



Department of Education State Funded Academic Support Programs

January 2007



**This document was prepared by the
Massachusetts Department of Education**

Dr. David P. Driscoll
Commissioner of Education

Board of Education Members

Mr. Christopher Anderson, Chairman, Westford
Ms. Ann Reale, Vice-Chair, Commissioner, Early Education and Care, Boston
Ms. Harneen Chernow, Jamaica Plain
Dr. Thomas Fortmann, Lexington
Mr. Trevor Frederick, Chair, Student Advisory Council, Ipswich
Dr. Patricia Plummer, Chancellor, Higher Education, Boston
Dr. Roberta R. Schaefer, Worcester
Dr. Sandra L. Stotsky, Brookline
Mr. Henry M. Thomas, III, Springfield
Dr. David P. Driscoll, Commissioner
and Secretary to the Board

The Massachusetts Department of Education, an affirmative action employer, is committed to ensuring that all of its programs and facilities are accessible to all members of the public. We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex or sexual orientation. Inquiries regarding the Department's compliance with Title IX and other civil rights laws may be directed to the Human Resources Director, 350 Main St., Malden, MA 02148 781-338-6105.

© 2007 Massachusetts Department of Education

Permission is hereby granted to copy any or all parts of this document for non-commercial educational purposes. Please credit the "Massachusetts Department of Education."

This document printed on recycled paper

Massachusetts Department of Education
350 Main Street, Malden, MA 02148-5023
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu



TABLE OF CONTENTS

Introduction

Fiscal Year 2007 (FY07) MCAS Support Program Data for Line Items 7061-9404 & 7027-0019

FY07 Eligibility by Class (2003-2008) for All MCAS Support Programs

Programs Funded Through Line Item 7061-9404

- Districts & Approved Private Special Education Schools/Collaboratives (Allocation Grants)
- One Stop Career Centers (Competitive Grants)
- Work & Learning Programs (Competitive Grants)
- Higher Education Institutions & Partners (Competitive Grants)
- Partnering Programs (Competitive Grants)
- Collaborative Success Plan (Competitive Grants)
- Transition Programs (Competitive Grants)

Programs Funded Through Line Item 7027-0019

- Workforce Investment Boards for Connecting Activities (Competitive Contracts)

Department of Education
State Funded Academic Support Programs
January 2007

Introduction

Pursuant to Chapter 139 of the Acts of 2006, line item 7061-9404, the Department of Education respectfully submits the following report “*State Funded Academic Support Programs*”, due February 1, 2007 addressing the following provision:

“provided further, that the department shall issue a report, no later than February 1, 2007 and annually thereafter as a condition of continued funding under this account, in collaboration with the board of higher education, describing MCAS support programs for the graduating classes of 2003 to 2008, inclusive, funded by items 7061-9404 and 7027- 0019, school to work accounts, institutions of public higher education, and other sources, including federal sources; provided further, that such report shall include, but not be limited to, the number of students eligible to participate in such programs, the number of students participating in such programs, the number of students who have passed the MCAS assessment and obtained a competency determination through these programs, but not met local graduation requirements, and the number of students who have passed the MCAS assessment and obtained a competency determination through these programs and met local graduation requirements; provided further, that said report shall be provided to the chairs of the house and senate ways and means committees and the house and senate chairs of the joint committee on education;”

This report provides information regarding fiscal year 2007 (FY07) MCAS support programs for the classes of 2003-2008 funded by line items 7061-9404 and 7027-0019. The programs serving students through these line items are funded through seven school year and summer grant programs and one annual competitive contract.

As requested in the FY07 state budget line item 7061-9404, this report includes information on the number of students eligible to participate in these programs. While the Department of Education has begun collecting data on all FY07 MCAS support programs, data regarding actual participation numbers have not yet been received. The best current data available of the number of students to be served by MCAS support programs in FY07 is the number of students proposed to be served by grantees that have been approved as of January 8, 2007 to run FY07 programs.

The Department will provide additional information in a subsequent report that will be submitted as an addendum to this FY07 report, including the number of students who have passed the MCAS assessment and obtained a competency determination through these programs, as well as how many of these students have and have not met local graduation requirements. Similarly, an addendum to the January 2006 report regarding FY06 programs will be submitted in the spring or summer of 2007, once complete post-test score information is available and compiled for students who participated in the FY06 summer programs and took the November 2006 retest.

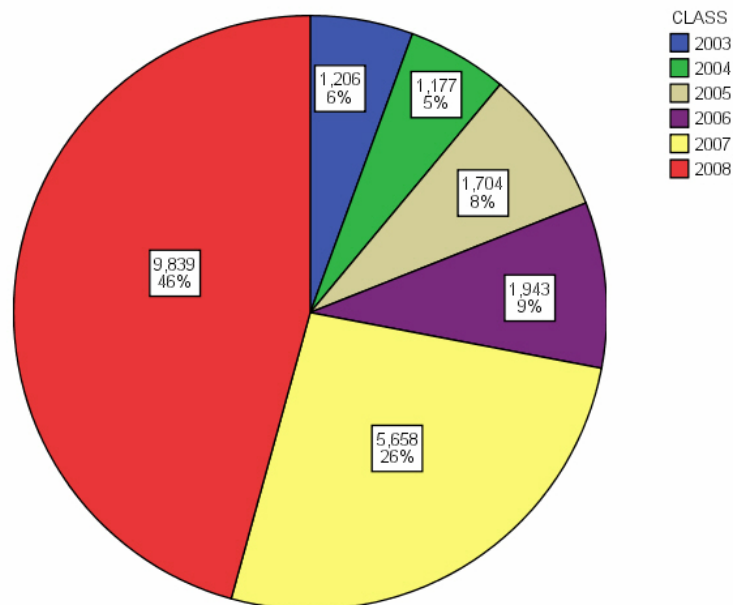
Please contact Rachelle M. Engler, Director of Student Support, by phone (781-338-3205) or email (rengler@doe.mass.edu) with any questions you have regarding this report.

Fiscal Year 2007 (FY07) MCAS Support Program Data for Line Items 7061-9404 & 7027-0019

The table below includes all currently available information regarding the number of students from the Classes of 2003-2008 eligible to be served (21,527), the number of funded entities (184), and the number of students proposed to be served (12,444) in FY07 MCAS Low-Scoring Student Support programs. It does not include information on special projects and set aside programs funded through line item 7061-9404. See the following section for brief descriptions of each program, and the endnotes for additional details.

Allocation and Competitive Grant Programs¹	# Students Eligible²	# Entities Funded³	# Students Proposed to be Served in FY07
Districts/ Approved Private Special Education Schools & Collaboratives (Allocation Grants)	21,527 ⁴	100 ⁵	4,524 ⁶
One Stop Career Centers (Competitive Grants)	4,987 ⁷	14	2,268
Work & Learning Programs (Competitive Grants)	9,185	22	2,034
Higher Education Institutions (Competitive Grants)	10,438	18	870
Partnering Programs (Competitive Grants)	4,503	8	592
Collaborative Success Plan Programs (Competitive Grants)	1,849 ⁸	6	152 ⁹
Competitive Contracts			
Workforce Investment Boards for Connecting Activities (Competitive Contracts)	21,527 ¹⁰	16	2,004 ¹¹
TOTALS	21,527	184	12,444¹² <i>(58% of eligible)</i>

FY07 Eligibility by Class¹³ (2003-2008) for All MCAS Support Programs



Programs funded through line item 7061-9404

Districts & Approved Private Special Education Schools/Collaboratives (Allocation Grants)

The purpose of this program is to enhance academic support services needed to meet the competency determination¹⁴ required for high school graduation for students in the Classes of 2003-2010 who have performed in the warning/failing category on their most recent English language arts and/or mathematics MCAS or re-tests. Summer programs may also serve students in the Class of 2011 transitioning into high school who have scored at level one in English language arts and/or mathematics on their most recent MCAS. Because this is an allocation grant, all school districts and charter schools as well as approved private special education schools and collaboratives that serve eligible students (and submit approvable applications) are able to receive these funds.

One Stop Career Centers (Competitive Grants)

The purpose of this grant program is to broker options that address the unique academic, employment, and career needs of post-12th grade students (Classes of 2003-2007) who need further support to attain the skills necessary to earn their competency determination.¹⁴ Within each funded region, the services designed as part of this initiative leverage existing opportunities available to students for remediation services in English language arts and mathematics.

Work & Learning Programs (Competitive Grants)

The purpose of this program is to provide quality innovative and intensive instruction in English language arts and mathematics through work and learning programs to students in the Classes of 2003-2008 who have not yet earned their competency determination.¹⁴

Higher Education Institutions & Partners (Competitive Grants)

The purpose of this program is to provide academic instruction (English language arts and mathematics) and support services that enable students from the Classes of 2003-2008 to continue to pursue their competency determination¹⁴ while providing pathways to further education.

Partnering Programs (Competitive Grants)

The purpose of this program is to provide academic instruction (English language arts and mathematics) and support services that enable students from the Classes of 2003-2008 to continue to pursue a competency determination¹⁴ through the delivery of programs developed collaboratively by school districts, workforce investment boards, One Stop Career Centers, community colleges, and other partners in underserved areas of the state.

Collaborative Success Plan (Competitive Grants)

The purpose of the Collaborative Success Plan (CSP) is to supplement existing district resources to increase the number of students entering high school who will exit having met the competency determination¹⁴ and graduation requirements, as well as to increase the number of post-12th grade students who are aware of the postsecondary educational and/or employment/workforce training opportunities available until passing the MCAS retest.

Transition Programs (Competitive Grants)¹

The purpose of the transition program is to provide summer remediation in English language arts (ELA) and/or mathematics for students in the Classes of 2010-2011 (students who will be

entering grades nine and ten in the fall of 2007) who scored in the warning level on the 7th and/or 8th grade English language arts and/or mathematics MCAS tests; and also to serve as a part of a comprehensive intervention plan to help students meet and exceed the competency determination¹⁴ standards on their initial try in the spring of their 10th grade year. These services are to supplement currently funded local, state, and federal programs.

Programs funded through line item 7027-0019

Workforce Investment Boards for Connecting Activities (Competitive Contracts)

The purpose of this program is to drive and sustain the statewide school-to-career system. The state line item leverages the initial federal School to Work investment in Massachusetts that created self-sustaining Local Partnerships throughout the Commonwealth. Connecting Activity contracts support local Workforce Investment Boards working in concert with their local Youth Councils to implement school-to-career policy and programming connected to MCAS remediation services in English language arts and mathematics.

END NOTES

¹ An additional competitive grant for transition and enrichment summer programs targeting students in the Classes of 2010 and 2011 was awarded to 25 entities. The districts awarded this grant have proposed to serve 941 out of the 7,558 students eligible.

² Students eligible for these programs include individuals across the state from the Classes of 2003-2008 who have performed in the warning/failing category on their most recent English language arts and/or mathematics MCAS or re-tests. The eligibility numbers are footnoted in this table for programs that have students eligible from additional (or fewer) class years. The numbers listed under the competitive grant programs are limited to the eligible students in the districts served by the organizations awarded grants. Students no longer in the system, as indicated from their status distinctions in October 2006 SIMS data captured on December 15, 2006 (or the last period in which the student was reported in SIMS), are not included in eligibility counts. *Those eliminated from eligibility include the following students: graduated with competency determination, permanent exclusions, dropped out, and deceased.

³ Some entities receive more than one grant per program, e.g., for school year and summer programs.

⁴ An additional 45,726 students are eligible from the Classes of 2009 and 2010 for school year and summer programs. An additional 20,471 students from the Class of 2011 are eligible to participate in summer programs.

⁵ This number includes only school year programs that have been proposed as of January 8, 2007. Districts have until March 2, 2007 to apply for school year programs, and until April 6, 2007 to apply for summer programs.

⁶ This number includes only proposed numbers to be served in the Classes of 2003-2008. As of January 8, 2007, allocation grantees have proposed to serve an additional 3,353 students from the Classes of 2009 and 2010. See endnote 5 for application due date information.

⁷ Eligibility includes the Classes of 2003-2007.

⁸ An additional 5,482 students are eligible from the Classes of 2009-2011.

⁹ Grantees proposed to serve an additional 270 students from the Classes of 2009-2011.

¹⁰ These contracts do not have eligibility requirements based on MCAS scores. The number listed here as eligible is the number of students eligible across the state from the Classes of 2003-2008 who have not yet earned their competency determination

¹¹ The proposed number to be served includes those who have not yet earned their competency determination and will receive "integrated" MCAS remediation services with a structured internship. An additional 6,408 students are proposed to be served who have not yet earned their competency determination *or* scored at "needs improvement" on the 10th grade MCAS test or retests and will receive "connected" MCAS remediation services with a structured internship. ("Integrated" = integrated work and learning model; "connected" = connected to career *or* academic development.)

¹² This is not an unduplicated count. Students may have been proposed to be served under more than one grant and, as a result, may have been counted twice. Actual enrollment data received after the end of FY07 will allow counts to be accurate based on state assigned student identification numbers (SASIDs).

¹³ Students' class is the most recent reported in SIMS data. For example, a student reported to be in grade 12 in June of 2005 (Class of 2005) who is also in grade 12 in June of 2006 is listed in this data as a Class of 2006 student. A student given a grade distinction of "SP" (special education beyond 12th) is reported in the corresponding class year in which they were last reported in SIMS with a numeric grade.

¹⁴ "**Competency Determination (CD)**" = Students need to pass the 10th grade English language arts and mathematics MCAS tests or retests in order to earn their **competency determination**, which has been required for high school graduation (in addition to meeting local graduation requirements) since 2003.