**APPENDIX C**

**FUND USE DESCRIPTIONS BY PROJECT AREA**

1. **ACCELERATION ACADEMIES SUMMER AND/OR SUMMER LEARNING TO SUPPORT SKILL DEVELOPMENT AND ACCELERATE ADVANCED LEARNERS**

This project is intended to support the district’s SOA Plan to develop, expand, or enhance a high-quality Acceleration Academy Summer program and/or a Summer Learning program. Funds may be used for the purpose of planning and/or implementing these programs. (See Appendix A for the distinction between Acceleration Academies and Summer Learning Programs.)

Emphasis is on closing equity gaps, particularly racial equity gaps, and serving students who are academically behind or missed core instruction during closures and are at risk socially or emotionally. The program must have a clearly defined: instructional delivery model and process for identifying and conducting outreach to students most in need of these supports, especially high needs student subgroups (e.g., students with disabilities and English learners). Instruction should be high quality, standards-aligned, culturally responsive, address students social emotional learning needs, and provide opportunities for students to engage in deeper learning.

Acceleration Academy Summer Program/Summer Learning Program students cannot be charged to participate, nor can they be paid to participate in these programs.

**Option A: Acceleration Academy Summer Program**

An Acceleration Academy Summer Program is an expanded 4-week version of the Acceleration Academy model that can be used to accelerate the learning of students most affected by the COVID-19 pandemic. While Acceleration Academy programs traditionally take place during school vacation weeks and provide students between 20-25 hours of learning in one subject area, an expanded 4-week summer Acceleration Academy program will provide between 80-100 instructional hours in one subject area which is roughly equivalent to 4 months of instruction.

An Acceleration Academy is an academic program designed to accelerate student learning through engaging, standards-aligned lessons that meet the specific academic needs of students participating in the program. Below are key features of an Acceleration Academy program. If applying for funds to implement an Acceleration Academy Summer Program, the program must include these key features.

* Acceleration Academies provide an in-person learning experience
* Students can only be assigned to one subject area during an Acceleration Academy
* Students receive 4+ hours of core content instruction and attend at least one specials/enrichment class each day for the duration of the program
* Classes sizes are small (10-12 students/teacher)
* Students are taught by the same content teacher for the duration of the program
* Classes are taught by highly effective teachers
* Teachers are provided student data to create customized curricula that meet the specific needs of their students

**Option B: Summer Learning Program**

A Summer Learning program should provide at least 100 hours of instruction and should include: engaging and innovative hands-on programming, enrichment activities that will help to close opportunity gaps and improve equity, particularly racial equity, evidence/researched-based programming, and a culturally responsive and welcoming environment that emphasizes family and student engagement. Programs may want to also consider collaboration with other community-based organizations to leverage shared resources and support partnerships.

1. **DIVERSIFYING THE EDUCATOR WORKFORCE THROUGH RECRUITMENT AND RETENTION**

This project is intended to support the district’s SOA Plan to develop or enhance efforts to strengthen and diversify teacher recruitment and retention programs. Districts should engage in thoughtful, high-impact approaches intended to increase and retain effective and diverse teachers. Districts should review relevant qualitative and quantitative data and district policies and procedures, and districts should identify cultural proficiency training needs.

Districts may use grant funds to strengthen existing teacher recruitment and retention programs through foundational planning and processes, including systems and data reviews needed to begin to revise current teacher recruitment and retention programs focused on diversifying the teacher workforce - which may include the development of teacher specific pathways for high school students, and for professional development related to anti-bias and cultural responsiveness.

Districts that can demonstrate that they have systems and structures in place to implement financial supports may additionally or instead use grant funds toward: tuition assistance for currently employed paraprofessionals to obtain a degree in an approved educator preparation program, district employed college graduates or provisionally licensed teachers to attend an approved educator preparation program, loan payment reimbursement to district graduates who return to teach in the district; relocation assistance for newly hired out-of-state educators; signing bonuses for newly hired teachers; and/or Grow Your Own district strategies, such as the development or enhancement of an education-specific pathway for high school students. All individuals supported by this grant must commit to teaching in the district for a minimum of 4 years and demonstrate a commitment to supporting students from racially and ethnically diverse backgrounds.

1. **EARLY COLLEGE PROGRAMS FOCUSED PRIMARILY ON STUDENTS UNDER-REPRESENTED IN HIGHER EDUCATION**

This project is intended to support the district’s SOA Plan to design, implement, expand, or sustain Early College programs in which students are supported to pursue dual enrollment courses in guided academic pathways for a minimum of 12 college credits. Early College programs should be specifically focused on increasing postsecondary access and success for students traditionally underserved in higher education. These include first generation to college students, economically disadvantaged students, students of color, English language learners, and students with disabilities.

Projects can be funded for the following kinds of activities: recruiting and enrolling students in Early College; broadening equitable access for historically underserved student groups, especially with regard to race; developing a supportive culture around postsecondary access and success; supporting students within the Early College pathways in order to overcome barriers to postsecondary access and success; staffing the program; transporting students to the partnered college campus; and providing related professional development and planning time.

Early College partnerships should be predicated on the five guiding principles: Equitable Access, Guided Academic Pathways, Enhanced Student Support, Connections to Careers, and Effective Partnerships.

Early College project resources are not intended to replicate any funding currently being received by partnerships, including the $135 per tuition credit received by the IHE partner. This grant cannot be applied towards the secondary school’s capital expenses.  Programs currently receiving per pupil funding for Chapter 74 programs are not eligible to receive additional pathway funding through this grant.

1. **RESEARCH-BASED EARLY LITERACY PROGRAMS IN PRE-KINDERGARTEN AND EARLY ELEMENTARY**

This project is intended to support the district’s SOA Plan to develop, expand, or enhance a high quality, research-based, culturally responsive early literacy program through a multi-tiered system of literacy support in pre-kindergarten to 3rd grade. Districts applying for this grant may not also apply for the Growing Literacy Equity Across Massachusetts (GLEAM) grant in the same grade band. This grant will fund any or all of the following 4 early literacy focused activities:

1. procuring reliable and valid screening assessments and providing professional development to implement them by purchasing either or both of the following:

* materials for an approved early literacy screening assessment, including necessary hard-copy materials and/or site licenses, for use with all (Pre)K-2 or (Pre)K-3 students in participating schools for a 2-year supply or subscription
* a training and support package from the assessment vendor to train staff and provide ongoing consultation and support during the grant period.

1. procuring high-quality, research-based core curriculum and/or intervention instructional materials (evidence of a purposeful selection process and of the quality of selected materials will be needed)
2. professional development for teachers, principals, and literacy coaches, which may include, but is not limited to, evidence-based instructional practices, data-based decision making, culturally responsive literacy practices, addressing systemic literacy inequities through a multi-tiered system of support, and family engagement in the early literacy program.
3. engagement with expert literacy consultants for systems-level guidance, which may include, but is not limited to, district literacy planning and comprehensive literacy program needs assessments.