Name of Grant Program: Academic Support Services Allocation

Fund Code: 632 (School Year)
625 (Summer)

PART III – REQUIRED PROGRAM INFORMATION

_Fiscal Year 2014-2015 (FY15) Academic Support Allocation Grant Funds_

_THIS DOCUMENT MAY BE DOWNLOADED FROM THE DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION WEBSITE._

_http://www.doe.mass.edu/grants/_

NEW for FY15: Applicants wishing to run both School Year and Summer programs must submit a joint Part III with answers that address both programs.

I. GENERAL INFORMATION

1. District/approved private special education school/collaborative:

2. Program coordinator name and title:

3. Mailing address:

4. Email address:

5. Phone Number: Fax Number:

6. Program timeframe for this application (check one or both):
   _____School Year (September 2014 – June 2015) AND/OR _____Summer (July – August 2015)

   School year program start date:_________ Summer program start date:_________

DUE DATE REMINDERS: The application should be submitted a minimum of 15 business days prior to the proposed start of the program to allow sufficient time for review, resolution of issues, and processing.

NEW for FY15: At the latest, school year and/or summer applications are due by **Wednesday, November 5, 2014**.

7a. Total (unduplicated) number of students to be served: ________
   (Write the number projected to be served, not the total number eligible for services):

7b. Academic Support services will be provided in the following subjects (check all that apply):

   English language arts _____ mathematics _____ science and technology/engineering _____
   Reminder: Students targeted to receive services in a subject area must be eligible for services in that subject, based on the criteria outline in the Funding Opportunity (RFP) document.

7c. The following class years/grades (as of 9/1/2014) will be served through these Academic Support services (check all that apply):

   _____ 2003-2014/post-12th (with no Competency Determination)

8. Total funds requested through this application:
   School Year (632) $ _______________ Summer (625) $ _______________
II. PROGRAMMATIC INFORMATION

1. Student Support and Professional Development/Technical Assistance

A. **Provide a brief summary of the proposed program.** The summary should give the reviewer a clear picture of the program structure (e.g., *school day and/or extended day, grade levels/subjects to be targeted, etc.*), the kinds of activities/services students will receive (e.g., project-based learning, work-based/service-learning, high school transition services, etc.), and the rationale for why this structure was chosen.

**SCHOOL YEAR:** *For those who have selected a during school day model, please also make sure to describe the impact this model will have on students’ schedules and how overall school engagement has been taken into consideration.*

**SUMMER:**

B. **What type of technical assistance and/or professional development do you anticipate providing to staff (or partners, if applicable) involved with programming?**

2. Program Schedule

Please fill in the charts below, illustrating the proposed subject areas, schedule and timeframe.

A. **SCHOOL YEAR (FUND CODE: 632) –**

<table>
<thead>
<tr>
<th>Program Type</th>
<th>English Language Arts</th>
<th>Mathematics</th>
<th>Science and Tech./Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Year Program Services</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Fund Code: 632 only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Upon Approval</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(no earlier than 9/1/2014) – 6/30/2015</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total weeks: ____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total hours: ____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start date: ____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End date: ____</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please check all that apply:

- During school day
- Extended day
- School vacations
- Weekend

B. **SUMMER (FUND CODE: 625) –**

<table>
<thead>
<tr>
<th>Program Type</th>
<th>English Language Arts</th>
<th>Mathematics</th>
<th>Science and Tech./Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer Program Services</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Fund Code: 625 only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7/1/2015 – 8/31/2015</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total weeks: ____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total hours: ____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start date: ____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End date: ____</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please check all that apply:

- During school day
- Extended day
- School vacations
- Weekend

Total weeks: _____
Total hours: _____
Start date: _____
End date: _____
II. PROGRAMMATIC INFORMATION - continued

3. Curriculum and Instruction

A. What is the teacher to student ratio for the program? Check all that apply.*
   □ 1:1 Instruction
   □ 1:2-6 Small Group Instruction
   □ 1:10 Classroom Instruction
   □ Other (describe):

B. What are the additional components of the program? Check all that apply.*
   □ Project/Theme/Multi-Disciplinary Based Learning
   □ Work/Community Service Based Learning
   □ Web/Software Based Learning
   □ Other (describe):

C. What is the intended number of additional academic instructional hours for each targeted student?

D. Using the charts below, indicate the number of staff and their qualifications.

   NOTE: Recipients of these grants must agree to hire staff with subject matter knowledge for the subjects they are teaching. The programs must have some staff available with training or education that addresses working with limited English proficient students or students with disabilities.

   i. English Language Arts (ELA)

<table>
<thead>
<tr>
<th>English Language Arts (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of English instructors:</td>
</tr>
<tr>
<td>Number of licensed* English teachers:</td>
</tr>
<tr>
<td>Indicate the amount of planning time per hour of teaching (not to exceed 1:2):</td>
</tr>
<tr>
<td>List areas of licensure* of other teachers instructing in ELA:</td>
</tr>
<tr>
<td>Type of staff utilized:</td>
</tr>
<tr>
<td>School day full-time</td>
</tr>
<tr>
<td>School day part-time</td>
</tr>
<tr>
<td>Outside contractors</td>
</tr>
<tr>
<td>Other (please specify):</td>
</tr>
</tbody>
</table>

*NOTE: Using licensed teachers is encouraged, but not required.

(Charts continued on next page.)
D. Using the charts below, indicate the number of staff and their qualifications - (continued)

### ii. Mathematics

<table>
<thead>
<tr>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of mathematics instructors:</td>
</tr>
<tr>
<td>Number of licensed* mathematics teachers:</td>
</tr>
<tr>
<td>Indicate the amount of planning time per hour of teaching (not to exceed 1:2):</td>
</tr>
</tbody>
</table>

*NOTE: Using licensed teachers is encouraged, but not required.

List areas of licensure* of other teachers instructing in mathematics:

Type of staff utilized:
- School day full-time
- School day part-time
- Outside contractors
- Other (please specify):

### iii. Science and Technology/Engineering

<table>
<thead>
<tr>
<th>Science and Technology/Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of science and technology/engineering instructors:</td>
</tr>
<tr>
<td>Number of licensed* science and technology/engineering teachers:</td>
</tr>
<tr>
<td>Indicate the amount of planning time per hour of teaching (not to exceed 1:2):</td>
</tr>
</tbody>
</table>

*NOTE: Using licensed teachers is encouraged, but not required.

List areas of licensure* of other teachers instructing in science and technology/engineering:

Type of staff utilized:
- School day full-time
- School day part-time
- Outside contractors
- Other (please specify):

4. Assessment

A. What specific data (such as MCAS, Early Warning Indicators, historical program data, etc.) were used when deciding on the structure of the program and the students to be targeted?

B. Outcome(s): Using the chart below, indicate the program’s anticipated improvements for students and/or staff that will be a result of proposed activities noted in this application.

<table>
<thead>
<tr>
<th>Outcome(s) Goal</th>
<th>How will it be measured</th>
<th>Baseline # and/or %</th>
<th>Target # and/or %</th>
<th>By When</th>
</tr>
</thead>
</table>


III. ADDITIONAL QUESTIONS FOR DISTRICTS PROVIDING ACADEMIC SUPPORT PROGRAMMING FOR STUDENTS IN LEVEL 3 AND 4 SCHOOLS

Districts where student performance and growth place them in Level 3 and 4 will be given high priority for Department assistance, including resources to assist their efforts to implement the Conditions for School Effectiveness (CSE).

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 items how your program will support school and district efforts in advancing this 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.