PART III – REQUIRED PROGRAM INFORMATION
Application for Fiscal Year 2014-2015 (FY15) Academic Support Competitive Grant
Collaborative Partnerships for Student Success (CPSS)
Fund Code: 619 (School Year) / 592 (Summer)

THIS DOCUMENT MAY BE DOWNLOADED FROM THE DEPARTMENT OF
ELEMENTARY AND SECONDARY EDUCATION WEBSITE.
http://finance1.doe.mass.edu/grants/

Please provide the following information.

I. GENERAL INFORMATION

1. Lead District or Approved Private Special Education School or Collaborative:

2. Program Coordinator Name and Title:

3. Address:

4. Email Address:

5. Phone Number: 6. Fax Number:

7. Partnering entities (schools, districts, organizations, etc.):

8. Funds Requested:
   A. Fund Code: 619 $_________ + B. Fund Code: 592 $________ = C. TOTAL: $________

REMEMBER REGARDING BUDGETS:
Each application should include two budgets: one for Fund Code 619 (School Year) expenditures, and one for Fund Code 592 (Summer) expenditures. Both combined must not exceed $30,000 (Note: Applicants electing to enhance other academic support services offered in the district/school/collaborative for eligible students may apply for an additional $5,000 (a 619/592 total of $35,000) to cover the costs associated with additional technical assistance and planning). The Fund Code: 619 School Year budget should be submitted for planning, recruitment activities, and services that take place upon approval through June 30, 2015. The Fund Code: 592 Summer budget should be submitted for services and activities (and any school year 2015-2016 planning/TA activities, if proposed) that take place between July 1 – August 31, 2015. Each budget should be submitted with a corresponding budget narrative.

9. Number of students to be served through proposed Fund Code 619/592 grant activities:
   A. In ELA: _____  B. In Mathematics: _____  C. In Science and Technology/Engineering: _____
   D. TOTAL unduplicated number of students: _______ (may be less than A+B+C)

10. Total Projected Per Pupil Cost: $___________ (8C divided by 9D)

11. Ratio of Students to Teachers (maximum 10:1): _____
II. PROGRAM DESIGN

Please respond to the questions in A-D using no more than six (6) pages. The areas noted in italics in sections A-C indicate questions that align with the Department’s District Standards and Indicators.

A. Identification of Target Populations and CPSS Service-Learning (SL) Team Members (Student Support, Assessment)

1. Describe the academic needs and social/emotional challenges of the students who are targeted through this effort. Explain how the support provided to students (and families) through this Collaborative Partnership for Student Success (CPSS) SL grant program will take into consideration the described needs/challenges.

2. Describe how growth model, Early Warning Indicator System (EWIS), or other available data will be used to ensure that those students or student groups most in need of assistance will be targeted through the program.

3. Describe the team members (e.g., students, families, teachers, school/district staff, program coordinators, and community representatives) and the role each will play in the CPSS SL development for students who need (or are likely to need) support in order to earn their Competency Determination (CD). Please include community partnerships and specific ways in which each partner will be involved with and invested in the success of program implementation. (Note: At least 3-5 members of the CPSS SL team must participate in required training and technical assistance provided by the Department and an ESE selected consultant. This team will work to develop and implement (or enhance if applicable) a SL curriculum that helps students meet or exceed the CD standards in English Language Arts, mathematics, and/or science and technology/engineering.)

B. Service-Learning (SL) and Social and Emotional Learning (SEL) (Professional Development, Curriculum & Instruction, Assessment, and Student Support)

1. List the 3-5 team members who will attend trainings/technical assistance sessions. See Funding Opportunity RFP document, and below, for tentative dates. **NOTE:** Teachers who will be involved in delivering services to students during the CPSS SL program should be included on this team.

2. Describe how the district will support/provide planning time prior to the summer program for staff to integrate information from the training/TA provided, and to develop plans to implement the SL component. (Grant funds may be requested to cover these costs.)

3. Describe the structure of the program in which the SL component will be integrated.

4. Address how the SL activities will be supporting students’ social and emotional competencies, particularly in the areas of social awareness, relationship skills, and responsible decision making.

5. **(FY14 STEM SL grantees only)**

   a. Describe lessons learned during FY14 planning and implementation of the FY14 CPSS STEM SL component.

   b. Describe how lessons learned will be applied to planning and implementing the FY15 CPSS SL program. Please indicate here if there will be any new members added to the CPSS SL team. (New members should plan to attend the “Get Started with SL” training, tentatively scheduled for early March 2015.)

6. **OPTIONAL: SL Enhancement of Other Academic Support Services in District/School/Collaborative for Eligible Students**

Applicants wishing to implement the CPSS SL model in other Academic Support programs, including school day courses, offered within the district/school/collaborative may apply for an additional $5,000 (for a 619/592 maximum total of $35,000) for further technical assistance and planning activities. As long as the program/course serves eligible students (as outlined under the [Fund Code 632/625 Priorities Section](#)), the
enhancement may be for any school-day, afterschool, and/or summer Academic Support programs either
funded through other Academic Support grants and/or any other sources. For example, applicants may wish to
enhance an Academic Support program that is offered currently during the school day as a required or elective
course as a way to provide continuous services to students served in the FY15 CPSS SL program during the
following school year.

a. Describe the current program(s)/course(s) for which the SL enhancement will be added.
b. Describe the anticipated benefits to students by adding the SL component.
c. Describe the anticipated structure, including timeframe and the staff to be involved, for the proposed
planning activities.

C. Comprehensive Intervention Plan and Program Implementation Plans (Student Support, Curriculum &
Instruction, Professional Development)

Note: The responses to the questions below should be a general description of the program structure and
schedule. The response should not include specific projects that the students will undertake, as these will be
decided by students as part of a quality SL process. Training provided will support teams in facilitating this
process.

1. Explain how the proposed program fits into a comprehensive intervention plan in the
district/school/collaborative that includes goals such as:
   a. closing proficiency gaps that exist by addressing the English language arts, mathematics, and science
      and technology/engineering learning standards needed to score at least Proficient on their first taking
      of the 10th grade MCAS English Language Arts and Mathematics and/or the high school Science and
      Technology/Engineering tests;
   b. improving the social emotional competencies of students; and
   c. helping students (and families) to understand the purposefulness of their high school experience in
      relation to future opportunities.

2. Describe the proposed academic services for the CPSS SL program, including at a minimum:
   a. The program goals, how progress will be measured towards the attainment of those goals, and how the
      activities planned for students will help them reach these goals;
   b. How the program will meet the needs of students with differentiated learning styles as well as varied
      academic needs and strengths;
   c. How the learning activities will be in alignment with the Massachusetts Curriculum Frameworks and
      address gaps in students’ knowledge and skills; and
   d. The types of opportunities students will have to reflect on their learning.

3. How will the program cultivate short-term and long-term incentives/motivations for students to be enrolled
   and retained in the program?

4. Describe how the transportation needs (both logistical and financial) of participating students will be taken
   into consideration and addressed, particularly for the summer portion of the grant.

5. Indicate the number of staff and staff qualifications related to the proposed Fund Code: 619/592 program.
   NOTE: Recipients of these grants must agree to provide staff who have content matter knowledge in the
   subjects they are teaching (using licensed teachers is encouraged, but not required.) The programs must
   have some staff available with training or education that addresses working with students with limited
6. Describe how the staff selection, the staff qualifications (that were indicated in response to question 5), the learning environment, and other aspects of program design are well suited to meeting the needs of the targeted students, including students with disabilities and English language learners. Describe how the program has considered purposefully the needs of and ensured access to students who are English language learners, homeless, or in alternative programs.

7. Provide a timeline for the CPSS SL program. Address stages and decision points regarding planning, implementation, professional development/technical assistance, orientation activities for the CPSS SL team and instructors, and evaluation (include periodic assessment of students' progress throughout the program).

D. Conditions for School Effectiveness

The Department’s theory of action is that if state interventions are concentrated on ensuring that the necessary district systems are in place and are focused on establishing and sustaining the Conditions for School Effectiveness in each school, substantial gains in student performance will result. The following six of the eleven Conditions for School Effectiveness are most likely to be supported by Academic Support programming. Briefly note under the applicable item(s) how your CPSS SL program will support school and district efforts in advancing that Condition.

- **Effective district systems for school support and intervention (I):** The district has systems and processes for anticipating and addressing school staffing, instructional, and operational needs in timely, efficient, and effective ways, especially for its lowest performing schools.

- **Aligned curriculum (III):** The school’s taught curricula are aligned to state curriculum frameworks and the MCAS performance level descriptions, and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.

- **Effective instruction (IV):** Instructional practices are based on evidence from a body of high quality research and on high expectations for all students and include use of appropriate research-based reading and mathematics programs; the school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.

- **Tiered instruction and adequate learning time (VIII):** The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.

- **Students' social, emotional, and health needs (IX):** The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students that reflects the behavioral health and public schools framework.
Family-school engagement (X): The school develops strong working relationships with families and appropriate community partners and providers in order to support students’ academic progress and social and emotional well-being.

<table>
<thead>
<tr>
<th>Name of Grant Program:</th>
<th>Academic Support Competitive Grant – Collaborative Partnerships for Student Success (CPSS)</th>
<th>Fund Codes:</th>
<th>619 (School Year)</th>
<th>592 (Summer)</th>
</tr>
</thead>
</table>

III. SCHEDULE FOR STUDENT SERVICES

A. School Year Program Offerings and Schedule (upon approval through June 30, 2015)

<table>
<thead>
<tr>
<th>Program Type</th>
<th>English Language Arts</th>
<th>Mathematics</th>
<th>Science and Technology/Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Underline Classes to be served.  2017  2018  2019*</td>
<td>Total weeks: _____  Total hours: _____  Start date: _____  End date: _____</td>
<td>Total weeks: _____  Total hours: _____  Start date: _____  End date: _____</td>
<td>Total weeks: _____  Total hours: _____  Start date: _____  End date: _____</td>
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<tr>
<td>Location of school year program: ____________________________</td>
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</tbody>
</table>

*If proposing to serve 8th graders (class of 2019) during the school year and/or summer, a partnership is required for this grant that includes at least one of the feeder middle schools and at least one of the recipient high schools.

B. Summer Program Offerings and Schedule (July 1 – August 31, 2015)

<table>
<thead>
<tr>
<th>Program Type</th>
<th>English Language Arts</th>
<th>Mathematics</th>
<th>Science and Technology/Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Underline Classes to be served.  2017  2018  2019*</td>
<td>Total weeks: _____  Total hours: _____  Start date: _____  End date: _____</td>
<td>Total weeks: _____  Total hours: _____  Start date: _____  End date: _____</td>
<td>Total weeks: _____  Total hours: _____  Start date: _____  End date: _____</td>
</tr>
<tr>
<td>Number of Students:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location of summer program: ____________________________</td>
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</tbody>
</table>

*If proposing to serve 8th graders (class of 2019) during the school year and/or summer, a partnership is required for this grant that includes at least one of the feeder middle schools and at least one of the recipient high schools.
IV. REMINDERS

1. Grantees must use the online Evaluation Guidelines to prepare a narrative report on the overall effectiveness of the school year and summer programs by September 30, 2015. These Guidelines will be posted on the Department’s web page at http://www.doe.mass.edu/as/data, and will be similar to those for FY14.

2. Individual Student Data information must be compiled and submitted to the Department via the online application in the security portal. Directions (see http://www.doe.mass.edu/as/data/ss_directions.doc) and Additional Information are posted at http://www.doe.mass.edu/as/data/. Information regarding the School Year time period will be due on July 31, 2015 and information regarding the summer time period will be due on September 30, 2015.

3. Assurances Document - Applicants must agree to the information outlined on the Fund Code: 619/592 Assurances Document. (See Required Forms section in the Funding Opportunity RFP document.) Applicants must submit a signed version of this document in order to demonstrate this commitment.

4. Professional Development/Technical Assistance Sessions

Awarded CPSS SL applicants must gather a team of 3-5 educators who will participate in the following Department provided training/technical assistance. Teams should include teachers who will be involved in delivering services to students during the CPSS SL program. The team will collaborate to create and/or enhance a SL curriculum to be implemented during the CPSS SL program.

For ALL awarded CPSS SL applicants there will be:

- a two-day Get Started with SL training (tentatively early March 2015) for any team members that have not previously attended a two-day or four-day SL training through the Department;
- a one-day team training/kickoff (for all team members, tentatively March 26, 2015);
- up to a half-day in-district technical assistance/planning visit (sometime mid-April – June 2015);
- up to four hours of virtual technical assistance/office hours; and
- a one-day reflective practice session (choose one session from two tentatively scheduled on August 20 or 21, 2015).

For awarded CPSS SL applicants proposing an SL enhancement to other Academic Support programs there will be:

- up to a half-day in-district technical assistance/planning visit (date to be determined with input from grant recipient); and
- up to four hours of virtual technical assistance/office hours.

Note: Confirmed dates and times for all trainings/sessions will be sent to awarded grantees.