as contained in the Carl D. Perkins Career & Technical Education Improvement Act of 2006 P.L.109-270 (Perkins IV). The focus of our funding is to:

- Support a Career, Vocational and Technical Education (CVTE) facilitator to convene National Academy Foundation advisory boards for each of our CVTE areas, collaborate with business partners on grant attainment, internship attainment, and obtain advisory guidance on skill and employability needs.
- Partner with our local workforce board and community college on initiatives to support the expansion of paid internships, workplace experiences, college and career prep workshops, career fairs, dual enrollment courses for CVTE students, and overall expansion of CVTE programs at NBHS.

Title IIA**\$654,833**

Title II Part A of the federal Elementary and Secondary Education Act provides supplemental resources to school districts to support systems for excellent teaching and leading. The priorities of Title IIA are to:

- Increase student achievement consistent with the challenging state academic standards.
- Improve the quality and effectiveness of teachers, principals, and other school leaders.
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools.
- Provide low-income and minority students with greater access to effective teachers, principals, and other school leaders.

Early Childhood SPED**\$147,833**

This grant is to support a preschool teacher with 3–5-year-old children with disabilities. The funds will be used for the Early Education Manager, Early Education Facilitator, and Parent Support Specialists salaries and professional development.

McKinney Vento**\$80,000**

This grant is designed to fund McKinney-Vento Regional Liaison that supports the State Homeless Coordinator, Sara Slutterback/Massachusetts Department of Elementary and Secondary Education (DESE). There are four Regional Liaisons in New Bedford, and New Bedford Public Schools' Specialist and Registrar, Julie Mador covers Attleboro, Fall River, and the Cape and Islands. Regional Liaisons provide training to School District Homeless Liaisons through trainings, phone calls, monthly meetings, planning the grantee meetings, and support needed throughout the school year. The expectation is to host several Regional Liaison roundtable discussions during the school year and to be a member of the local Homeless Service Providers Network. Funds cover some of the MKV Regional salary, Parent Support salary, printing of materials, travel to meetings, bus passes, and school-based liaison stipends.

MKV-ARP/HCY II**\$272,472**

The goal of this federal American Rescue Plan - Homeless Children and Youth II (ARP-HCY II) allocation grant is to provide funding for programs that ensure homeless students enroll in and attend school, and have racially equitable and culturally responsive opportunities to succeed in school through the following grant program purposes:

- To address the immediate basic needs of homeless students.
- To ensure homeless students have access to the educational programming, services, and opportunities they need due to gaps created by COVID-19 and homelessness.
- To support districts in locating and identifying students who are homeless.
- To ensure district staff are trained and have the capacity to support homeless students.

21st CCLC SY Continuation**\$350,058**

The purpose of the federally funded 21st CCLC Grant is to support the implementation of additional learning time through out-of-school time (OST) programming and/or through an expanded day referred to as Expanded Learning Time or ELT. The schools that fall under the 21st CCLC SY Continuation grant are as follows: Jacobs (ELT), Gomes (ELT), Jacobs (OST). Programming is designed to help close proficiency/opportunity gaps, increase student engagement, support social and emotional learning, and promote college and career readiness and success.

- **Out-of-School Time (OST)** — structured programming held outside of the regular school day, week and/or year for a targeted group of students.
- **Expanded Learning Time (ELT)** — adding time to the required school day, week and/or year for all students enrolled.

21st CCLC Internship

\$60,000

The purpose of this federally funded targeted Massachusetts 21st Century Community Learning Centers (CCLC) Summer Enhancement Grant is to increase access to high quality, in-person, academically enriching summer programs.

GLEAM (Growing Literacy Equity Across Massachusetts)

\$313,780

- Implement instructional strategies and an aligned curriculum that promotes high expectations and engagement in all classrooms and Process Benchmark.
- Adoption of high-quality core curricular materials and intervention materials for ELA/Literacy.
- Adoption of a valid and reliable early literacy screening assessment.
- Professional development and support for teachers, principals, and literacy coaches to support skillful and culturally responsive tiered instruction.

Summer Expansion

\$100,000

The purpose of this federal non-competitive grant is to support the development and expansion of high quality, comprehensive, and engaging summer school and learning programs for students.

MKV - ARP/HCY

163,834

Supported by the McKinney Vento Homeless Education Act, the goal of this targeted federal grant is to provide funding for programs that ensure homeless students enroll in and attend school, and have racially equitable and culturally responsive opportunities to succeed in school through the following grant program purposes:

- To address the immediate basic needs of homeless students.
- To ensure homeless students have access to the educational programming, services, and opportunities they need due to gaps created by COVID-19 and homelessness.
- To support districts in locating and identifying students who are homeless.
- To ensure district staff are trained and have the capacity to support homeless students.

Title IV

\$511,455

Title IV Part A of the federal Elementary and Secondary Education Act provides districts with funds to build capacity and ensure that all students have access to a high-quality educational experience. The priorities of Title IV are to:

- Support well-rounded educational opportunities.
- Support safe and healthy students.
- Support effective use of technology.

CVTE Equitable Access

\$120,000

The goal of this federally funded competitive grant program is to provide supplementary support to build school and district capacity to address issues around equity and access in Career Vocational Technical Education (CVTE) programs through three priorities: Analyzing Data,

Enhancing English Learner Recruitment and Success, and/or Building Equitable Structures. These priorities are inclusive of:

- Effectively using waitlist, enrollment, and outcome data to identify equity and access areas of need.
- Engaging in reflective thinking, innovation, and ongoing continuous improvement.
- Developing and/or strengthening systems to address gaps in equity and access.
- Partnering in communities of practice in these areas.
- Engaging student populations and communities most affected by the COVID-19 pandemic.

21st CCLC Enhancement

\$55,000

The purpose of this federally funded targeted Massachusetts 21st Century Community Learning Centers (CCLC) Summer Enhancement Grant is to increase access to high-quality, in-person, academically enriching summer programs. Priorities include:

- Address student needs and interests by expanding access to innovative programs that serve both the academic and social emotional learning needs of students.
- Develop systems of support that are culturally relevant, and leverage the knowledge, strengths, and assets of students, families, educators, and the community.
- Provide a blended approach of hands-on academic learning and enrichment that will support reengaging and increasing student motivation to learn.
- Support the successful entry and reentry of students back into in-person elementary (including Kindergarten), middle, and/or high school.
- Develop strong collaboration and partnerships for planning and implementation in order to align and leverage resources, improve program quality, and develop shared outcomes for success.
- Support the well-being of students, staff, and families.

MyCap-Middle Schools

\$40,000

The purpose of this targeted grant is to assist school districts in the planning and development of a career-connected learning experience for middle school students that will enable them to explore their career-related interests, see the relevance of their middle school learning experiences, and understand all the potential high school courses and programs that are available to them to pursue their paths.

MyCap Development & Implementation

\$38,400

The purpose of this targeted grant opportunity is to provide supplementary support to school districts currently engaged in or interested in beginning implementation of My Career and Academic Plan (MyCAP). MyCAP is a student-driven process designed to ensure all students graduate from high school and college and are career-ready. The MyCAP process requires schools to create a scope and sequence to implement MyCAP. This grant will provide planning team members the supplementary support necessary to attend professional development and team meetings outside of school hours.

GLEAM: High School

\$111,430

Growing Literacy Equity Across Massachusetts (GLEAM) PreK–12 grants will support deep and lasting improvements to schools' multi-tiered system of support for literacy, enabling schools to

better serve all students, especially historically underserved students, and ensure that all students can reach their literacy potential. Fund Code 510 is for grades 6-12.

ARP Early Childhood

\$84,297

The American Rescue Plan Act was signed into law on March 11, 2021, dedicating supplemental funding in section 2014(a) to serve students with disabilities. These funds are provided to help districts recover from the impact of the coronavirus pandemic and to safely reopen schools and sustain safe operations. The purpose of this federal Special Education entitlement grant program is to provide funds to ensure that eligible 3, 4, and 5-year-old children with disabilities receive a free and appropriate public education that includes Special Education and related services designed to meet their individual needs in the least restrictive environment (LRE). Local Education Agencies (LEAs) are required to ensure that children, aged 3 through 5, who need Special Education and related services, receive these services through free and appropriate public education (FAPE), in accordance with the Individuals with Disabilities Education Act.

McKinney Vento 2

\$35,000

The purpose of these competitive federal funds is to provide funding for programs that ensure students who are homeless enroll and attend school, and have racially equitable and culturally responsive opportunities to succeed in school through the following grant program purposes:

- **Support Services:** to address the basic and ongoing needs of homeless students.
- **School-Housing Partnership:** to stabilize and re-house homeless families with school age children or unaccompanied homeless youth by partnering with a homeless/housing services provider.
- **Regional Homeless Education Liaisons:** to form a network of experienced homeless liaisons that provides technical assistance, training, and mentoring to other districts in collaboration with the state coordinator of homeless education and other Massachusetts Department of Elementary and Secondary Education (DESE) staff.
- **Homeless Migrant Student Support:** to collaborate with the Massachusetts Migrant Education Program (MMEP) and to provide racially equitable and culturally responsive academic support of migrant students including summer programming, English language services, tutoring, school supplies, and uniforms.

ARP IDEA

\$912,153

The American Rescue Plan Act was signed into law on March 11, 2021, dedicating supplemental funding in section 2014(a) to serve students with disabilities. These funds are provided to help districts recover from the impact of the coronavirus pandemic and to safely reopen schools and sustain safe operations. Within the articulated priority of Results-Driven Accountability by the U.S. Department of Education's Office of Special Education Programs, the purpose of this federal Special Education entitlement grant program is to provide funds to ensure that eligible students with disabilities receive a free and appropriate public education that includes Special Education and related services designed to meet their individual needs.

ESSER III

\$47,482,075

The American Rescue Plan Act provides resources to school districts to respond to the COVID-19 pandemic. The education portion of this funding is Elementary and Secondary School Emergency Relief (ESSER III or ARP ESSER), whose purpose is to help schools and districts safely reopen and sustain the safe operation of schools and must respond to the academic, social, emotional, and

mental health needs of all students, particularly those disproportionately impacted by the COVID-19 pandemic.

ESSER II

\$21,137,185

Coronavirus Aid, Relief, and Economic Security (CARES) Act and the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) provide resources to school districts to address the impact of the Novel Coronavirus Disease (COVID-19). They have had and continue to have on elementary and secondary schools. This supplemental funding opportunity, the Elementary and Secondary Education Emergency Relief II (ESSER II) Fund, is intended to help school districts safely reopen schools, and measure and effectively address significant learning loss.

GLEAM PreK I (508A)

\$107,500

The Growing Literacy Equity Across Massachusetts (GLEAM) preschool competitive grant is a collaboration between the Department of Early Education and Care (EEC) and the Department of Elementary and Secondary Education (DESE). This grant will support recipients to increase local access to high-quality preschool, through preschool classrooms run by districts, enabling the preschool system to better serve all children, especially historically underserved students, and ensuring that all children can reach their potential in language and literacy development. This grant is for GLEAM K–5 grade recipients who wish to extend the work they are doing in K-5 into preschool. GLEAM Preschool grants will support entities committed to improving local access to high-quality preschool classrooms through funding the following activities:

- Adoption of high-quality core curriculum and associated instructional materials.
- Adoption of a valid and reliable early language and literacy screening assessment as part of a larger screening protocol that includes developmental screening.
- Professional development and support for teachers, principals, community-based program leadership, and literacy coaches.
- Systemic attention to building local preschool quality and addressing barriers to access, particularly for children who have been historically underserved.

GLEAM PreK II (508B)

\$106,000

The Growing Literacy Equity Across Massachusetts (GLEAM) preschool competitive grant is a collaboration between the Department of Early Education and Care (EEC) and the Department of Elementary and Secondary Education (DESE). This grant will support recipients to increase local access to high-quality preschool, through preschool classrooms run by public school districts and EEC-licensed early education programs, enabling the preschool system to better serve all children, especially historically underserved students, and ensuring that all children can reach their potential in language and literacy development. This grant is for current CPPI grantees that meet federal guidelines for funding and who wish to support improvement and alignment of instructional materials and practices in preschool classrooms run by both the district and EEC-licensed community-based partners. GLEAM Preschool grants will support entities committed to improving local access to high-quality preschool classrooms in public school districts and EEC-licensed early education programs through the following activities:

- Adoption of high-quality core curriculum and associated instructional materials.
- Adoption of a valid and reliable early language and literacy screening assessment as part of a larger screening protocol that includes developmental screening.
- Professional development and support for teachers, principals, community-based

program leadership, and literacy coaches.

Deeper Learning & Implementation

\$60,000

The Deeper Learning Implementation Grant will support school and district-based initiatives that advance effective and equitable access to deeper learning experiences—grade-level, real-world, relevant, and interactive—especially for historically underserved students. This competitive grant will provide funding for schools and districts to expand their use of high-quality materials, cultivate effective instructional practices, and develop student learning experiences that advance deeper learning for all students.

MassGrad ESSER

\$113,000

The purpose of this federally funded targeted grant opportunity is to provide supplementary support to school districts with high concentrations of students at-risk for not graduating from high school. These students may: be expectant or parenting teens, have drug or alcohol addictions, have current or previous contact with the courts or juvenile justice system, be at least one year behind expected grade level for the age of the individual, have limited English proficiency, be a gang member, be a former dropout, have high or chronic absenteeism, and/or any other factors that would place students at-risk for not graduating.

Perkins Equipment

\$29,610

The purpose of this targeted grant is to provide program improvement resources to districts eligible for Federal Perkins funds in FY24. Priorities for this grant include, but are not limited to:

- Providing resources for Perkins program improvement to districts. Expenditures, including equipment, must align with Perkins allowable cost requirements and drive program improvement.
- Districts participating in the pilot of the new Quality Support System are eligible for up to an additional \$10,000 for work related to planning or implementing program improvements aligned with participation.

Math Acceleration Academies

\$257,500

The purpose of this competitive grant is to fund the implementation of a specific strategic initiative, the Acceleration Academies, to help accelerate the learning of students most affected by the COVID-19 pandemic. Funds from this grant can be used to support the implementation of math-focused Acceleration Academies for students in grades 3-10. The Math Acceleration Academies must take place during the February and/or April school vacation weeks of the 2023-2024 school year.

21st CCLC ELT

\$189,631

Supported with federal funds, the purpose of this competitive Exemplary Grant Program is to foster equitable access to culturally responsive, academically enriching programming — by enhancing a statewide network of high quality 21st Century Community Learning Centers (CCLC) programs that will serve as mentors and resources to new and existing programs.

Improving Ventilation and Air Quality (IVAQ)

\$3,697,832

The purpose of this targeted grant program is to address inequitable school facilities' needs and repairs for improved ventilation and indoor air-quality to support healthy learning environments in districts and schools with high concentrations of economically disadvantaged students, English

language learners, and communities disproportionately impacted by the 2019 novel coronavirus pandemic.

- Needs assessments or studies of existing school environments, HVAC systems, and indoor air quality, by building and by room, in order to establish a baseline of the school's existing conditions.
- Feasibility study to develop long-term indoor air quality improvement plans that improve fresh air exchange rates and reduce or eliminate reliance on fossil fuels.
- Design, bidding assistance, and construction phase services for projects to upgrade or replace existing HVAC systems (upgrades to or replacement of windows and/or doors is allowable, but only to the extent that inoperable windows and doors become operable so that fresh air can flow into the building).
- To implement indoor air quality improvement plans, securing outsourced services, establishing in-house HVAC maintenance positions, and/or securing materials/equipment to maintain, repair or install new HVAC systems.
- To implement indoor air quality improvement plans, and securing services and materials to ensure operability of windows and/or doors.

TAG II (325)/Turnaround Assistance II (Targeted Assistance Grant)

\$235,000

The purpose of this targeted grant program is to provide funding to select schools/districts to support the development and implementation of Sustainable Improvement Plan renewals that:

- Are aligned to the Massachusetts Turnaround Practices and Multi-Tiered System of Support.
- Incorporate evidence-based strategies.
- Promote equality and racial equity.
- Include a focus on student agency.
- Utilize a continuous cycle of improvement to implement and assess the outcomes of Sustainable Improvement Plans over time.

This grant supports Massachusetts' goals for increasing student achievement by expanding school districts' capacity to support and educate students with the greatest needs. The TAG combines state targeted assistance funding and federal school improvement funding. It will distribute funds for a subset of schools identified as "Requiring Assistance or Intervention" in the Massachusetts Accountability System.

Acceleration Academy

\$205,000

The purpose of this targeted grant is to support district and school implementation of Acceleration Academies. The Acceleration Academies are an evidence-based intervention with a history of positive academic results for students.

- Acceleration Academies take place during the February school vacation week, during the April school vacation week, or both.
- Instruction is provided in-person.
- Students can only be assigned to one subject area during an Acceleration Academy week.
- Students receive 4+ hours of in-person core content instruction each day within a given week or a total of 20+ hours of core content instruction in a week.
- Class sizes are small (10–12 students/core content teacher).

- Students are taught by the same core content teacher for the duration of an Acceleration Academy.
- Elementary and middle school students attend at least one specials/enrichment class each day.
- Classes are taught by highly effective educators who are hired through a selective application process.

21st CCLC SPED**\$20,000**

The main priority of this enhancement grant is to meaningfully engage students with IEPs into academically enriching programming that contributes to closing the opportunity and achievement gaps between students with disabilities and their age-appropriate, non-disabled peers. Priorities include:

- Increase effective and efficient collaboration between general educators, special educators, related service providers, families, and students.
- Support teachers to know how to respond to the needs of students with disabilities and use that knowledge to proactively work with students across the school day.
- Support families of students with disabilities to understand how their student learns and interacts with the life of the school.

SPECIAL REVENUE FUNDS: STATE GRANTS

ABE (Adult Basic Education)

\$858,396

The purpose of this continuation grant program is to fund free access for eligible undereducated and limited English proficient adults, age 16 and older, to highly effective adult basic education services in the sixteen Workforce Investment Areas in the Commonwealth previously funded in FY2019, FY2020 and FY2021. The purpose of the services is to assist adult students to achieve their educational and career goals as family members, workers, and community members, and prepare them to successfully take their next steps toward those goals, in college and further training, at work, and in the community.

HiSet GED Test Center

\$9,629

The purpose of this state-funded grant program is to assist in the day-to-day operation of High School Equivalency Test Centers (HSE) including, but not limited to, the cost for test administration, special needs, and technology upgrades.

ASOST (After School and Out-of-School Time)

\$130,000

The purpose of this new state competitive grant is to increase access to quality afterschool and summer learning programs. Priorities include:

- Support the creation of new afterschool **and** summer programs and/or existing programs to serve more students most underserved (including but not limited to students designated as economically disadvantaged, English language learners, Special Education, in foster care, and living in rural areas).
- Offer engaging and innovative hands-on programming that builds core academic knowledge and skills, as well as social and emotional competencies.
- Offer enrichment activities that will help to close opportunity gaps.
- Create a culturally responsive and welcoming environment.
- Partner with schools and/or community-based organizations.

Supporting Arts/Curriculum

\$3,225

The purpose of this competitive grant is to provide funding support for schools to conduct an arts program review using the Massachusetts Department of Elementary and Secondary Education (DESE)'s Arts & Cultural Vitality (ACV) Index. This grant will support stipends and necessary materials for the members of school review teams. Participating schools will receive access to the ACV Index tools and resources, support from a DESE arts specialist to implement an arts program review, and funding to compensate a team within the school to do this work.

Strategic Support

\$80,000

The purpose of this targeted grant program is to fund specific initiatives with evidence-based strategies to turnaround the state's lowest performing schools and districts and increase their capacity to sustain a continuous cycle of improvement. This grant is open to districts and schools in the Strategic Transformation Region and public and private community-based organizations (CBOs) working with a district or school in the Strategic Transformation Region.

CPPI (Commonwealth Preschool Partnership Initiative)

\$670,000

Commonwealth Preschool Partnership Initiative is a grant that is used to continue to expand high-

quality preschool and pre-kindergarten opportunities for children. The opportunities that are included in this grant is expansion of access, alignment and improvement of the quality in local early education systems serving 3 and 4-year-olds through partnerships between New Bedford Public Schools district and EEC licensed early education programs in the city (PACE, NorthStar, YMCA, Little People’s College).

Influence 100

\$3,000

This targeted grant is for districts participating in Department of Elementary and Secondary Education (DESE)’s Influence 100, for the purpose of providing stipends to staff members participating as fellows.

Early College Support

\$100,000

The purpose of the targeted grant is to provide support resources to both Early College Designation applicants (those who are advanced to Part B) and current Designated Early College programs. K–12 institutions are intended to be the lead education agency and the resources are intended to support both the secondary school partner and the institute of higher education (IHE) partner in the development and sustainment of Early College work.

Digital Literacy Grant

\$3,432

The purpose of this trust continuation grant is to establish and promote rigorous, engaging, and standards-aligned digital literacy and computer science (DLCS) education in public schools from kindergarten through grade 12. This grant will continue the DLCS implementation work from FY2021 Digital Literacy Now Grant Part 1 (FC 152 and FC 152A)

SPECIAL REVENUE FUNDS: OTHER GRANTS

MA Life Sciences Center2/HS Apprenticeship

\$48,169

The High School Apprenticeship Challenge, funded by the Massachusetts Life Sciences Center, is an after-school biotechnology training program that trains students so they will have the skills necessary to work in either an academic or commercial life sciences laboratory as a summer intern. In the Challenge, students will learn core microbiology, molecular biology, and biochemistry skills through lab experiments and an authentic research project. Those individuals who successfully complete the apprenticeship training will receive a stipend of \$500 and the full support of our staff to help find and place them in a six-week, paid, summer internship.

Play Ball

\$31,000

The mission of the Play Ball Foundation is to provide grant funding to public schools in order to provide greater access to athletic opportunities for public middle schools students.

SAVE Promises Club

\$500

Funds can be used to support ongoing club activities and engagement that sustain Sandy Hook Promise programs, such as club supplies, educational items, printing, activities, and events.

BCSB (Bristol County Savings Bank)

\$25,000

The Bristol County Savings Bank (BCSB) is an active supporter in the communities in which it serves. The Bristol County Savings Charitable Foundation was established in 1996 as part of the Bank's 150th Anniversary celebration. Its purpose is to fund needs that contribute to the economic and social well-being of the people and institutions located in the greater Taunton/Attleboro Region, the Greater New Bedford/Dartmouth Region, the Fall River Region, and the Pawtucket/Rhode Island Region, with particular emphasis in the areas of education and literacy, economic development, and housing for the low-to-moderate income population.

MA Insight

\$10,000

To support the development of programs that increase the number of students of color in AP classrooms, and attract, retain, and develop teachers of color to lead AP classrooms.

Jacobs Principal Grant

\$100,000

The Jacobs' Principal Discretionary Grant will primarily be used to target student tiered instruction during our MTSS block. The MTSS block is an hour of daily instruction that focuses on advancement for students at or above grade level or tier 2 and tier 3 instructions to close the achievement gap. Part-time interventionists (retired teachers) work with specific groups of students. The interventionist will be licensed and experienced in their specific content area. Jacobs' student roster consists of many levels and identifications of learners (Gen Ed - Above, on, below level, ESL, and SPED). This will cost approximately \$40K of the grant. The remaining portion of the grant will be used to offset specific grade level field trips. Each class will have one theme field trip that will be tied into the curriculum. The Pacheco Principal Discretionary grant will be utilizing the funds to start purchasing smart boards for the classrooms and to pay three to four interventionists.

SWIG- School Water Improvement Grant) \$96,000

The School Water Improvement Grant (SWIG) was formulated from the Commonwealth's commitment to assist communities with mitigating childhood lead exposure. This grant has been made solely to finance the procurement and installation of POU Filling Stations.

Workforce Skills Grant \$499,999

The Skills Capital Grant Program will award grants for the purchase and installation of equipment and related improvements and limited renovations necessary for installation and use of such equipment to support vocational and technical training. This equipment will upgrade and expand career/technical education and training programs that are aligned to regional economic and workforce development priorities for in-demand industries, provided that grant applications facilitate collaboration to provide students training pathways to career opportunities in high-skill, high-demand industry sectors.

CSHS (Comprehensive School Health Services) \$215,000

The purpose is to meet established school health program mandates and standards as defined by the Massachusetts Department of Public Health (DPH) and provide services in accordance with best practices that are community-based and culturally and linguistically relevant that address racial inequities and health disparities as appropriate.

Department of Transitional Assistance (DTA) \$330,000

The DTA YPP program is designed to serve pregnant and/or parenting teens from the ages of 14 through 23 for enrollment and 14 through 24 for participation, who do not have a high school diploma or its equivalent or who wish to enroll in post-secondary education or training on a pathway to employment. The YPP contract is awarded through a competitive bidding process. Funded programs are awarded compensation per enrollment and specified outcomes.

Voucher Program \$100,000

New Bedford Public Schools' Parenting Teens Program (PTP) contracts with PACE Child Care Works under the guidance of the Department of Early Education (EEC) to support daycare vouchers for PTP students. PTP completes a monthly billing procedure and is compensated for daily attendance of PTP babies in care of PTP childcare staff while the students/mothers are attending school at the program. All revenue earned from PACE vouchers is allocated toward PTP childcare staff salaries.

ASOST Rebound MAP (MA Afterschool Partnership) \$81,000

- After School/Out of School time programming

Safer Schools & Communities \$149,873

This project will replace older door hardware with new lever sets to comply with the Americans with Disabilities Act (ADA). The inside cylinder/core will be the district "lockdown key." This round will be for Charles S. Ashley, Carlos Pacheco, and Casimir Pulaski Schools.

MCC (MA Cultural Council)-STARS Residency \$5,200

This is a grant of financial assistance for a school residency to bring the Renaissance Community Innovation School together with Crocodile River Music to explore and celebrate African dance,

music, art, and culture.

AHS-PPT

\$46,000

Grantee and Partner shall collaborate to provide program planning and services for Early Head Start. A total of five contracted slots have been reserved for New Bedford Public Schools' Parenting Teens Program (PTP). The Partner shall collaborate to provide Early Head Start services to up to ten eligible infants and toddlers, depending on available slots, in the town of New Bedford in accordance with ACF Performance Standards.

PLTW Gateway (Project Lead the Way)

\$9,000

To offset the costs associated with the PLTW Gateway program.

- Core Training: registration fees and related expenses, except as otherwise provided in Section E.
- Program required computers and/or tablets, equipment, and supplies.

Emergency Connectivity Fund

\$346,500

- Capital expenditures (i.e., student/staff computers and associated equipment).

Buzzards Bay NEP-Sea Lab

\$27,496

The Environmental Protection Agency (EPA)'s goal is to provide an environment where all people enjoy the same degree of protection from environmental and health hazards and equal access to the decision-making process to maintain a healthy environment in which to live, learn, and work. An important pathway toward both of these state and federal goals is the participation and education of vulnerable youth populations.