

Massachusetts



Department of  
Education

**Massachusetts Consolidated State Application**  
for Federal Grants under Title IX, Part C, Section 9302 of the Elementary and  
Secondary Education Act (Public Law 107-110)  
*No Child Left Behind Act of 2001*

**June 12, 2002**

(as approved by the United States Department of Education 7/1/02)



Massachusetts Department of Education  
**address** 350 Main Street, Malden, MA 02148  
**telephone** 781-338-3000 **internet** [www.doe.mass.edu](http://www.doe.mass.edu)



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This document was prepared by the Massachusetts Department of Education  
Dr. David P. Driscoll, Commissioner of Education

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**MASSACHUSETTS DEPARTMENT OF EDUCATION**

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350 Main Street, Malden, Massachusetts 02148-5023 #781-338-3000



# **The Commonwealth of Massachusetts Department of Education**

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350 Main Street, Malden, Massachusetts 02148-5023

Telephone: (781) 338-3000  
TTY: N.E.T. Relay 1-800-439-2370

David P. Driscoll  
Commissioner of Education

June 12, 2002

Rod Paige, Secretary of Education  
United States Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Paige:

On behalf of Massachusetts' public school students, educators and families, I am pleased to submit our consolidated state application for federal funds under Titles I through VI of the reauthorized Elementary and Secondary Education Act of 1965, *"No Child Left Behind Act of 2001."*

We are proud of our efforts to improve public education in Massachusetts, whose initiatives have been in full swing since our Education Reform Act was signed into law in 1993. We have seen much success, and we have a long way to go. With the resources available to us under this new federal legislation, I am confident that Massachusetts, already in a strong position of implementation, will move more rapidly toward reaching higher levels of achievement, particularly for the students, schools and districts needing our support the most.

I trust that this application will demonstrate our commitment to ensuring that wide public participation is included consistently and that a focus on excellence is the standard we aim to continue. I look forward to an affirmative response. Please contact me or Deputy Commissioner Mark McQuillan if you require any related information.

Thank you for your commitment to our public schools.

Sincerely,

A handwritten signature in black ink, appearing to read "David P. Driscoll".

David P. Driscoll  
Commissioner of Education

# MASSACHUSETTS CONSOLIDATED STATE APPLICATION

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## CONSOLIDATED STATE APPLICATION - SIGNATURE PAGE

The Commonwealth of Massachusetts hereby requests funds as authorized by section 9302 of the ESEA for the programs selected and identified on the "List of Programs Included in this Consolidated Application."

<p>1. Legal name of Applicant Agency (State Educational Agency): Massachusetts Department of Education</p>	<p>2. D.U.N.S. number: 799538178 Taxpayer ID Number (TIN): 0046002284</p>
<p>3. Address (include zip):  350 Main Street Malden, MA 02148</p>	<p>4. Contact Person for Consolidated Application Name: Dr. Mark McQuillan Position: Deputy Commissioner Telephone: 781-338-3101  Fax: 781-338-3392 E-Mail: <a href="mailto:mmcquillan@doe.mass.edu">mmcquillan@doe.mass.edu</a></p>
<p>5. Is the applicant delinquent on any Federal debt? <span style="float: right;"><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, explanation attached.</span></p>	
<p>6. By signing this consolidated State application, the State certifies the following:</p> <ul style="list-style-type: none"> <li>a. The following assurances and certifications covering the programs included in this Consolidated State Application have been filed with the U.S. Department of Education (either as a part of this Application or through another submission from the State): <ul style="list-style-type: none"> <li>i. <u>Section 14303 and EDGAR</u>. The assurances in Section 9304 (a) of the ESEA, and Section 76.104 of the Education Department General Administrative Regulations (EDGAR)</li> <li>ii. <u>ESEA Program Assurances</u>. Any assurances or certifications included in the statutes governing any program included in this Application.</li> <li>iii. <u>Assurances and Certifications</u>. Any assurances or certifications included in the Application under "Assurances and Certifications."</li> <li>iv. <u>Crosscutting</u>. As applicable, the assurances in OMB Standard Form 424B (Government-wide Assurances for Non-Construction Programs).</li> <li>v. <u>Lobbying; debarment/suspension; drug-free workplace</u>. The three certifications in ED Form 80-0013 and 80-0014, relating to lobbying, debarment/suspension, and drug-free workplace. (For more information, see 61 <i>Fed. Reg.</i> 1412 (01.19.96).)</li> </ul> </li> <li>b. As of the date of submission of this Application, none of the facts have changed upon which those certifications and assurances were made.</li> </ul>	
<p>7. To the best of my knowledge and belief, all data are true and correct. The governing body of the applicant has duly authorized the document and the applicant will comply with the assurances and certifications provided in this package if the assistance is awarded.</p>	
<p>a. Printed Name and Title of Authorized State/SEA Representative: David P. Driscoll, Commissioner of Education</p>	<p>b. Telephone: 781-338-3102  Fax: 781-338-3392  E-Mail: <a href="mailto:ddriscoll@doe.mass.edu">ddriscoll@doe.mass.edu</a></p>
<p>c. Signature of Authorized State/SEA Representative:</p>	<p>d. Date: e. 6/12/02</p>

# SAFE DRUG-FREE SCHOOLS AND COMMUNITIES ACT STATE GRANTS

## Chief Executive Officer Cover Sheet

<p>1. Legal Name of Applicant Agency (Chief Executive Office) Massachusetts Governor's Alliance Against Drugs Office</p>	<p>2. DUNS Number: 878587120</p>
<p>3. Address (including zip code):  1 Ashburton Place, Room 611 Boston, MA 02108</p>	<p>4. Contact Person Name and Position:  Michael Mather, Executive Director Kevin Stanton, Deputy Director  Telephone: (617) 727-0786 Fax: (617) 727-6137  E-Mail Address: <a href="mailto:Mike.Mather@eps.state.ma.us">Mike.Mather@eps.state.ma.us</a> <a href="mailto:Kevin.Stanton@eps.state.ma.us">Kevin.Stanton@eps.state.ma.us</a></p>
<p>5. Reservation of Funds:  <i>Indicate the amount the Governor wishes to reserve (up to 20%) of the total State SDFSCA State Grant allocation. The Governor of the Commonwealth of Massachusetts will reserve twenty percent (20%) of the total state SDFSCA funds.</i></p>	
<p>6. By signing this form the Governor certifies the following:  a. The following assurances and certifications covering the Safe and Drug-Free Schools and Communities Act State Grants program have been filed with the U.S. Department of Education (either as a part of this Application or through another submission from the State):  i. <u>Section 14303 and EDGAR</u>. The assurances in Section 9304(a) of the ESEA, and Section 76.104 of the Education Department General Administrative Regulations (EDGAR).  ii. <u>ESEA Program Assurances</u>. Any assurances or certifications included in the statutes governing the Safe and Drug-Free Schools and Communities Act State Grants program.  iii. <u>Assurances and Certification</u>. Any assurances or certifications included in the Application under "Assurances and Certifications."  iv. <u>Cross-Cutting</u>. As applicable, the assurances in OMB Standard Form 424B (Government-wide Assurances for Non-Construction Programs.)  v. <u>Lobbying; debarment/suspension; drug-free workplace</u>. The three certifications in ED Form 80-0013 and 80-0014, relating to lobbying, debarment/suspension, and drug-free workplace. (For more information, see 61 <i>Fed. Reg.</i> 1412 (01.19.96.)  b. As of the date of submission of this Application, none of the facts has changed upon which those certifications and assurances were made.</p>	
<p>7. To the best of my knowledge and belief, all data are true and correct. The governing body of the applicant has duly authorized the document and the applicant will comply with the assurances and certification provided in this package if the assistance is awarded.</p>	
<p>8. Typed name of Chief Executive Officer  Jane Swift, Governor</p>	<p>9. Telephone Number:  (617) 727-6250</p>
<p>10. Signature of Chief Executive Officer</p>	<p>11. Date 12. 6/12/02</p>

## **ESEA PROGRAMS INCLUDED IN THE CONSOLIDATED STATE APPLICATION**

### **CHECKLIST**

The State of Massachusetts requests funds for the programs indicated below:

- X Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- X Title I, Part B, Subpart 3: Even Start Family Literacy
- X Title I, Part C: Education of Migrant Children
- X Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- X Title I, Part F: Comprehensive School Reform
- X Title II, Part A: Teacher and Principal Training and Recruiting Fund
- X Title II, Part D: Enhancing Education Through Technology
- X Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- X Title IV, Part A, Subpart 1: Safe and Drug Free Schools and Communities
- X Title IV, Part A, Subpart 2: Community Service Grants
- X Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers
- X Title V, Part A: Innovative Programs
- X Title VI, Part A, Subpart 1, Section 6111: State Assessment Program
- \_\_\_\_\_ Title VI, Part A, Subpart 1, Section 6112: Enhanced Assessment Instruments Competitive Grant Program (*MADOE will submit this by the 9/15/02 deadline*)
- X Title VI, Part B, Subpart 2: Rural and Low-Income Schools

## MASSACHUSETTS CONTACTS FOR ESEA PROGRAMS

ESEA Program Title	Massachusetts Program Contact		
	Name	Phone	E-Mail address
Title I, Part A	Barbara Solomon	781-338-6262	<a href="mailto:Bsolomon@doe.mass.edu">Bsolomon@doe.mass.edu</a>
Title I, Part B, 3	Robert Bickerton	781-338-3800	<a href="mailto:Rbickerton@doe.mass.edu">Rbickerton@doe.mass.edu</a>
Title I, Part C	John Bynoe	781-338-6300	<a href="mailto:Jbynoe@doe.mass.edu">Jbynoe@doe.mass.edu</a>
Title I, Part D	Barbara Solomon	781-338-6262	<a href="mailto:Bsolomon@doe.mass.edu">Bsolomon@doe.mass.edu</a>
Title I, Part F	Barbara Solomon	781-338-6262	<a href="mailto:Bsolomon@doe.mass.edu">Bsolomon@doe.mass.edu</a>
Title II, Part A	Meg Mayo-Brown	781-338-3345	<a href="mailto:Mmayo-brown@doe.mass.edu">Mmayo-brown@doe.mass.edu</a>
Title II, Part D	Connie Louie	781-338-6865	<a href="mailto:Clouie@doe.mass.edu">Clouie@doe.mass.edu</a>
Title III, Part A	Lise Zeig	781-338-3516	<a href="mailto:Lzeig@doe.mass.edu">Lzeig@doe.mass.edu</a>
Title IV, Part A (SEA)	John Bynoe	781-338-6300	<a href="mailto:Jbynoe@doe.mass.edu">Jbynoe@doe.mass.edu</a>
Title IV, Part A (Governor)	Michael Mather Kevin Stanton	617-727-0786 617-727-6137	<a href="mailto:Mike.Mather@eps.state.ma.us">Mike.Mather@eps.state.ma.us</a> <a href="mailto:Kevin.Stanton@eps.state.ma.us">Kevin.Stanton@eps.state.ma.us</a>
Title IV, Part A, Subpart 2	John Bynoe	781-338-6300	<a href="mailto:Jbynoe@doe.mass.edu">Jbynoe@doe.mass.edu</a>
Title IV, Part B	Karyl Resnick	781-338-3515	<a href="mailto:Kresnick@doe.mass.edu">Kresnick@doe.mass.edu</a>
Title V, Part A	Rachelle Engler	781-338-3205	<a href="mailto:Rengler@doe.mass.edu">Rengler@doe.mass.edu</a>
Title VI, Part A, Subpart 1, 6111	Jeff Nellhaus	781-338-3600	<a href="mailto:Jnellhaus@doe.mass.edu">Jnellhaus@doe.mass.edu</a>
Title VI, Part A, Subpart 1, 6112	Jeff Nellhaus	781-338-3600	<a href="mailto:Jnellhaus@doe.mass.edu">Jnellhaus@doe.mass.edu</a>
Title VI, Part B, Subpart 2	Barbara Solomon	781-338-6262	<a href="mailto:Bsolomon@doe.mass.edu">Bsolomon@doe.mass.edu</a>

## CONSOLIDATED STATE APPLICATION CONTENTS

### PART I: ESEA GOALS AND INDICATORS

The Massachusetts Department of Education (MADOE) has adopted the five ESEA performance goals and the corresponding indicators. The MADOE has added Performance Indicator 1.4, *The percentage of students in third grade reading at the proficient level as measured by the MCAS*, to Performance Goal 1. MADOE agrees to submit targets and AYP baseline data related to the goals and indicators in its May 2003 application and non-AYP baseline data by September 2003.

#### ESEA Goals and Indicators

**Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better, in reading/language arts and mathematics.**

- 1.1 Performance Indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 Performance Indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.3 Performance Indicator: The percentage of Title I schools that make adequate yearly progress.
- 1.4 Performance Indicator: The percentage of students in third grade reading at the proficient level as measured by the Massachusetts Comprehensive Assessment System (MCAS) test.

**Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

- 2.1 Performance Indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
- 2.3 Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

**Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.**

- 3.1 Performance Indicator: The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 Performance Indicator: The percentage of teachers receiving high-quality professional development. (as the term, “professional development,” is defined in section 9101 (34).)
- 3.3 Performance Indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

**Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**

- 4.1 Performance Indicator: The number of persistently dangerous schools, as defined by the State.

**Performance Goal 5: All students will graduate from high school.**

- 5.1 Performance Indicator: The percentage of students who graduate from high school each year with a regular diploma,
  - disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
  - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 Performance Indicator: The percentage of students who drop out of school,
  - disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
  - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

## **PART II: STATE ACTIVITIES TO IMPLEMENT ESEA PROGRAMS**

*Instructions: Describe State-level activities according to the requirements that follow.*

*1. a. Describe the State's system of standards, assessments, and accountability and provide evidence that it meets the requirements of the ESEA for mathematics and reading language arts for grades 3-8.*

In the past several years, the MADOE has prepared, and the Massachusetts Board of Education has approved, thorough revisions of the state's PK-12 curriculum frameworks in mathematics and reading and English language arts. Both these frameworks contain challenging content standards for all grade levels that meet the requirements of section 1111(b)(1). Both documents have been widely disseminated to school districts and the general public. Both are on the MADOE's website <http://www.doe.mass.edu/frameworks/current.html>

The curriculum frameworks were mailed to each school in the Commonwealth, and hard copies have been distributed at many meetings with local district educators throughout the state in the past two years. The standards in these curriculum frameworks are coherent and rigorous. They specify clearly what students are expected to know and be able to do, and encourage the teaching of higher-order thinking skills. The standards in both curriculum frameworks are intended for all public school students in Massachusetts, no matter where they are educated with public funds. In addition to district public schools, these students may be enrolled in charter schools, educational collaboratives, private schools serving publicly funded students with disabilities, institutional schools, or separate programs for students in the custody of either the Department of Social Services or the Department of Youth Services.

The Commonwealth's Education Reform Act of 1993 requires all public school students to participate in state-administered assessments based on these the standards in the curriculum frameworks. These assessments provide for two levels of high achievement (called "proficient" and "advanced") and a third level of achievement, called "needs improvement," in addition to the lowest category called "warning" or "failing." These assessments are in complete alignment with the state's academic content standards.

The curriculum framework for mathematics, adopted in July 2000, and the curriculum framework for reading and English language arts, adopted in November 2000, contain standards covering two-year grade spans: PreK-K, 1-2, 3-4, 5-6, 7-8, 9-10, and 11-12. At present, the MADOE assesses reading in grade 3, reading and writing in grade 4, reading and writing in grade 7, and reading and writing in grade 10, and has therefore provided specific grade-level expectations for reading in grades 3, 4, and 7 in the span of grades from 3 to 8. It will undertake to clarify specific grade-level expectations in reading for grades 5, 6, and 8 in the next year and to disseminate specific grade level expectations by May 2003. At present, the MADOE assesses mathematics in grades 4, 6, 8, and 10. The MADOE will undertake to clarify specific grade level expectations in mathematics for

grades 3, 5, and 7 in the next year and to disseminate specific grade-level expectations by May 2003.

MADOE has implemented a results-driven school and district accountability system. In our accountability system, the primary indicators on which school and district performance is evaluated are student performance on state-administered MCAS tests in English language arts and mathematics.

Schools and districts receive annual reports detailing student performance outcomes in MCAS English language arts and mathematics for their students, in the aggregate and by student subgroups. On a biannual basis schools are rated based on their students' performance, in absolute terms, relative to our state goal of all students attaining proficiency in core academic subjects, and on the extent to which their students' performance has improved over the course of the two-year review cycle. School performance ratings are used to identify schools and districts in need of improvement or corrective action. Schools and districts with low performance that fail to meet improvement expectations may be referred for onsite review to determine the need for further state intervention or assistance due to poor performance. Schools that meet or exceed their improvement expectations are commended and are invited to participate in the Commonwealth's Exemplary School Program.

*b. Provide a timeline of major milestones, for adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).*

The MADOE completed, and the Board of Education approved, a thorough revision of the state's PK-12 curriculum framework for science and technology/engineering in December 2000. The standards in this curriculum framework meet the requirements of section 1111(b)(1). In addition to discipline-specific standards for grades 9-10, this curriculum framework provides three sets of integrated science standards in the early grades that cover: PreK-2, 3-5, and 6-8. At present, the MADOE assesses science and technology/engineering in grades 5 and 8 and is planning four discipline-specific assessments to be operational at the high school level in 2005-06.

*c. Provide a timeline of major milestones for the development and implementation, in consultation with LEAs, of assessments that meet the requirements of section 1111(b)(3) in the required subjects and grade levels.*

The MADOE currently relies on its custom-developed assessment system, the Massachusetts Comprehensive Assessment System (MCAS), to assess students, schools, and districts. The content areas and grade levels tested by MCAS in 2002 were:

English/Reading	grades 3, 4, 7, and 10
History	grades 5 and 8
Mathematics	grades 4, 6, 8 and 10
Science & Technology/Engineering	grades 5 and 8

Details of the design features, technical integrity, and reporting system for the MCAS tests were reported to the United States Department of Education (USED) in the MADOE's report *Submission of Evidence of Meeting the Final Assessment Requirements of Title 1 of the Elementary and Secondary Education Act, September 2000*. The USED determined in January 2001 that the Massachusetts assessment system met all of the requirements of the 1994 Reauthorization of Title 1.

### **Newly-Required Assessments for Spring 2006**

In order to comply with the assessment requirements of Sections 1111 (b)(3)(v)(I) and 1111 (b)(3)(C)(v)(II) of *No Child Left Behind*, Massachusetts will:

- (1) continue administration of current MCAS tests;
- (2) add custom-developed MCAS mathematics tests in grades 3, 5, and 7; and MCAS reading/ELA assessments in grades 5, 6, and 8 by December 2006; and
- (3) complete development and implementation of new custom-developed MCAS science tests by 2006.

The MADOE will custom-develop the new assessments required by ESEA using a similar design and format of the existing MCAS tests. This enhanced system will facilitate longitudinal comparisons of MCAS results. Following test administration, the MADOE plans to release a portion, if not all, of the MCAS test items that are used to determine student, school, district, and state MCAS scores.

### **School District Involvement in the Assessment Implementation Plan**

The MADOE will meet in the fall of 2002 to review its Assessment Implementation Plan with individuals representing the state's major educational constituencies and organizations, including teacher unions; school and district administrators; teachers of students with disabilities and limited English proficient students; and educational associations representing the content areas assessed.

The MADOE's proposed administration schedule for the new assessments required by *NCLB* is shown in Table 1 below.

1.1 Table 1. Major Milestones: Administration Schedule, grades 3-8 Tests									
	1.1 School Year								
MCAS Test	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
Gr. 3 Reading	Operational								
Gr. 4 ELA	Operational								
Gr. 4 Math	Operational								
Gr. 5 Reading			Tryout	Pilot	Operational				
Gr. 5 Math			Tryout	Pilot	Operational				
Gr. 5. Science	Pilot	Pilot	Pilot*	Operational					
Gr. 5 History	Pilot		Tryout	Pilot	Operational				
Gr. 6 Reading			Tryout	Pilot	Operational				
Gr. 6 Math	Operational								
Gr. 7 ELA	Operational								
Gr. 7 Math			Tryout	Pilot	Operational				
Gr. 7 History			Tryout	Pilot	Operational				
Gr. 8 Reading			Tryout	Pilot	Operational				
Gr. 8 Math	Operational								
Gr. 8 Science	Pilot	Pilot	Pilot*	Operational					
Gr. 10 ELA	Operational								
Gr. 10 Math	Operational								
Gr. 10-12 Science	Tryout	Tryout	Pilot	Pilot	Operational				
Gr. 10-12 History*			Tryout	Pilot	Operational				

\* The MADOE may consider making these tests operational in 02-03.

*Legend*

- Operational: Operational tests with fully reported results.
- Pilot: Trial test administration with limited reporting of results.
- Tryout: Field test of items.

Table 2 shows the major milestones of the MADOE's implementation plan to comply with the assessment requirements of Title 1 of the ESEA.

**Table 2. Major Milestones: Massachusetts Implementation Plan for Grades 3-8 Tests**

Summer 2002	Issue RFR for item development contract
Fall 2002	Meet with representatives from major educational organizations and constituencies to review MADOE's Assessment Implementation Plan
Winter 2003	Award contract for additional item development required by ESEA
Spring 2003	Blueprint developed and in place (to be modified later based on test tryouts and pilots) Item development for new ESEA-required tests begins
Fall 2003	Issue RFR for (primary) MCAS contract
Spring 2004	Test Administration Manual for question tryout prepared and issued to districts 3-6 months before tests are administered Statewide question tryout (field test) of items for new ESEA-required tests
Summer 2004	Award MCAS contract
Spring 2005	Test Administration Manual for pilot prepared and issued to districts 3-6 months before tests are administered Statewide pilot of additional ESEA-required tests
Spring 2006	Test Administration Manual prepared and issued to districts 3-6 months before tests are administered Statewide administration of existing and additional ESEA-required tests Technical Report completed 6 months after tests Technical Manual updated annually

\* Current MCAS contract expires December 31, 2004.

- d. Provide a timeline of major milestones for setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1116(e)(6) and (7).*

During the summers of 1998 and 2001, the MADOE engaged committees of educators as well as community and business leaders in setting academic achievement standards for existing assessments in reading, English language arts, and mathematics. Following a similar process, achievement standards will be set for additional tests (i.e., grade 5, 6, and 8 reading and grade 3, 5, and 7 mathematics) during the summer 2006, immediately following the first operational administration of those tests when raw data and student work from the tests, which are necessary for standard setting, are available. Achievement standards for new science and technology/engineering tests currently under development in grades 5 and 8 will occur in the summer of 2003 or 2004. Achievement standards for grade 10/11 discipline-specific science and technology/engineering tests currently under development will be set during the summer 2006. The standard-setting process will include local educators and result in the identification of achievement level cut scores for each of the tests.

Prior to the standard-setting procedure, content area/grade-specific achievement level definitions describing student performance at four levels – *Advanced*, *Proficient*, *Needs Improvement*, and *Warning (Failing)* -- will be developed. The content area/grade-specific definitions will serve as a basis for standard-setting. General definitions for each of the levels follow:

<b><u>General MCAS Achievement Level Definitions</u></b>	
<b>ACHIEVEMENT LEVEL</b>	<b>Description</b>
<i>Advanced</i>	Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.
<i>Proficient</i>	Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.
<i>Needs Improvement</i>	Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.
<i>Warning (Failing)</i>	Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.

- e. By **January 31, 2003**, describe how the State calculated its “starting point” as required for adequate yearly progress consistent with section 1111(b)(2)(E), including data elements and procedures for calculations.
- f. By **January 31, 2003**, provide the State’s definition of adequate yearly progress.
- g. By **January 31, 2003**, identify the minimum number of students that the State has determined, based on sound statistical methodology, to be sufficient to yield statistically reliable information for each purpose for which disaggregated data are used and justify this determination.<sup>1</sup>

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<sup>1</sup> Consistent with final regulations, expected to be released in August 2002.

- h. Provide a plan for how the State will implement a single accountability system that uses the same criteria, based primarily on assessments consistent with section 1111(b), for determining whether a school has made adequate yearly progress, regardless of whether the school receives Title I, Part A, or other federal funds.*

Massachusetts has in place a single accountability system that uses the same criteria – student performance on annual Massachusetts Comprehensive Assessment System (MCAS) tests – for determining whether a school has made adequate yearly progress, regardless of whether the school receives Title I, Part A or other federal funds. Massachusetts’ unitary School and District Accountability System was adopted by vote of the State Board of Education in 1998. Implementation began in 1999. Since then school ratings have been issued every other year, based on the combined average of two years of test results in English language arts, mathematics, and when available, science. Ratings are determined by a school’s absolute performance (percent Failing; percent Proficient and Advanced) *and* by improvement over the two-year review cycle relative to state-determined improvement targets. Performances in each subject area (ELA, mathematics, and science) are rated separately, then combined to produce “overall” school performance and improvement ratings.

At the end of the first review cycle, ratings issued in December 2000 were used to determine whether schools made adequate yearly progress in 1999 and 2000. Schools in the two lowest performance categories (Critically Low and Very Low) that failed to meet their improvement targets for Cycle 1 were identified as schools “in need of improvement.” The lowest performing of these schools were referred for panel review to determine the need for state intervention to improve student outcomes. State and federal resources have been allocated to provide targeted assistance to schools in need of improvement, with intensive planning and ongoing support being made available to schools that, based on panel review findings, have been designated “under-performing.”

Cycle II school performance and improvement ratings will be issued in the fall of 2002, based on schools’ ELA and mathematics MCAS performance during 2001 and 2002 (two-year average). 2001-2002 results will be compared to averaged results from 1999 and 2000 to determine improvement. Because Massachusetts’ science standards and assessments were revised during this review cycle, science test results will not be considered in determining school performance and improvement ratings for Cycle II.

In response to other changes in our assessment program (involving adjustments to the scales used for reporting individual student results and revision of the performance level standards for 4<sup>th</sup> grade ELA), we also plan to use a new measure – the proficiency index – as a basis for Cycle II school and district performance and improvement ratings. The proficiency index allows us to combine test results from multiple grade levels and multiple years, and it is sensitive to change within, as well as across, the two performance levels that lead up to proficiency. We are in the process of mapping MCAS English language arts and reading and mathematics test results from 1998 through 2001 to the

new proficiency index measure. When this mapping process is complete, we will have a valid and reliable reference point for describing change in schools' and districts' MCAS results in the years 1998 – 2001, and for comparing those results (or any of them) with results obtained from future test administrations.

Additional information concerning the Massachusetts School and District Accountability System, which includes onsite review processes as well as the School Performance Rating Process discussed above, is available on the MADOE's web site at [www.doe.mass.edu/ATA](http://www.doe.mass.edu/ATA).

A detailed description of the Massachusetts School and District Accountability System, with supporting documentation, was submitted to the USED for review in the fall of 2000. The USED determined, based on that review, that the Massachusetts School and District Accountability System met all of the requirements set forth in Title 1 of the 1994 Elementary and Secondary Education Act.

To fulfill the new requirements of the *No Child Left Behind Act of 2001*, we will modify our existing School and District Accountability System to allow our Cycle II changes to integrate smoothly with new federal mandates. Our process for incorporation the new requirements into our current USED-approved accountability system include:

1. In the fall of 2002, when the results of the 2002 MCAS test administration become available, we will establish biannual statewide performance targets for measuring Massachusetts' progress toward achieving the national goal of all students being proficient or advanced in English language arts and mathematics by the year 2014. We will determine our state starting point in accordance with Sec. 1111(b)(2)(E). We will set intermediate state performance goals for 2004, 2006, 2008, 2010, and 2012 progressing in equal increments toward the goal of all students at all schools attaining proficiency in English language arts and mathematics by 2014.
2. In 2003-2004, the beginning of Cycle III (2003-2004 performance compared to 2001-2002 baseline), we will:
  - establish improvement targets and issue performance and improvement ratings for districts as well as individual schools.
  - measure and report on the performance and improvement of student subgroups as well as students in the aggregate.
  - consider subgroup as well as aggregate student performance in determining whether schools and districts have made adequate yearly progress during a given review cycle.
  - establish individualized performance targets for each school and district, for students in the aggregate and for student subgroups. These specific, measurable performance objectives will be used to hold schools accountable for improving student performance, during each review cycle, at a rate that will result in all students performing at or above the proficient level in English language arts, reading and mathematics by the year 2014.

- incorporate graduation rate for high schools and one additional academic performance indicator for elementary and middle schools into our accountability system and use these measures, together with MCAS results, as a basis for determining whether schools and districts have made adequate yearly progress toward achieving the goals for student achievement.

*i. Identify the languages present in the student population to be assessed, the languages in which the State administers assessments, and the languages in which the State will need to administer assessments. Use the most recent data available and identify when the data were collected.*

**Attachment A** lists the 101 languages spoken by the Commonwealth's 46,116 limited English proficient (LEP) students and the October 2001 state enrollment figures by grade for each of these language groups.

Native Spanish speakers make up the majority: approximately 57% of all LEP students in Massachusetts. The MADOE has developed bilingual (Spanish-English) versions of MCAS tests in all tested content areas except English language arts. Provided that enrollment patterns for Spanish speakers remain stable, the MADOE plans to continue its development of Spanish language versions of MCAS tests.

The remaining 43% of Massachusetts' LEP students are spread across 100 other language groups. Portuguese, the state's second largest language group, makes up approximately 11% of LEP students with an average of 390 students per grade across the state. All other language groups make up 3 percent or less of the total LEP population. Given the statewide enrollment patterns for LEP students, the MADOE has not yet identified a feasible means of administering content area assessments in languages other than Spanish.

- j. Provide evidence that, beginning not later than the school year 2002-2003, LEAs will provide for an annual assessment of English proficiency that meets the requirements of section 1111(b)(7) and 3116(d)(4), including assessment of English proficiency in speaking, listening, reading, writing, and comprehension. Identify the assessment(s) the State will designate for this purpose.*

### **English Proficiency Assessments for LEP Students, Spring 2003**

The MADOE will require districts to assess all LEP students' English proficiency in April 2003 as shown in Table 3 below. The MADOE will require districts to use the LAS-R and the LAS-W to test reading and writing, respectively. Both of these instruments, published by CTB-McGraw Hill, are well-established instruments and are widely used across the country to evaluate LEP students' reading and writing skills in English. These instruments, according to the publisher, assess "vocabulary, fluency, reading comprehension, and mechanics and usage objectively with selected-response items, while writing is evaluated directly." (CTB McGraw Hill Product Detail: Language and Assessment Scales – Reading/Writing (L...W) website, June 2002)

To assess students' proficiency in speaking and listening, the MADOE will require all LEP students to be tested locally with the Massachusetts English Language Assessment-Oral (MELA-O). The MELA-O is a classroom assessment instrument designed by the MADOE in collaboration with the Center for Applied Linguistics. Since 1993, when the MELA-O was first introduced to Massachusetts schools, the MADOE has trained and certified approximately two dozen MELA-O trainers statewide. As a result of the training of certified MELA-O trainers, it is estimated that several hundred ESL and bilingual education teachers in Massachusetts currently use the MELA-O to assess LEP students' proficiency in speaking and understanding English.

**Table 3. English Proficiency Assessments to be Administered in 2003\***

<i>Component</i>	<i>Test to be Administered</i>	<i>Nature of Assessment</i>	<i>State Support</i>
<i>Reading</i>	<i>LAS-R</i>	<i>NRT-shelf product</i>	<i>State will pay for costs of assessment via grants to districts</i>
<i>Writing</i>	<i>LAS-W</i>	<i>NRT-shelf product</i>	<i>State will pay for costs of assessment via grants to districts</i>
<i>Listening</i>	<i>MELA-O</i>	<i>Classroom assessment</i>	<i>Instrument and training provided by state.</i>
<i>Speaking</i>	<i>MELA-O</i>	<i>Classroom assessment</i>	<i>Instrument and training provided by state.</i>

\* Chapter 71A of the Massachusetts General Laws requires public school districts to offer a Transitional Bilingual Education (TBE) program when 20 or more children of the same language classification are enrolled in the school district. TBE programs are to provide initial instruction in a student's native language with a gradual transition to English. Under state law, all districts with TBE programs in Massachusetts are currently required to test all enrolled LEPs in reading using the state's designated assessment : LAS-R published by CTB-McGraw Hill. These districts are also currently required to administer the Massachusetts English Language Assessment-Oral (MELA-O) to evaluate students speaking and listening skills in English.

**English Proficiency Assessments for LEP Students, 2004 and Beyond**

The MADOE will issue an RFR seeking a contractor to provide the state with a reading assessment and to provide or assist the state in the development of a writing assessment, both to be administered for the first time in April 2004. The MADOE also plans to continue to require local administration of the MELA-O to assess all LEP students' proficiency in speaking and understanding (listening) English. The English language assessments will be aligned with the other state assessments.

In addition to an in-house working committee that has researched and reviewed options for these assessments, the MADOE has consulted teachers on its English as a Second Language (ESL) Committee and representatives of selected school districts.

- k. *Describe the status of the State's effort to establish standards and annual measurable achievement objectives under section 3122(a) of the ESEA that relate to the development and attainment of English proficiency by limited English proficient children, standards as required by section 1111(b)(1) of the ESEA.*

The MADOE convened a committee of Massachusetts English as a Second Language (ESL) and bilingual teachers in June 2001 to assist in the development of ESL Standards. The ESL standards will be aligned with the state's learning standards. The (draft) Introduction to the Massachusetts ESL Standards and Benchmarks document states that its purpose is to "assist all teachers in helping limited English proficient students to achieve fluency and literacy in English which will enable them to demonstrate proficiency on the Massachusetts English Language Arts standards, the Massachusetts Mathematics standards, the Science and Technology/Engineering standards, and the History and Social Science standards." The draft document is organized into three strands: speaking and understanding (listening); reading; and writing. Final recommendations to the standards were made by the MADOE's ESL Standards Committee in spring 2002. The document will be distributed to language acquisition and ESL experts for review during the summer 2002. The Massachusetts Board of Education is expected to receive the document for review in late summer and to vote on its adoption in fall 2002.

The MADOE plans to establish annual achievement objectives to identify the expected growth in English language performance for each year an LEP student is enrolled in a Massachusetts school, and to enable the MADOE to monitor school and district success in having each LEP student meet state established achievement objectives. Since achievement objectives will be based on its ESL standards and assessment instruments, the MADOE must first formalize the adoption of standards and assessments before decisions about appropriate and reasonable achievement objectives can be made. Table 4 shows the MADOE's plan for finalizing ESL standards and implementing English Proficiency Assessments beginning in 2003.

It is anticipated that performance on the state's English Proficiency Assessment will be reported according to three achievement levels: Level I, Level II, and Level III. The descriptions will state the reading, writing, speaking, and listening skills students will be expected to demonstrate at each level. Moreover, the descriptions will indicate the extent to which students are ready to participate in classrooms not tailored to LEP students.

**Table 4: Major Milestones: Massachusetts Implementation of English Proficiency Assessments**

Summer 2002	Notify all districts of EPA testing requirements/grant program for 2002-2003
Summer 2002	Distribute final draft of ESL Standards to ESL teacher Committee
Summer 2002	Issue RFR for EPA (reading and writing only)
Fall 2002	Final ESL Standards to Board of Education for approval
Spring/Summer 2003	Establish Annual Achievement and Interim Performance Objectives for LEP students' acquisition of English
Winter 2003	Award contract for EPA (reading and writing)

April 2003	Local administration of EPA: (R & W) Local administration of MELA-O (S & L)
Fall 2003	Field test EPA writing
April 2004	Statewide Administration of EPA (R & W) Local Administration of MELA-O (S & L)

2. *Describe the process for awarding competitive subgrants for the programs listed below.*

Competitive grants are open to applicants that meet eligibility criteria listed in the enabling statutory language and described in the Request for Proposals (RFP) developed for each program. The MADOE has developed a standard RFP format that is used for state and federal grant programs. The format contains information on the grant's purpose, priorities, eligible applicants, available funding, appropriate use of funds, project duration, due date, and contact information.

In preparing their responses, applicants are required to provide: a program narrative that addresses the specific areas related to the program's criteria: needed statistical information; budgetary information; and any other information needed for the particular grant program. Reading teams and scoring rubrics are used in the review process to ensure a fair and open competition among eligible applicants.

Competitive grant proposals are subject to objective assessment of their relative merits. Grants recommended for funding are presented to the Commissioner and Board of Education for approval. The MADOE has a process for unsuccessful applicants to use if they wish to appeal the funding decision.

The MADOE has a procedural manual for applicants' use. See the following link. <http://finance1.doe.mass.edu/Grants/procedure/default.html> This manual, along with a similar manual being developed for internal use, will be updated as needed this summer to address changes resulting from the *NCLB Act*.

*In a separate response for each of these programs, provide a description of the following items, including how the State will address the related statutory requirements:*

- a. timelines*
  - b. selection criteria and how they promote improved academic achievement*
  - c. priorities and how they promote improved academic achievement.*
- (In lieu of this description, the State may submit its RFP for the program.)*

*The programs to be addressed are:*

**1. Even Start Family Literacy (Title I, Part B)**

**a. Timelines**

The Even Start Family Literacy RFP was issued in March 2002. A Technical Assistance session was held on April 11, 2002. A Letter of Intent to Apply was due on May 30,

2002. Applications are due July 1, 2002. Recommended grantees will be presented to the Massachusetts Board of Education for its approval in August or September, 2002.

## **b. and c. Selection Criteria and Priorities and How They Promote Improved Academic Achievement**

### **Committee of Practitioners**

Our Massachusetts Family Literacy Consortium (MFLC), established through the Even Start Statewide Initiative, has been designated as Even Start's "*Committee of Practitioners.*" This Consortium has as an overall goal to support family literacy services and strengthen efforts for coordinated state funding. The membership is comprised of all the major state agencies that work on behalf of families and children, family literacy and family support practitioners, parents, Title I, Early Childhood, and Head Start practitioners, and other related individuals and agencies. In addition, the MFLC oversees the development and implementation of the required Indicators of Program Quality for Family Literacy. Some of the MFLC members participate as Even Start proposal readers.

### **Review Panel for Selecting Subgrantees**

A notice seeking Even Start proposal readers is disseminated to the field, the MFLC, and other related professionals on an annual basis. A minimum of three members is selected each year to represent adult education, early childhood education, and family literacy. All proposal readers participate in a training conducted by the Even Start State Coordinator prior to reviewing proposals to ensure full understanding of the program, its requirements and criteria, as well as consistency and uniformity in rating their proposals. Some of the readers represent the coordinators of family literacy, family support, and other related initiatives within the MADOE which enables the review process to have a more coordinated and strategic approach as our programs build upon one another's goals.

See RFP at the link below for selection criteria and priorities.

<http://finance1.doe.mass.edu/Grants/grants03/rfp/304.html>

## **2. Education of Migrant Children (Title I, Part C)**

Because Massachusetts' migrant population is widely distributed throughout the Commonwealth, MADOE awards single-source funding through a subgrant for the Massachusetts Migrant Education Program. A Request for Proposals to administer the program for up to five years was issued and awarded in the 2001-2002 school year. EDCO Collaborative was the successful applicant. For a description of the program administration, see the Title I, Part C, section in Part III of this application.

## **3. Prevention and Intervention for Children Who Are Neglected, Delinquent, or At-Risk – Local Agency Programs (Title I, Part D, Subpart 2)**

### **a. Timelines:**

The MADOE "Survey of N or D Sites Worksheet" is mailed to Neglected or Delinquent program sites late in October. Applicants complete the form and return it by mid-

December. Each submitted worksheet is reviewed, with follow-up telephone calls or visits made to the site if additional information is needed. The application forms for Title I Neglected or Delinquent Program funds (Title I, Part D, subparts 1 and 2) are mailed to those applicants that are determined eligible as a result of the process described above. This mailing takes place in mid-June, pending USED notification to the MADOE of the amount of the entitlement for Part D. (This amount is based on the information submitted by the Neglected or Delinquent sites to the MADOE, which in turn forwards the data to the USED in mid-January.)

### **b. and c. Selection Criteria and Priorities and How They Promote Improved Academic Achievement**

Eligibility is determined annually for each Neglected or Delinquent site. The “USED worksheet” is used in an annual survey for applicants to provide the MADOE with the appropriate information.

### **Student Selection, Priorities, and Assessment**

In the RFP, applicants are asked to indicate what factors are used to determine the students selected for program eligibility. Factors may be based on student records, and student descriptors (by need, age, functional grade level, etc.). For example, correctional facilities must assure priority will be given to youths who are likely to complete incarceration within 2 years. The eligibility process must ensure that staff, in consultation with education and auxiliary service providers, identify the students most in need of support. Eligibility must be determined by uniform multiple criteria that are used to ensure an equitable selection process (academic performance, standardized test results, staff recommendation, district records).

### **Program Standards and High Expectations**

Applicants are asked to indicate how the proposed instruction is based on the learning standards in the Massachusetts Curriculum Frameworks. The students receiving the Title I services are expected to gain both basic and complex skills within a challenging content area. Title I services are supplemental and must support the facility’s existing programs of instruction. All programs should address both educational achievement and the personal needs of the neglected or delinquent students. These activities should reflect the degree of the facility’s collaboration with the local school district and interaction with the MADOE.

## **4. Comprehensive School Reform (CSR) (Title I, Part F)**

### **a. Timelines**

The MADOE will fund schools entering a second year of program implementation as well as new schools that will begin implementing comprehensive reform in 2002-2003.

In February 2002, the MADOE invited Superintendents, Title I Directors, and Principals of schools in need of improvement to participate in orientation meetings where technical assistance was provided on regulations, guidelines and the process of applying for funding. Proposal submissions were due at the MADOE on April 1, 2002.

**b. and c. Selection Criteria and Priorities and How They Promote Improved Academic Achievement.**

The MADOE follows a competitive process for selecting schools to receive funds for the implementation of CSR. Priority is given to schools that were identified for school improvement. Technical assistance is provided to schools through conferences, networking meetings, and liaison visits to each school to ensure effective implementation of programs to improve student achievement.

CSR applications are evaluated and selected for funding by a peer review team and MADOE staff. Winning applications are selected on the basis of:

- identified needs of each school;
- capacity to implement school reform, plans to improve teaching and learning;
- commitment of district and school staff; and
- quality of the proposal in addressing the eleven components and requirements.

A scoring rubric is used by reviewers to assign points to the eleven CSR components. Consideration for the final selection of the proposals includes geographic diversity, grades served, and readiness to implement school reform. For more information refer to the RFP. <http://finance1.doe.mass.edu/Grants/grants03/rfp/573.html>

**5. Teacher and Principal Training and Recruiting Fund -- subgrants to eligible partnerships (Title II, Part A, Subpart 3)**

The Massachusetts Board of Higher Education (MBHE) will administer Title II Part A, Subgrant 3 funds by awarding competitive subgrants to eligible institutions of higher education, non-profit educational institutions, and high-need school district partnerships. The partnerships will conduct professional development activities in core academic subjects to ensure that highly qualified teachers, paraprofessionals, and (where appropriate) principals possess sufficient knowledge in the academic subjects they teach.

The MBHE will make competitive grants to Massachusetts public and independent degree-granting institutions of higher education and non-profit organizations (such as museums, science centers, educational partnership organizations) with "records of demonstrated effectiveness." A "record of demonstrated effectiveness" means that an organization has documented successful experience in implementing professional development programs that conform to the current Massachusetts curriculum frameworks for content disciplines. These funds will be allocated to partnership activities to enhance student achievement in participating high-need school districts. Funded projects will emphasize professional development activities in mathematics, science, middle school reading, and other high-need content areas.

**a. Timelines**

The MBHE will award funds to eligible partners through a competitive process. The RFP will be issued after the guidance documents are released by the USED. If these documents are available by July 1, the following timetable will apply:

## TIMETABLE

<u>Description</u>	<u>Date</u>
Announcement of Grant	July, 2002
Requests for Proposals	Available August, 2002
Proposals Due	October, 2002
Announcement of Awards	November, 2002
Project Period Begins	January, 2003
Projects Conclude	December 31, 2003

### **b. Selection Criteria**

Proposals will be reviewed by a committee composed of faculty members from public and private institutions of higher education, non-profit organizations, the MADOE, and other state departments of higher education.

The overall pool of recommended applicants will be reviewed to ensure equitable geographic distribution of subgrants so that students throughout the state are taught by highly qualified teachers. To promote improved student academic achievement, the committee will assess proposals in the following areas:

#### **Project Objectives and Activities (36 points)**

##### Quality, Scope and Content of Project Objectives

The extent to which project objectives and activities:

- Are tied to current Massachusetts state curriculum frameworks;
- Reflect up-to-date research in teaching and learning and include integrated content and pedagogical components appropriate for students with diverse learning needs;
- Incorporate effective strategies, techniques, methods, and practices for meeting the educational needs of diverse students;
- Are of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom;
- Recognize teachers as an important source of knowledge that should inform and help shape professional development;
- Design a performance indicator system.

#### **Implementation Plan (24 points)**

##### Plan of Operation

- The quality of the design of the project, including the use of personnel and resources to achieve the stated objectives;
- The extent to which the plan of management is effective and ensures the proper and efficient administration of the project; and
- The degree of cooperation and collaboration among all participating institutions, teachers, and other educators.

#### Quality of Key Personnel

- The experience, knowledge, and capacity of project personnel to provide high-quality professional development for educators;
- The qualifications and time commitment of the project director and other key personnel;
- The measures that the institutions or organization, as part of its nondiscriminatory employment practices, will follow to ensure that its personnel are selected without regard to race, color, national origin, gender, age, religion, sexual orientation, or disability.

#### Applicant's Commitment and Capacity

- The extent of the applicant's commitment to the project, its capacity to continue the project, and the likelihood that it will build upon the project when federal assistance ends.

#### **Budget and Cost Effectiveness (18 points)**

- The adequacy of the proposed budget to support the project;
- The efficiency of the use of resources: per teacher cost is reasonable in relation to the time project participants are engaged in the project;
- The reasonableness of costs in relation to the objectives of the project; and
- The use of other funds to supplement grant funds for the project's activities.

#### **Expected Impact and Project Evaluation (12 points)**

##### Assessment of Program Effectiveness

- The extent to which the methods of assessing the effectiveness of the project are appropriate to the project;
- The adequacy of the program assessment plan to provide evidence, both quantitative and qualitative, that project objectives have or have not been fulfilled and to indicate areas for improvement.

##### Improvement of the quality of teaching and instruction in core academic subject areas.

- Contribution of the proposed project to the improvement of teaching and instruction in core academic areas;
- Contribution of the proposed project to the improvement of teacher education programs within an institution of higher education.

#### **Need for the Project (10 points)**

##### Statewide Significance

- The magnitude of the need for the proposed project;
- The likely impact of the proposed project;
- The potential transferability of the proposed project to other settings with the likelihood of accomplishing similar results; and
- The funding priority of the proposed project.

### **c. Priorities and How They Promote Improved Academic Achievement**

The priorities for Massachusetts professional development initiatives are:

- Expanding educators' knowledge of subject matter;
- Increasing teachers' knowledge of the standards in current Massachusetts curriculum frameworks, curriculum, instruction, and assessment;
- Supporting beginning teachers; and
- Analyzing and reducing the gap between goals for students' achievement and students' actual progress.

Funded projects will demonstrate how they will implement the standards in the Massachusetts curriculum frameworks, in concert with the State Professional Development Plan. [www.doe.mass.edu/pd/stateplan/](http://www.doe.mass.edu/pd/stateplan/)

The program priorities will focus on closing the student achievement gap through innovative projects that address the following priorities:

#### **Recruitment and Preparation**

- Recruit and prepare persons who hold promise of becoming teachers in high need content and geographic areas.
- Recruit, prepare and support non-licensed personnel (e.g., paraprofessionals) who hold promise of becoming teachers to meet requirements for Temporary or Initial licensure. This may include preparation for earning an appropriate bachelor's degree.

#### **Professional Development and Retention**

- Align professional development activities with current Massachusetts curriculum frameworks and with the standards for the licensing and re-licensing of teachers to ensure that educators possess the knowledge and skill to improve student achievement in the core academic areas.
- Provide professional development activities that contribute to improving student academic achievement.
- Provide professional development activities that integrate standards in current Massachusetts curriculum frameworks and standards-based teaching into teacher preparation and inservice programs.
- Provide professional development activities in core academic subjects, with a special emphasis on mathematics, science, middle school reading, and other high-need content areas, that contribute to the State Plan for Professional Development.

## **6. Enhanced Education Through Technology (Title II, Part D)**

### **a. Timelines**

RFPs for these funds were issued in May 2002. Technical assistance workshops were held throughout the state. The competitive proposals are due on July 1, 2002. The proposals will be reviewed by a team with expertise in instructional technology. Funding recommendations will be presented to the Board of Education in August 2002.

An Instructional Technology staff member oversees each technology grant program. In FY 2003 the Instructional Technology staff will:

- Conduct two grant recipient workshops. One will be held in the fall to help grant recipients in the implementation of their projects, and one in the spring to gauge the progress of the implementation.
- Host four technology conferences across the state in March and April 2003 to showcase the grant projects. Grant recipients will share their projects with their colleagues through formal presentation, panel discussion, roundtable discussion, and exhibitions.
- Organize discussion groups for grant recipients through the state's Virtual Education Space (VES) online system.
- Visit grant recipients who need support.

#### **b. and c. Selection Criteria and Priorities and How They Promote Improved Academic Achievement**

See RFPs at the link below for selection criteria and priorities.

<http://finance1.doe.mass.edu/Grants/grants03/rfp/165.html>

<http://finance1.doe.mass.edu/Grants/grants03/rfp/170.html>

### **7. Safe and Drug-Free Schools and Communities -- Reservation for the Governor (Title IV, Part A, section 4112)**

#### **a. Timelines**

The Massachusetts Governor's Alliance Against Drugs (GAAD) was created in 1985 to coordinate the activities of all state agencies, including the MADOE, in developing a prevention awareness curriculum in schools and communities regarding illegal drug and alcohol use. Funding for such a collaboration was provided by the federal Drug-Free Schools and Communities Act of 1984.

Since 1991, a federal grant has been awarded annually to the Commonwealth with 80% of the monies going to the MADOE and 20% going to GAAD. GAAD, designated as the state's overall coordinator of drug and violence prevention efforts, has taken a lead role in promoting community-based anti-drug and anti-violence programs.

Specifically, GAAD funds initiatives geared towards teenagers who are at risk of abusing drugs or committing crimes; and towards violence prevention initiatives, law enforcement education partnerships, and juvenile diversion programs. GAAD will continue the administration and monitoring of grants awarded to such community-based prevention programs. GAAD will also design and implement a new series of drug and awareness events and initiatives while cooperating with national, state, and local agencies in compiling data on the latest drug and violence trends. These data are intended to inform the development of effective policies for the Commonwealth.

GAAD will develop an RFP in July/August, issue it to eligible recipients in September, and award funds in November 2002. The work will be done in partnership with MADOE.

## **Technical Assistance and Program Monitoring**

### **Program Requirements**

Programs receiving funds from the Governor's Alliance are required to:

- submit 4 financial expenditure reports and 4 program evaluation reports per year to document budget compliance and programmatic progress
- host 2 site visits by a GAAD Program Coordinator per year,
- submit budget amendments and inform GAAD of any program changes before they are implemented, for GAAD approval,
- adhere to the guidelines listed in the Protection of Pupils Rights Amendment, and
- implement program activities and events according to the Principles of Effectiveness and in compliance with all appropriate state and federal laws and regulations.

### **Evaluation**

All programs must provide statistical data collected at the end of each year of their grant award cycle that reflects the program or activity receiving these funds is benefiting the needs outlined in their original grant application along with reaching measurable outcomes indicating progress towards achieving stated goals and objectives. All are required to include a summary and copy of the evaluation tools and methods used for the GAAD's approval to ensure effectiveness of evaluation techniques being implemented. All subgrantees are offered technical assistance from a GAAD Program Coordinator

### **Workshops on Scientifically-Based Programs**

The GAAD will host four trainings per year throughout the state to educate prevention providers on the subject of Science-Based Programs and types available. Advanced services will be available through resources posted on the GAAD and MA DOE web sites.

### **b. Selection Criteria and How They Promote Improved Academic Achievement**

Applicants will be reviewed through a peer review process consisting of community-based service practitioners. Peer review panels are composed of representatives from many constituencies who have a stake in youth drug and violence prevention in the Commonwealth. Peer reviewers will be divided into panels to read, evaluate, and score each proposal. Each proposal will be assessed and given a numerical rating in the following areas:

- Needs assessment and program design
- Thorough and achievable goals, objectives, timelines, and activities
- Evaluation and continuous improvement
- Budget

The criteria used for assessing each proposal will be based on the applicant's success in meeting all of the Principles of Effectiveness and including all of the components for each of the areas.

### **c. Priorities and How They Promote Improved Academic Achievement**

This funding source is designed for research-based proven effective youth substance abuse and violence prevention programs in a Massachusetts school, or a non-profit prevention organization. Subgrantees should demonstrate a cooperative agreement with local police, schools and a reputable substance abuse or violence prevention organization for referral and information purposes. All program facilitators must be formally trained in the type of substance abuse and violence prevention service being offered. Money from this grant must be used to:

- Develop strategies to implement youth violence awareness, prevention and intervention programs into appropriate curricula for students;
- Establish an extensive referral network within targeted communities with links to, and written protocols with other professionals (e.g., local police, District Attorneys' Offices, batterer women's programs, batterer intervention programs, etc.)
- Provide education, awareness and resource information to parents within the targeted community regarding youth violence issues;
- Maintain and compile accurate statistics on incidents of youth violence occurring within the targeted school or community.
- Assist schools and districts to establish and maintain learning environments that are safe, drug free, and conducive to learning.

Each year the GAAD reassesses its targeted priorities to ensure the greatest needs for our state are being addressed while providing services for the appropriate youth groups not normally receiving services. Currently, the GAAD is evaluating its demographic priorities for next year but is waiting on statewide data (Youth Risk Behavior Survey) from the MADOE which is a valuable tool that the GAAD utilizes for this assessment.

Previously, the GAAD has offered awards for the following:

**High Risk Youth**-MA surveys revealed a need for services (before- and after-school programs) for youth between the ages of 13 and 17. This age group was showing high rates of academic failure, economic disadvantage, pregnancy, violent or delinquent tendencies, and mental health problems. GAAD developed mini grant awards for communities, schools, and organizations to apply for that would address one or more of these problems within their communities by implementing an appropriate science based program.

**Juvenile Diversion/LEEP**-MA surveys revealed an increase in juvenile arrests for youth between the ages of 10 and 14 committing non-felony criminal activity. The justice system reported a lack of opportunities and available resources for youth involved with the juvenile court system. GAAD developed an award opportunity for District Attorneys, courts, DYS and the like to apply for that would provide prevention education programs to youthful nonviolent first time offenders as an alternative to going through the criminal justice system in hopes of providing intervention services proven effective at redirecting the youth in a positive direction.

**Educational Training**-Based on state and federal data, GAAD puts out grant opportunities for organizations to hold statewide training for prevention providers, teachers, law enforcement personnel, etc. who work with youth on effective drug and

violence prevention programs. Awards are given to organizations that are providing training throughout the state on a subject not currently being addressed but demonstrate a clear need for this service. Subgrantees are allowed to develop materials (pamphlets, etc.) for attendees to use as a guide or refresher on the subject matter at a later date.

## **8. Community Service Grants (Title IV, Part A, section 4126)**

### **a. Timelines**

During the summer of 2002, the MADOE and the Governor's Alliance Against Drugs (GAAD - Governor's Designee) will develop processes and procedures for establishing a minimum of six Regional Community Service Programs that will adopt and implement community service (CS) plans that target expelled or suspended students. Eligible entities will apply for these funds through the state's Request for Responses contracting process in the fall of 2002. MADOE and GAAD will review all applications and make recommendations to the Board of Education in December 2002 with anticipation of programs starting by January 15, 2003.

### **b. Selection Criteria and How They Promote Improved Academic Achievement**

Eligible applicants shall include, but not be limited to, local schools districts or consortia of districts, community-based organizations and other state or local agencies with the capacity to provide the required services. At a minimum, applicants will describe the need for the program, program's goals, measurable objectives to improve student behavior for reintegration into the educational setting, program activities, expected outcomes, collaboration with school districts to be served, and capacity to provide regional transportation for students. A scoring rubric will be developed to evaluate proposals and to guide funding recommendations.

### **c. Priorities and How They Promote Improved Academic Achievement**

Priority will be given to applicants with current alternative education or reintegration programs who propose to develop a community service component. Community service activities will be designed for transitioning suspended or expelled students back into the education mainstream. Other program activities will include collaboration with the appropriate educational agencies to improve participants' academic achievement. Equitable geographic distribution of subgrants will ensure that students throughout the state participate in the programs.

**9. 21<sup>st</sup> Century Community Learning Centers (Title IV, Part B)**

**a. Timelines**

**Timeline for implementing the 21<sup>st</sup> Century Community Learning Centers Grant Program**

	April	May	June	July	August	Sept.	Oct.	Nov.	Dec.	Jan.
Host Community Forms										
Complete Draft Plan										
Complete RFP										
Release RFP										
Conduct Bidders' Conference										
Recruit Peer Reviewers										
Train Peer Reviewers										
Grant Deadline										
Review Grants										
Award Grants										
Training/TA								ON	GO	ING

### **Process for reviewing 21<sup>st</sup> Century Community Learning Centers Grants**

A peer review committee will be formed during the month of June. The review committee will be comprised of representatives from school districts, other state agencies that implement out-of-school-time programs, current state 21<sup>st</sup> CCLC recipients, parents, the private sector, and community and faith-based organizations. The committee will be trained during the month of July and will begin reviewing applications in August. The training will address the priorities of the grant and provide examples of excellent, satisfactory, and unsatisfactory responses to the questions. Grants awards will be made in September and October.

### **Technical Assistance and Professional Development**

A technical assistance workshop will be conducted for potential applicants in June. Professional development for grantees will be provided throughout the year and will focus on:

- Evaluation, specifically the evaluation tools developed by the MADOE and the National Institute on Out-of-School-Time
- Best practices/curriculum development with a focus on mathematics and literacy
- Coalition building and partnership development
- Sustainability
- Including youth with disabilities
- Including youth with limited English proficiency (LEP)
- Family involvement

The MADOE will also seek input from grantees on other areas of professional development in which they would like to receive training. Grantees will be required to attend a minimum number of sessions as well as conduct their own professional development activities. Individuals who are knowledgeable in the areas described above will provide the training. The training will be conducted by a combination of in-house and outside contractors.

### **b. and c. Selection Criteria and Priorities and How They Promote Improved Academic Achievement**

See RFP at <http://finance1.doe.mass.edu/grants/grants03/rfp/647.html>

3. *Describe how the State will monitor and provide professional development and technical assistance to LEAs, schools, and other subgrantees to help them implement their programs and meet the State's (and those entities' own) performance goals and objectives.*

The MADOE will monitor district Title IIA and Title V programs to ensure alignment with legislative requirements and demonstration of district progress by:

- Reviewing and commenting on proposals;
- Evaluating district annual reports and statistical information to determine if annual measurable objectives have been met (also see Part III 6.b. response); and

- Coordinating review and monitoring efforts with other MADOE review teams (Titles I, IID, III, IV, special education, Perkins, etc) through site visits and desk audit of selected districts.

The MADOE will provide technical assistance on Title IIA and V initiatives by:

- Assigning liaisons to provide technical assistance on professional development, educator recruitment, educator support and retention as well as career opportunities;
- Developing guidance documents to help districts better understand NCLB performance goals, the federal legislation, how they can implement effective programs and initiatives informed by scientifically-based research;
- Conduct conferences, forums, and workshops.
- Expand the MADOE's website to communicate ongoing state and federal initiatives and guidance regarding the implementation of the NCLB legislation.

MADOE will help districts, schools, and other subgrantees meet their performance goals and objectives for the (1) preparation of highly qualified teachers and administrators, (2) recruitment of highly qualified teachers and administrators, and (3) retention of highly qualified teachers and administrators in the following ways:

### **(1) Preparation of Highly Qualified Teachers and Administrators**

#### **A. Provision of Technical Assistance and Professional Development (Preparation)**

1. MADOE will provide assistance to districts, institutions of higher education, and/or other sponsoring organizations that seek to develop district-based programs leading to Initial licensure, or the first stage of educator licensure. These programs can be apprenticeship programs based on the Route 3 model in the state's regulations for educator licensing approved in 2000, or they can be programs based on the Route 4 teacher-of-record model. (See link for information on Routes 3 and 4.) [www.doe.mass.edu/lawsregs/603cmr7/7.05.html](http://www.doe.mass.edu/lawsregs/603cmr7/7.05.html) Technical assistance will consist of guidance to those developing these programs to make sure the accelerated or alternative programs address all the required components for an approved educator preparation program in the regulations. Similar programs will be encouraged for those seeking Initial licensure as administrators.
2. MADOE will provide assistance to districts that seek to develop district-based programs leading to Initial licensure in obtaining suitable partnerships with sponsoring organizations in order for the district to provide high quality pedagogical seminars and the supervision necessary for these district-based programs.
3. MADOE will coordinate the design and evaluations of appropriate academic coursework for middle school teachers unlicensed to teach the subjects they are assigned to teach (on waivers or out of field) or for teachers with a middle school generalist license whose academic background may be lacking in the subject they are assigned to teach. MADOE will coordinate this course work in partnership with the MBHE and through partnerships with sponsoring organizations whose personnel have reputations for providing academically rigorous and appropriate

- course work in these subjects, as the MADOE has done in its Middle School Mathematics Initiative. MADOE will seek partnerships with colleges and universities or other sponsoring organizations with a strong record of having their students pass the relevant subject matter teacher test (MTEL) or that seem promising in this respect to provide these courses of study.
4. MADOE will provide districts, higher education, or other sponsoring organizations with information on ways to restructure elementary and middle school course and classroom organization in history, mathematics, and science to help them develop new licensing programs preparing elementary subject matter specialists and teachers for the academically advanced.
  5. As part of its contribution to meeting the goals and objectives of the Comprehensive Mathematics/Science Partnership Proposal submitted to the National Science Foundation, MADOE will host seminars that bring together mathematicians who teach undergraduate mathematics courses and faculty in mathematics education in schools or departments of education across the state to design and implement rigorous but appropriate courses in the arts and sciences for prospective middle school mathematics teachers and elementary specialists in mathematics. Districts will participate in research conducted by MADOE to evaluate the efficacy of these courses and licensure programs for improving middle school student achievement in mathematics.
  6. MADOE will host seminars for faculty teaching undergraduate courses in the sciences and science education faculty across the state to design and implement rigorous but appropriate courses in the arts and sciences for prospective middle school science teachers and elementary science specialists. Districts will participate in long-range research conducted by MADOE to evaluate the efficacy of these courses and licensure programs for improving middle school student achievement in science.
  7. To address the goals and objectives of the Reading First Proposal to be submitted to the USED, MADOE will host seminars for education faculty across the state teaching undergraduate or graduate courses in reading pedagogy to redesign and update their courses for prospective teachers of elementary, early childhood, moderate disabilities, and middle school students. The seminars will address, among other things, scientifically-based reading research. Districts will participate in long-range research conducted by MADOE to evaluate the efficacy of these courses and licensure programs for improving elementary, early childhood, moderate disabilities, and middle school student achievement in all subject areas.
  8. MADOE will host seminars for museum and historical societies educators and faculty in history and history education across the state to design and implement rigorous but appropriate courses in the arts and sciences for prospective elementary history specialists. Districts will participate in long-range research conducted by MADOE to evaluate the efficacy of these courses and licensure programs for improving elementary school student achievement in history.

## **B. Review of Professional Development in the Districts (Preparation)**

1. MADOE will hold new licensure programs accountable for providing more highly qualified teachers in district schools through its program approval process.
2. MADOE will review the academic course work it coordinates through examination of course syllabi and pre-post tests or samples of research papers completed for these new courses.
3. MADOE will determine through program approval whether teacher licensure candidates receive appropriate counseling or guidance in course-taking and test preparation for MTEL.

## **(2) Recruitment of Highly Qualified Teachers and Administrators**

### **A. Provision of Technical Assistance and Professional Development (Recruitment)**

1. MADOE will help districts or school personnel to gather and use data for determining staffing needs and making projections for future staffing plans.
2. MADOE will research methods of recruitment in education and other professions, in this country and elsewhere, and prepare reports for distribution.
3. In May 2002, the MADOE implemented an online Educator Licensure and Recruitment (ELAR) initiative. This online system enables prospective and current educators, district personnel, and higher education representatives to receive technical assistance in the area of recruitment and licensure. Prospective educators may apply for licensure online and receive targeted technical assistance for a career in education.
4. MADOE will provide meetings for school recruitment personnel to share their experiences and discuss how they can improve their recruitment efforts.
5. MADOE will gather, synthesize, and present information from the schools on effective methods for recruiting new teachers and administrators.

### **B. Review of Professional Development in the Districts (Recruitment)**

1. MADOE will request districts and schools to provide annual data on the results of their recruitment efforts by educational level, by subject area, and by type of personnel.
2. MADOE will conduct random surveys of districts and schools, especially those with large numbers of unlicensed or inadequately licensed teachers, to find out what progress they are making in recruiting more highly qualified teachers.

## **(3) Retention of Highly Qualified Teachers and Administrators**

### **A. Provision of Technical Assistance (Retention)**

1. Through a coordinated approach across subject areas, MADOE will provide information to districts and schools developing induction and mentoring programs for new teachers and those teachers new to the school. Technical assistance will also be provided to districts and schools developing and implementing induction and mentoring programs for new administrators. Detailed guidance will be given to those developing and implementing these programs to make sure they address MADOE guidelines.

2. Through a coordinated approach across subject areas, MADOE will provide technical assistance to districts or combinations of districts that seek to provide the option of a district-based program leading to Professional licensure. These programs need to adhere to guidelines developed by MADOE.
3. To assist districts in obtaining quality professional development, MADOE will:
  - Prepare an annual calendar of all professional development opportunities it sponsors.
  - Maintain a file of current research on professional development programs and produce concrete summaries of that research for use by districts.
  - Publish guidelines to assist districts in forging their professional development plans.
  - Design rubrics to assist districts and participants in evaluating professional development programs and providers.
  - Maintain guidelines for providers of professional development.
  - Maintain the online Provider Registry of Professional Development Providers, which allows registered providers to maintain up-to-date and widely accessible contact information, course offerings, times and dates of classes, and registration information.

#### **B. Provision of Professional Development (Retention)**

The Education Reform Act of 1993 directed the MADOE to prepare an annual state plan for providing assistance to districts in the preparation and implementation of their own professional development plans. The State Plan for Professional Development outlines four priorities for professional development activities and offers guidelines regarding types of professional development that strengthen teaching and learning in Massachusetts public schools. These priorities are:

- Expand teachers' knowledge of the subject matter of the school curriculum.
- Extend teachers' familiarity with, and use of, the Massachusetts learning standards and curriculum frameworks in planning classroom curricula.
- Provide educators with opportunities to evaluate a range of common pedagogical practices in their subject areas and to determine when different practices are most effective.
- Raise expectations for student achievement.

All of the professional development activities MADOE will conduct to address its Title II goals and objectives will reflect the priorities in the State Plan.

1. MADOE will host regional workshops to provide districts and schools with information on the benefits of a consolidated plan for meeting the goals and objectives of ESEA and on how to develop such a plan. Reading in the content areas, especially from grades 3-8, will be the backbone for the MADOE's professional development plan as well as the framework of the plan we will suggest to districts.
2. MADOE will provide meetings for districts and schools to share their experiences and discuss ways they can improve their induction and mentoring programs.

3. MADOE will continue to provide Summer Content Institutes, Administrator Institutes, and Mentoring Institutes that address the academic content taught in PreK-12.
4. MADOE will explore the development and use of online offerings for professional development.
5. MADOE will conduct meetings with groups of educators throughout the state to develop grade level standards/expectations in reading and mathematics for those grade levels in these two subjects for which we have no specific expectations and provide the necessary dissemination and public comment period.
6. MADOE will conduct regional forums to provide different educational audiences with information on the connections among the MADOE's new curriculum frameworks and other recently approved documents of relevance to MADOE's efforts to improve the quality of educator preparation.

### **C. Review of Professional Development in the Districts (Retention)**

1. School districts are required annually to adopt and implement a professional development plan for all principals, teachers, other professional and paraprofessional staff employed by the district, and school council members. The MADOE encourages districts to make use of local professional development committees to strengthen the participation of all constituencies and to enhance professional development planning. Further, districts should address within their plans the overlapping and different needs of preservice, beginning-year, and veteran educators.
  2. The MADOE is developing reporting forms and evaluation criteria to distribute to selected districts to use for their professional development initiatives and activities. The information they record on these reporting forms will help the MADOE evaluate how well they are meeting their goals and objectives.
4. *Describe the statewide system of support under section 1117 for ensuring that all schools meet the State's academic content and student achievement standards, including how the State will provide assistance to low-performing schools.*

### **Massachusetts' System of Support and Assistance for Low-Performing Schools**

The MADOE has established a tiered system of support for low-performing schools in the state. The system builds on the successful components of the Title I school supports developed over the last seven years. The Massachusetts support system is structured to have the greatest impact on low-performing schools and to respond to the configuration of schools and school districts in the Commonwealth. 352 of the Commonwealth's 370 school districts have fewer than 15 schools. Many of the Title I Schools, and particularly those in "improvement" status, are clustered in the urban and mid-sized communities that have between 15 and 40 schools. Three school districts in the state have over 40 schools each. Therefore, the MADOE's planned system of support concentrates resources on building the support infrastructure at the school district level to assist the majority of low-performing schools. For the state's lowest performing schools in which the district is unable to provide adequate support, the MADOE will provide more intensive and direct assistance to the schools.

## **A. State Assistance to Under-Performing Schools**

The most intensive state assistance is provided by MADOE staff and contractors to a limited number of schools in improvement status that have undergone onsite reviews and been found to be “under-performing.” These schools have, on an absolute basis, the lowest student performance on statewide academic assessments (MCAS). Moreover, they have been found to lack sound plans for improvement and not to have the conditions in place to support the implementation of a sound improvement plan. MADOE’s assistance to these under-performing schools is focused directly on improving student achievement. The MADOE support includes training and assistance with improvement planning, funding for implementation of improvement initiatives, identifying qualified educators to participate on school support teams in the improvement efforts, as well as, coordinate with and support the district’s school support efforts. MADOE liaisons monitor and support the school’s improvement planning and implementation efforts. The specific components of the support system to the state’s lowest performing schools include:

**1. School Support Liaisons:** The MADOE assigns a School Support Liaison to work with the school to monitor and support the school’s improvement planning and implementation of effective strategies to raise student performance. The Liaison works with school and district leadership to assess school progress and address barriers to improvement. School Support Liaisons assist in the identification of training resources in curriculum, instruction and assessment. They identify scientifically-based research and resources, identify district-based or outside experts to help meet improvement objectives, and coordinate improvement efforts with school district leadership. The School Support Liaison provides periodic reports to the Commissioner and the Board of Education on the school’s progress toward meeting its improvement objectives.

**2. Performance Improvement Mapping (PIM):** The MADOE also engages the state’s lowest performing schools in a Performance Improvement Mapping (PIM) process, an improvement planning process that addresses student performance gaps by focusing the schools’ inquiry on their teaching and learning. The PIM process provides school leadership teams with facilitated training and assistance in data collection and organization, data analysis for identification of specific student performance problems, identification of the underlying causes and barriers to student achievement, identification of strategies for improvement, action planning, and measurement of progress. The PIM process starts with a series of facilitated training sessions and is maintained by on-going assistance provided by the School Support Liaison on plan development, refinement, and implementation.

**3. Fact Finding:** The lowest performing schools undergo a Fact Finding Team Review. The Fact Finding Review is an intensive diagnostic investigation conducted by a team of veteran teachers and school administrators from outside the school system. The team observes and analyzes the school’s instruction, curriculum, leadership and school and prepares a written report of findings and recommendations. This independent assessment informs both the school and district’s improvement planning, as well as the Board of Education’s evaluation of the proposed improvement plan developed by the school.

**4. Funding:** The MADOE makes funding available to the state’s lowest performing schools in the form of \$25,000 assistance grants supported by state appropriations. These grants are awarded to a school each year that it remains in under-performing status. In addition, school districts receive Title I School Improvement funds to assist their low-performing schools. Both sets of funds enable schools to meet the needs identified through the PIM process. Among the common uses for these funds are hiring specialists for professional development, coaching or mentoring in school improvement, curriculum selection and implementation, instruction and assessment, hiring highly qualified staff to address identified learning gaps for students, and purchasing needed instructional materials to address specific student subgroups’ learning needs.

**5. Qualified School Support Providers:** The MADOE has posted a Request for Responses seeking experienced educators and other assistance providers to be pre-qualified by the MADOE to serve as School Support Providers. Massachusetts has significant resources in higher education and other educational consultant organizations that are available to respond to specific needs identified by schools in curriculum, content, and instructional practices. The MADOE will assess the qualifications of the providers and advise schools on the selection of assistance providers to form School Support Teams to meet specified needs.

## **B. State Assistance to School Districts with Low-Performing Schools**

For the majority of Title I Schools in improvement status, the district, as represented by the Superintendent and his/her administrative council, is the most appropriate agent to provide direct assistance. With effective support from the state, the urban and mid-sized school districts in which most of these schools are concentrated are in the best position to provide assistance to and coordinate their resources for the low-performing schools. State assistance will be focused on building and sustaining a School Support infrastructure at the school district level. The specific components of the state support system to the school districts with the majority of schools in need of improvement include:

**1. School Support Coordinators:** The MADOE has further identified Title I School Support Team funding to allow the state’s eight largest school districts to hire a dedicated School Support Coordinator at the districts’ central administrative offices. The other mid-sized districts will be encouraged to identify an existing staff person or use other funding resources to fund a School Support Coordinator in the district. The School Support Coordinators will have primary responsibility for ensuring that the schools in improvement status receive the needed district resources and support to improve their students’ performance. Among the Coordinator’s responsibilities are the following:

- facilitating school improvement plan development and implementation using the state’s Performance Improvement Mapping process and complementary district procedures;
- assessing schools’ assistance needs and matching district and external resources to form School Support Teams to address school improvement efforts;
- coordinating with district leadership on district planning to ensure that school needs are met; and

- evaluating schools' progress in meeting improvement objectives.

**2. District Leadership Support and Development:** The framework of the state's district assistance model depends on strengthening and coordinating a district's school support leadership to address the particular needs of low-performing schools. To build the capacity of the School Support Coordinators, the MADOE will:

- provide district personnel with training and support in the use of the Performance Improvement Mapping process (see A. 2 above);
- establish an inter-district network of Coordinators to promote the exchange of ideas and strategies among districts;
- provide training and information on scientifically-based research to improve student performance;
- make information available on Qualified School Support Providers (see A5 above) for districts to deploy to schools based on assessed needs.

**3. Massachusetts Urban Superintendents' Network:** In January 2001, the MADOE established the Massachusetts Urban Superintendents' Network. The Network provides the MADOE with the opportunity to meet monthly with the Superintendents and/or Assistant Superintendents of the state's 22 urban districts. Each of these 22 districts serves over 5,500 students and over 25% low-income students. These meetings provide an opportunity for the state's large and mid-sized district leaders to share information and advice on public policy and programs. As well, the Network hosts learning institutes for urban superintendents and other district leadership staff. This forum affords an ongoing opportunity for the state to build shared vision and strategies for focused improvement in urban, low-performing schools.

**4. Funding:** Title I School Improvement grant and School Support Team grant funds are made available to districts with schools in improvement status. These grants enable districts, under the direction of the School Support Coordinators, to deploy appropriate assistance providers and support improvement initiatives for low-performing schools. School Support Coordinators, in coordination with other district leaders, will identify needed funding from other district resources to meet identified improvement objectives of low-performing schools.

5. *Describe the activities the State will conduct to --*

a. *Help Title I schools make effective use of schoolwide programs to improve the achievement of all students, including specific steps the SEA is taking and will take to modify or eliminate State fiscal and accounting barriers so that schools can easily consolidate federal, State, and local funds for schoolwide programs.*

To help Title 1 schools make effective use of schoolwide programs, the MADOE will develop written guidance and hold training workshops to improve the quality of existing school and district improvement plans and planning processes aligned with the Performance Improvement Mapping process. In particular, MADOE will encourage and support district leaders to make more effective use of student performance data, program and staffing data as well as research findings to guide schools' development of strategic

plans to guide efforts to improve teaching and learning. In addition, the MADOE will host at least two statewide conferences and periodic regional networking meetings to share information on research findings and facilitate the exchange and discussion of information on effective strategies for improving student performance.

At present, we are not aware of any State fiscal or accounting policies or procedural requirements that impose barriers to districts consolidating federal, state and local funds to support schoolwide Title 1 programs. We will be mindful of this potential problem as we work with districts to support their planning for schoolwide programs, and if we encounter such barriers will work with other State and district officials to address them.

- b. Ensure that all teachers, particularly those in high-poverty areas and those in schools in need of improvement, are highly qualified; and*
- c. Ensure that all paraprofessionals (excluding those working with parents or as translators) attain the qualifications stated in sections 1119(c) and (d) by the 2005-2006 school year.*

Through their local applications, districts are asked to link their federal NCLB Title II plan to their required Professional Development Plans (school and district) in order to ensure that all teachers teaching in core content areas are highly qualified by 2005/2006. A portion of state activity money will be used to help high poverty area and low-performing schools develop or revise their own professional development and hiring plans so that they align better with their NCLB Title II plans in order to achieve this goal.

To this end, the MADOE will establish Cross Agency Professional Development Teams that include key staff from each of the following units: special education, instructional technology, office of mathematics, science, and pre-engineering, office of the humanities, office of higher education program approval, office of reading, and office of educator quality. These Teams will determine whether a district's *NCLB* application is supported by its Professional Development Plan. If it is not, a Team will help these high-poverty and low-achieving schools develop or revise their Professional Development Plans to promote improved professional development, stronger evaluation components, ways to attract quality school administrators and teachers, stronger induction and mentoring programs to increase retention of new teachers and principals, and programs to increase the quality of paraprofessionals.

As part of our Title II funding, MADOE will monitor district applications to ensure that the districts are meeting ESEA goals and objectives for hiring or providing professional development for their paraprofessionals. MADOE will work with the MBHE to increase the enrollment of paraprofessionals in community and four-year colleges and will provide guidelines to districts on what they can do to meet the federal definition of a highly qualified paraprofessional.

- d. Help LEAs with a high need for technology, high percentages or numbers of children in poverty, and low-performing schools to form partnerships with other LEAs, institutions of higher education (IHEs), libraries, and other private and public for-*

*profit and non-profit entities with technology expertise to improve the use of technology in instruction.*

To help districts in these areas, the MADOE will make Ed Tech competitive grants available to needy districts. Competitive grants are of two kinds:

- ⇒ Model Technology Integration Grants – A program for teachers who have implemented exemplary technology projects to support colleagues in other districts to adopt exemplary practices in their classrooms. (See enclosed RFP Model Technology Integration Grants, Fund Code: 165.)
  - ⇒ Technology Enhancement Competitive Grants – A program emphasizing inter-district collaboration through formally-funded partnerships that can also include IHEs and non-profit organizations. In the selection of projects, additional points will be awarded to applicants who form partnerships.
- To support these grant activities, the MADOE conducted three technical assistance workshops to provide guidance to schools on the entitlement and competitive grant programs. Announcement of the workshops was posted on the MADOE's web site and emailed to different distribution lists with members from IHEs, businesses, private and public organizations. The workshops provided an opportunity for schools and all the entities to begin to form partnerships.
  - The MADOE will use the federally-funded five-year project, Project MEET (Massachusetts Empowering Educators with Technology), to demonstrate how to form partnerships. With the coordination from the MADOE, four high-need school districts (Springfield, Lowell, Chicopee, Pittsfield) have established strong partnership with the following entities: TERC, WGBH, Mass Networks, CAST, MassCUE, and the University of Massachusetts. This model has been widely disseminated, and the MADOE intends to continue with it in the implementation of the Ed Tech Program.
  - The MADOE will again sponsor annual Spring Technology Conferences in different locations of the state at which state and federal grant recipients showcase their projects. The descriptions of these projects have been posted on the MADOE's web site. <http://www.doe.mass.edu/edtech/> One of the goals of the conferences is for schools and other entities to network with each other to form partnerships.
  - The MADOE continues to develop VES (Virtual Education Space), a Web-based set of tools that facilitates sharing and collaboration among educators. VES has developed CLASP (Curriculum Library Alignment and Sharing Project), that involves a consortium of more than 180 districts across the state working together to develop and share curriculum aligned to the Massachusetts Curriculum Frameworks. Partnerships among school districts are encouraged through the VES initiative.

- The MADOE also has contracted with three expert Assistive Technology service providers to form partnerships with Ed Tech grant recipients and to provide professional development to ensure that **all** students can access regular curriculum.
- f. Promote parental and community participation in schools.*
- The MADOE has a Parent and Community Advisory Council to advise the Board of Education. This Council has broad membership among parents from around the state. It meets regularly and provides advice and comment on issues of concern to parents. During 2002-2003, the MADOE liaison to this Council will ask the Council to include on its agenda a review of parental and community participation in schools, with the objective of including specific recommendations for state and local action as part of its annual report to the Board and Commissioner in June of 2003.
  - Since August 2000, the MADOE has invited mentors and tutors from local communities to assist high school students to gain knowledge and skills needed to pass the state's two graduation tests in mathematics and English language arts. The MADOE established a web site ([www.mcastutors.com](http://www.mcastutors.com)) to screen potential mentors and tutors, to provide them with online access to training resources, and to connect them with the major urban districts seeking volunteers from the community to help in this objective. The site continues to be highly visible, with billboards, subway and bus placards established. Promotion will continue statewide in 2002-2003. Also, the MADOE established another site, [www.mcasinfo.com](http://www.mcasinfo.com), as a public portal especially for parents and community members to access clear, concise and readable information about education reform, standards and MCAS.
  - The MADOE has paid for and distributed twice each year a publication, "Reaching Higher," designed by MassInsight to inform parents of the 1 million public school students about education reform, standards and the MCAS. The publications are distributed to every school for distribution by each student to his or her home. More than one million copies are printed each of two times annually. Also, a Spanish language version is distributed in the communities in which a large portion of parents and guardians speak Spanish at home. MADOE will continue to publish information for parents in English and in Spanish, through a vendor to be selected by 6/30/02.
  - To further promote parental and community participation in schools the MADOE will:
    - 1) post clear, easy-to-understand parent and community-oriented information on the MADOE's web site;
    - 2) include parent-oriented information and training sessions in statewide and regional Title 1 conferences and workshops.
    - 3) conduct periodic onsite visits to monitor school districts' program activities to ensure that required reports and notices are being sent to parents and that parents are being afforded meaningful opportunities to participate in program planning and evaluation activities.

- The MADOE will submit further information on activities and guidance to districts on providing notice and involving parents of LEP students by the September 1, 2002 deadline.
- g. Secure the baseline and follow-up data for the core ESEA accountability system described in Part I.*

The MADOE will obtain the baseline and follow-up data required for implementation of the accountability system required under the *NCLB Act* from the following sources:

- MCAS results in English language arts, reading, mathematics and when available, science, will be provided to the MADOE by our assessment system contractor. This data will be used to rate school and district performance and improvement in the key academic subjects.
- The information needed to calculate graduation rates and to determine LEP students' annual progress toward acquiring English proficiency will be collected from school districts on a scheduled basis through on-line transmission of required data elements that are included in the now fully implemented Massachusetts Student Information Management System (SIMS).
- The MADOE will obtain educator qualification data from our new online teacher licensing system (ELAR) database, and will require schools and districts to submit additional required data through our online Directory Administration application.
- Any data/information required for use in our accountability system or to meet *NCLB* reporting requirements that is not available from our assessment contractor or through SIMS, ELAR or our Directory Administration application will be obtained from districts or schools through a MADOE-organized data collection effort.

*6. Describe how*

- a. SEA officials and staff consulted with the Governor's office in the development of the State plan.*

The Governor's Senior Education Advisor is also the Chair of the Massachusetts State Board of Education. As such, he is in constant communication with the Commissioner and MADOE senior staff on all aspects of the MADOE's work in implementing the *No Child Left Behind Act of 2001*. As a member of the Governor's Senior Cabinet, the Commissioner informs the Governor directly of *NCLB* provisions and activities at the regularly scheduled Senior Cabinet meetings. The Commissioner, Deputy Commissioner, and other key MADOE administrators made a presentation on the provisions and the goals of *NCLB* to members of the Massachusetts Legislature in May. In addition, the MADOE administrator for Health, Safety and Student Services works with the staff of the Governor's Alliance Against Drugs on the development and implementation of the plan components related to Title IV Part A.

- b. *State officials and staff will coordinate the various ESEA-funded programs with State-level activities the State administers.*

The provisions of the *NCLB Act of 2001* are closely aligned with the requirements of the Massachusetts Education Reform Act of 1993 that are currently funded by certain line items in the annual state budget. As such, there is a natural connection between the various ESEA-funded programs and state programs that support school and district accountability, educator preparation and quality, teachers' professional development and recertification, instructional technology, Head Start, and early literacy training, to name but a few of Massachusetts' major programs. Because of the clear overlap between these federal and state initiatives, MADOE's Deputy Commissioner has convened weekly meetings of key staff (at both staff and administrator levels) that focus on the coordination and integration of the various ESEA-funded programs with other state and federal (including special education and Perkins) programs and activities.

- c. *State officials and staff will coordinate with other organizations, such as businesses, IHEs, nonprofit organizations.*

The MADOE's implementation plan for *NCLB* has moved along several fronts: regional workshops for Superintendents, Title I directors and other local administrators; the creation of a MADOE web site <http://www.doe.mass.edu/nclb/> that provides regular updates and advisory information on the federal requirements; an *NCLB* "hotline" for district Superintendents and Charter School Leaders; and regular meetings with regional Superintendents' groups and other organizations directly impacted by the new legislation.

Among the key organizations with whom MADOE has worked are the Massachusetts Association of School Superintendents (MASS), the Massachusetts Association of School Committees (MASC); the Massachusetts Teachers' Association (MTA), the Massachusetts Federation of Teachers (MFT), The Coalition for Higher Standards, and the Noyce Foundation. All have been invited to comment publicly on the effects the new ESEA legislation will have on statewide educational practices and policies.

Since January 2002 the Commissioner of Education has met monthly with the Executive Board of the MASS to describe the plans now underway to help districts implement the law. The Deputy Commissioner has met with a delegation of MTA representatives to address how Title I requirements for paraprofessionals will be supported through statewide testing and course offerings at IHEs, and he has joined the Commissioner in meeting with business leaders and personnel directors to explore how Massachusetts can increase the quantity and quality of teachers coming into public education in the next five years. The Deputy and Associate Commissioners have met with district superintendents to describe how Massachusetts Assessment Program will be expanded to meet the grade 3-8 requirements for annual testing. They have, as well, met with the MASS Executive Boards, The Coalition of Higher Standards, and the Urban Superintendents' Network to describe how Massachusetts's accountability system will accommodate to the new federal standards for defining adequate yearly progress. Additional sessions on the

accountability system will take place at the Superintendents' Annual Summer Institute in July, and at Superintendents' regional "roundtable" meetings in September and October.

To reinforce and expand upon the teacher quality initiatives supported by Title IIA, the MADOE has invested hundreds of hours in applying for a comprehensive NSF grant that will seek to expand upon the quantity of, and professional proficiencies attained by, mathematics and science teachers in Massachusetts. Written in collaboration with the Noyce Foundation, seven institutions of higher education, and sixteen partner school districts, the NSF proposal calls for MADOE to serve as the pivotal link between this project with the many other initiatives being planned statewide on improving teacher quality. This work is paralleled by the MADOE's participation in a nationwide initiative, the State Action for Education Leadership Project (SALEP), funded by the Wallace Funds and administered by a National Consortium consisting of the Council of Chief School Officers, the Education Commission of the States, the National Association of State Boards of Education, the National Council of State Legislatures, and the National Governors Association. The purpose of the initiative is to recruit and train principals and other school administrators.

Finally, to link the MADOE to a larger network of educational organizations throughout the state, the Deputy Commissioner's office will be hosting ESEA "outreach" meetings and informational communiqués for special education collaboratives, urban school districts, as well as the various organizations cited above.

- d. *State officials and staff will coordinate with other agencies, including the Governor's office, and with other Federal programs (including those authorized by Individuals with Disabilities Education Act, the Perkins Vocational and Technical Education Act, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act).*

To strengthen intra-agency collaboration, the MADOE has conducted several in-house discussions and workshops on how each "center," "office," and "unit" can work together to support the broad five goals of *NCLB*. To this end, the Office of Special Education Program and Policy has dedicated aspects of its annual budget to coordinating and supporting the work of other centers--like the Center for Teaching and Learning--as they seek to expand services and provide technical support to districts working with special and disadvantaged students. The MADOE's unit for School Enrichment has begun linking its 21st Century activities with others financed through Perkins money, and together with the Office of School Readiness, Title I staff and employees administering, Even Start and Adult Education programs have begun setting the parameters for a comprehensive PreK-Adult literacy program coordinated through the MADOE, schools, local community organizations, and legislative leaders. As suggested above, the overarching goal of all this intra-agency work is to coordinate stated-funded programs, with their federal counterparts. It is our hope that as the MADOE integrates its funding sources and activities around common goals and expectations, districts, in turn, will mirror these same activities.

Under Title IV, the MADOE will continue to collaborate with other state and federal agencies that include but are not limited to: Department of Public Health (State Incentive Grant recipient from CSAP), District Attorneys' offices (OJJDP funding recipients), Center for Applied Prevention Technology, Executive Office of Health and Human Services, and the Governor's Office to promote a coordinated delivery of services and programs at both the state and local levels.

Health, Safety and Student Support Services staff will continue to serve on Advisory Councils such as:

- Governor's Hate Crimes Task Force
- Governor's Task Force on Youth Violence
- Massachusetts Child Fatality Review Team
- Massachusetts Hate Crimes Task Force
- Massachusetts Youth Development Advisory Council
- National Governor's Association Youth Policy Team - Massachusetts
- Eastern Region District Attorney Flashpoint Advisory Board
- Middlesex District Attorney SECURE Advisory Board
- Norfolk County District Attorney Office
- Massachusetts District Attorney Association

*7. Describe the strategies the State will use to determine, on a regular basis, whether LEAs, schools, and other subgrantees are making satisfactory progress in meeting State and local goals and desired program outcomes. In doing so, the SEA should also describe how it will use data it gathers from subgrantees on how well they are meeting State performance targets, and the actions the State will take to determine or revise interventions for any LEAs, schools, and other subgrantees that are not making substantial progress.*

The MADOE will monitor district, school, and subgrantee progress toward meeting state and local goals and desired program outcomes through multiple, interlocking mechanisms. Data that the MADOE uses in the monitoring process is obtained from the following sources:

- MCAS student performance data for all schools and districts are reported on an annual basis. Results are disaggregated by subgroup, as well as reported for students in the aggregate. This information is posted on the Department's web-site as part of each school and district's "profile."
- Districts and individual schools report enrollment, program participation, drop out, and disciplinary action data are collected through the Commonwealth's new student information management system (SIMS). This information is posted on the MADOE's web-site as part of each school and district's "profile."
- Districts and schools are required to provide periodic program implementation updates and program evaluation reports. This information is maintained by program administrators.
- Where districts are required to administer local assessments as a required component of a state or federally supported program, (e.g., Reading First, Transitional Bilingual Education, Academic Support Services), districts submit student performance data

related to those assessments to the MADOE at prescribed times in a form specified by the MADOE. This information is maintained by program administrators.

The data described above are used by MADOE staff to evaluate school and district performance, assess program effectiveness, and determine appropriate state oversight, intervention, and assistance activities.

Specifically,

- MCAS data are used to generate school ratings. School ratings determine which schools will be identified for improvement, corrective action, or restructuring.
- The totality of the information included in the school and district profiles published on the MADOE website, together with information maintained by individual program administrators, is used as a basis for periodic in-depth, onsite monitoring activities that are part of the MADOE coordinated program review process. Onsite, in-depth coordinated program reviews are conducted at least once every six years in every district, with follow-up monitoring of required corrective actions in the intervening years.
- School and district performance ratings and program participation and evaluation data are considered in reviewing and approving district, school, and subgrantee program plans and grant applications
- All available data, from MADOE student information databases and individual program administrators, are used as a basis for periodic third-party program evaluations conducted by contractors engaged by the MADOE.
- All available data regarding schools in improvement or corrective status are used to formulate assistance plans and guide the work of school support coordinators and the assignment of school support team members.
- Performance and participation data are used to determine training and assistance needs, which are the basis for conference and workshop planning and recruitment of professional development resource providers for these activities.

If, through one or more of the monitoring activities set out above, the MADOE determines that a district, school, or other subgrantee is not making satisfactory progress toward achievement of state performance targets or is not attaining desired program outcomes, district officials are notified of this determination and MADOE staff are assigned to work with district officials to evaluate the reasons for failed improvement efforts and revise the school or district's improvement plan as appropriate. Once an agreed-upon plan for improvement with established benchmarks and timelines is established, the MADOE gives priority to the school or district for receipt of state and federal funding and training assistance to support implementation of the improvement or corrective action plan.

### **PART III: ESEA KEY PROGRAMMATIC REQUIREMENTS AND FISCAL INFORMATION**

*Instructions: In the **June 2002 submission**, for items 1-14 and the two final questions on uses of funds, please provide a brief narrative response. Where applicable, the State may include Web site references, electronic files, or other existing documentation to comply with the requirements listed in the application. (All electronic references and hyperlinks should point explicitly to applicable content.)*

1. *Title I, Part A -- Improving Basic Programs Operated By LEAs [Goals 1,2,3,5]*
  - a. *Identify the amount of the reservation in section 1003(a) for school improvement that the State will use for State-level activities and describe those activities.*

The MADOE will use 5% of the reservation in section 1003(a) for State-level school improvement activities. These monies will be used to fund staff whose responsibility will be to guide improvement planning, support local implementation of planning improvement efforts, and monitor schools' and districts' progress toward achievement of established performance.

- b. *For the 95 percent of the reservation in section 1003(a) that must be made available to LEAs, describe how the SEA will allocate funds to assist LEAs in complying with the school improvement, corrective action, and restructuring requirements of section 1116 and identify any SEA requirements for use of those funds.*

The MADOE will determine the amount of the school improvement grant for which a district is eligible to apply on a formula basis taking into consideration the number of schools in improvement or corrective action status, and the number of students attending those schools.

- c. *Identify what part, if any, of State administrative funds the SEA will use for assessment development under section 1004 of the ESEA, and describe how those funds will be used.*

The MADOE does not plan to use any of the State administrative funds for assessment development under section 1004 of the ESEA at this time.

- d. *Describe how the State will inform LEAs of the procedures they must use to distribute funds for schools to use for supplemental services under section 1167(e)(7) and the procedures for determining the amount to be used for this purpose.*

The MADOE will send a written notice to the Superintendent and Title 1 Director in each district that has one or more school(s) required to provide students with supplemental services under section 1167(e)(7), specifying the minimum amount that

must be reserved for potential provision on supplemental services and the procedure that must be used to distribute funds for schools to use for supplemental services.

The MADOE will then inform LEAs of the procedures they must use to distribute funds for schools to use for supplemental services under section 11167(e)(7). In late June, the MADOE will send a general advisory regarding the upcoming supplemental services program to all Superintendents who have schools in their districts that did not meet Adequate Yearly Progress for one year. Early in the 2002-2003 school year, the MADOE will send a second advisory with more details about the procedures the districts will use to distribute funds under these programs. In November 2002, after the MADOE confirms which schools have not met AYP for two consecutive years, a written notice with full procedural details will be distributed to Superintendents of districts with schools that are determined to be required to fund supplemental services under this section.

2. *Title I, Part B, Subpart 3 -- Even Start Family Literacy [Goals 1,2,5]*

- a. *Describe how the SEA will use its indicators of program quality to monitor, evaluate, and improve its projects, and to decide whether to continue operating them.*

Massachusetts has been involved in a thorough process of piloting and refining its performance indicators. In addition to developing the required performance indicators under section 1240, we have also developed a companion document of “Quality Characteristics.” These “Quality Characteristics” reflect those elements in a quality Even Start program that support families in achieving outcomes that are our state’s performance indicators.

Through feedback from the field, the public and under the direction of the Massachusetts Family Literacy Consortium, we have further reduced the number of *indicators and quality characteristics* to reflect the most critical elements to measure outcomes for both children, parents and families. This refinement process involved the Even Start programs, the Even Start State Evaluation Team and other family literacy practitioners.

The purpose of the “Quality Characteristics” is to support the requirements under section 1240 as they relate to monitoring, evaluating and improving our Even Start programs. Each major element is supported by a detailed rubric, which identifies required/acceptable documentation, and how a program would be rated as it relates to the corresponding indicators (outcomes).

The use of this rubric has several purposes: as a self-assessment tool for programs to identify areas that require strengthening; target areas for program and staff development; informing the state coordinator around technical assistance needs for continuous improvement; and as a monitoring tool for the MADOE. This rubric also enables programs to self-monitor on an ongoing basis.

The elements in each performance indicator have been incorporated into the Even Start state evaluation instruments to assess and monitor program performance. As part of the state evaluation, programs are also required to participate in an extensive data collection system that will yield data as it pertains to the performance indicators (outcomes). Data input is required monthly to enable the MADOE to monitor the status of each program on an ongoing basis.

All of the Even Start Programs have been trained in the rubric, and we are in the process of piloting this for reliability and any other necessary refinements. Monitoring will be conducted by several staff members once this process is finalized.

b. *Describe what constitutes sufficient program progress when the SEA makes continuation awards.*

A review is conducted of each program's data collection results, site visits and reports. The data collection includes but is not limited to: attendance rates, achievement of goals, and number of families served. An application must be submitted containing proposed changes, a budget and required match and narratives, and a statement of assurances affecting all aspects of the program as well as the willingness to participate in all levels of evaluation, meetings and trainings.

c. *Explain how the State's Even Start projects will provide assistance to low-income families participating in the program to help children in those families to achieve to the applicable State content and student achievement standards.*

As one of its priorities, the Massachusetts Even Start RFP specifies low-income families as the target population to be served. Trainings and sharing opportunities are regularly scheduled to support quality implementation and services to their families. Also, programs are required to establish working partnerships with all early childhood providers to foster: collaborative learning between the parents and the children; coordinated curriculum via the learning standards in our state's curriculum frameworks; relationships between the teacher and parent including parents understanding of their child's curriculum; classroom visits; help with children's homework, and creating a literate home environment to support extended learning.

d. *Identify the amount of the reservation under subsection 1233(a) that the State will use for each category of State-level activities listed in that section, and describe how the SEA will carry out those activities.*

The projected federal allocation is \$4,707,337. Out of this total, 6% (\$282,440) will be set aside for state-level activities. Administrative costs will not exceed \$141,220. These costs include the Even Start State Coordinator's salary, travel costs and overhead including funds for materials and supplies and training related support costs.

The remaining amount will be devoted to training and support to programs. Contracts will be issued to a variety of consultants who will conduct training through out the year.

Training topics are generated by programs, state evaluation findings and recommendations, findings identified via Indicator of Program Quality (IPQ) rubric self-assessments and monitorings, as well as other areas the State Coordinator deems necessary to ensure quality program implementation. Through collaboration at the state and regional level, programs are apprised of a variety of in-state trainings, workshops and conferences throughout the year that are related to the different program components.

Also, monthly trainings, speakers, study groups, etc. are offered regionally through the state's adult education system of professional development. The State Coordinator conducts trainings as well. Ongoing individualized support is provided by the state coordinator and several other MADOE staff via onsite visits and phone consultation. A listserv has been established that enables Even Start local program coordinators to ask questions and seek advice, strategies and support from their colleagues. Programs are also strongly encouraged to participate in the family literacy list serve facilitated by the National Center for Family Literacy as well as to visit related websites including our own family literacy website. Also, a contract with a state evaluator will continue which includes a state evaluation, ongoing work on piloting the performance indicators and quality characteristics, and conducting trainings as they relate to continuous program improvement.

3. *Title I, Part C -- Education of Migrant Children [Goals 1,2,5]*

- a. *Describe the process the State will use to develop, implement, and document a comprehensive needs assessment that identifies the special educational and related needs of migrant children.*

In assessing the needs of the target population to be served, the Massachusetts Migrant Education Program (MMEP) staff review pertinent information from a variety of sources. The staff first develops a broad perspective on the educational needs of migrant children by reviewing the results of standardized achievement tests and/or MCAS, regular school performance, and the data accumulated from past programming operations. Second, the expertise of individual parents, Regional Parent Advisory Councils, and the State Parent/Program Advisory Council provide the MMEP with insight into the needs of the migrant population in general and the migrant children in particular. Finally, the MMEP considers the observations and opinions of its migrant education personnel, educators from local school districts, and other education specialists.

Using an expected outcomes evaluation to estimate discrepancies between the profile of migrant children (what is) and the population estimates (what ought to be), the MMEP identifies migrant children's needs that pertain to success in school. These needs are then used to identify possible solutions and to set service priorities.

The MMEP Executive Committee evaluates which of the needs and solutions are most important for the migrant child. The assessment of needs and the planning of program goals, objectives, and strategies are conducted with the input of migrant parents, local school districts, and MMEP personnel. Throughout the total planning process close attention is paid to the educational goals and objectives of the Massachusetts Education

Reform Act of 1993 and the *No Child Left Behind Act of 2001*. By these means, the MMEP is able to ensure compatibility between its endeavors and those occurring within the Commonwealth and at the national level.

- b. *Describe the State's priorities for the use of migrant education program funds in order to have migrant students meet the State's performance targets for indicators 1.1 and 1.2 in Part I (as well as 5.1 and 5.2 that expressly include migrant students), and how they relate to the State's assessment of needs for services.*

The MADOE requires its single operating agency to target resources to the migrant children with the greatest educational needs. Based upon the results of the needs assessment process, the MMEP has established four goals to address in meeting the identified needs of migrant children during school year 2002 - 2003.

***Goal I: To help migrant children start school ready to learn.***

The most effective means toward closing the school-aged migrant child's "achievement gap" is not to let it occur in the first place. Because the achievement gap originates in the early years, it is important to provide preschool-age migrant children with high quality early childhood education.

During school year 2002 - 2003, the MMEP will continue to develop a variety of means that enable preschool-age migrant children to participate in programs that are responsive to their needs. By taking advantage of the available student vacancies in existing preschool programs through agency referral, developing other collaborative arrangements, and providing its own preschool services to eligible children at home or onsite, the MMEP will meet its federal mandate to provide preschool services for eligible migrant children during the regular school year and during the summer. Programming priority will be given to serving migrant children between the ages of three and five years old. In keeping with the State Performance Goals 1 and 2, a focus will be on developing young migrant children's early literacy and numeracy skills.

***Goal II: To help school-age migrant children improve their reading, writing, listening, speaking and numeracy skills to help them reach the high state standards in reading/language arts and mathematics; and to increase the graduation rate.***

A central element in the mission of the Migrant Education Program is to help migrant children "attain grade level proficiency." Accelerating migrant student achievement requires that the MMEP provide more learning time for language development, basic skills development, and preparation for the MCAS tests.

During school year 2002 - 2003, the MMEP will implement after-school homework assistance and tutoring services in reading/language arts and mathematics and will implement intensive summer projects to accelerate English language development and offset the learning declines associated with summer vacations. The after-school homework assistance and tutoring services will be offered to migrant children in grades kindergarten through twelve. As in past years, MMEP Regional Directors will gather

migrant student information and recommendations from classroom teachers about the type and scope of homework assistance and tutoring services that individual migrant students need.

***Goal III: To increase the contribution and impact of parent involvement in the education of migrant children.***

The MMEP will address its federal mandate to actively involve parents in the education of their children by encouraging parents to take part in parent empowerment workshops, participate in local site operations, and become involved in the local or regional Parent Advisory Council. The MMEP will continue to develop and implement home-based activities that use family literacy to support the academic achievement of migrant students. In these efforts, the MMEP will identify the most effective ways in which parent actions and attitudes can reinforce the academic achievement of their children.

***Goal IV: To develop effective and efficient educational projects based on scientific research.***

To meet the challenge of providing quality school year and summer projects, the MMEP will draw upon programs that are shown to be effective based on scientifically-based research. The MMEP will continue to operate through a management approach that includes the participation of stakeholders in the planning and implementing selected project models. The MMEP will strengthen the collaboration and coordination with the public schools districts by seeking input on how migrant education projects can be best designed and operated to meet the needs of migrant children.

- c. Describe how the State will determine the amount of any subgrants the State will award to local operating agencies, taking into account the numbers and needs of migrant children, the statutory priority for service in section 1304(d), and the availability of funds from other federal, State, and local programs. (Applicable only if not previously addressed in Part II, #2.)*

Because Massachusetts' migrant population is widely distributed throughout the state, MADOE administers single-source funding through a subgrant for the MMEP. See Part II, #2.

- d. Describe how the State will promote continuity of education and the interstate and intrastate coordination of services for migrant children.*

To provide the state's migrant children with all services to which they are entitled from local, state, and federal agencies, the MMEP places emphasis on program coordination in its planning and implementation of migrant education projects. Those agencies and organizations with which the MMEP coordinates activities include:

- At the local level, the regular school programs and those services provided under the auspices of Title I, bilingual education, special education, etc.
- In addition, the districts provide facilities for instructional projects, curriculum materials, educational equipment, and information on migrant children.

- At the state level, the MADOE, Department of Health, Office for Child Care Services, Child Protective Services Unit, Department of Employment and Training, and the Department of Environmental Management.
  - The resources of state and private colleges and universities to review the findings of the most current educational research with particular attention to those papers and studies completed on the migrant population.
  - MMEP staff and migrant parents participate in national Migrant Education conferences and meetings. Such participation allows MMEP personnel and parents to interact with representatives of other migrant education programs throughout the country. The MMEP will participate in the National Association of State Directors of Migrant Education to promote interstate coordination and cooperation in the implementation of national program activities.
  - The MMEP is involved in new avenues of interstate coordination through its participation in multi-state ventures, including the Maine Even Start Program and the CAIR (The Consortium Arrangement for Identification and Recruitment).
  - To provide continuity of educational, supportive, and administrative services to migrant children, the MMEP will exchange information and materials with other states involved with migrant education. The MMEP, through its Student Database, meets its responsibility to facilitate the transfer of student records when students move within the state or across state lines.
  - The MADOE and the MMEP will participate on the Interstate Migrant Education Council (IMEC) of the Education Commission of the States. The Council promotes interstate cooperation and coordination.
- e. *Describe the State's plan to evaluate the effectiveness of its migrant education program and projects.*

The MADOE will:

- conduct site visits to the summer program sites to determine if programming is based on the identified needs of the migrant population; and
  - assess MMEP's progress in achieving desired outcomes for the program goals described in section b. through required biannual Assessment Reports and onsite visits
- f. *Identify the amount of funds that the SEA will retain from its Migrant Education Program (MEP) allocation, under section 200.41 of the Title I regulations (34 CFR 200.41), to carry out administrative and program functions that are unique to the MEP, and describe how the SEA will use those funds.*

The MADOE does not reserve funds at the state level to carry out administrative and program functions. Those functions are incorporated within the subgrant to a single operating agency for the MMEP. Nonetheless, the MMEP will reserve 1-1.5% of its operating budget to target program improvement in any year that it is not performing in accordance with the established performance indicator. Should such funds not be needed MMEP will reallocate those funds to other program functions. MADOE oversight of the MMEP subgrant will be an in-kind contribution.

4. Title I, Part D -- Children and Youth who are Neglected, Delinquent, or At-Risk [Goals 1,2,5]
- a. *Describe the program goals, performance indicators, performance objectives, and data sources that the State has established for its use in assessing the effectiveness of the program in improving the academic and vocational and technical skills of students participating in the program.*

Neglected, delinquent and at risk youth participate in the State assessment program. Performance outcomes are used, along with any other evaluative evidence submitted by program coordinators as a measure of program effectiveness.

- The MADOE assesses the effectiveness of the Neglected or Delinquent program in improving the academic and vocational/ technical skills of students by initially establishing goals and objectives that prioritize high academic standards within instructional programs.
  - In addition, many long standing vocational-technical skill training programs that were developed with federal funds through MADOE remain as effective components in providing vocational opportunities within correction facilities. The MADOE continues to visit these sites, providing technical assistance and resources to ensure that Title I Neglected or Delinquent students have transition plans that include access to these programs.
  - MADOE site visits (Coordinated Program Review and Title I) provide an opportunity to observe the extent to which high academic standards are maintained, and that vocational-technical training remains current and is accessible by Neglected or Delinquent youths in an ongoing equitable manner.
  - MADOE receives annual evaluations of state-administered Title I funded Neglected or Delinquent programs. These provide data and statistics indicating the number of students receiving Title I services, identification of the services, the number of students who were maintained and/or successfully completed the academic/vocational goal(s) and the status of transition.
  - The Neglected or Delinquent Title I Application process requires applicants to annually provide both narrative and statistical data that indicates the measurable extent to which the current project meets its objectives. The applicant also indicates the measurable objectives and activities the program will establish for student achievement during the upcoming project year.
- b. *Describe how the SEA is assisting projects funded under the program in facilitating the transition of youth from correctional facilities to locally operated programs.*

The MADOE assists projects funded under Title I Neglected or Delinquent in facilitating the transition of youths from correctional facilities to locally operated programs by:

- Developing clear and direct instructions within the application process that accurately reflect the transition activities as a federal and state priority.

- Meeting with corrections and district staff to provide technical assistance in exploring options, developing collaborations and initiating transitional efforts.
- Providing technical assistance regarding Neglected or Delinquent transitional services to correctional facilities and staff through requested on-site visits.
- Disseminating information and updating transition-specific material through Title I workshop and training seminar sessions with Neglected or Delinquent services.
- Assisting replication efforts by identifying and pairing facilities with successful transitional services with those with less effective transitional activities.
- Reviewing the availability and/or opportunity for staff directly responsible for transitional services to participate in relevant professional development activities.

*c. Describe how the funds reserved under section 1418 will be used for transition services for students leaving institutions for schools served by LEAs, or postsecondary institutions or vocational and technical training programs.*

The MADOE will use the Neglected or Delinquent funds reserved under section 1418 for the transition of students leaving institutions for schools served by districts or post-secondary institutions or vocational-technical training programs in the following ways:

- Supporting the continuation and expansion of transition models within facilities that have demonstrated consistent success in returning students to their communities.
- Increasing and expanding Neglected or Delinquent working activities to include regularly scheduled statewide technical assistance meetings with external transitional services as a program priority.
- Encouraging requests for increased involvement of Title I Local Education Agency administration in the Neglected or Delinquent process, particularly in areas regarding transitional services for students.
- Collaborating with MADOE service units: Accountability (Title I); Career and Technical Education; Health, Safety and Student Support Services, and Adult and Community Learning Services, to provide an expanded range of services externally and a uniform understanding of how to best provide the services for a population of students with diverse special needs. In addition, collaboration will expand the resources and opportunities of Title I Neglected or Delinquent (and other program sites) while providing a continuum of support services to existing transitional services, currently in place within correction facilities and community facilities.

5. Title I, Part F -- Comprehensive School Reform [Goals 1,2 5]

*a. Describe the process the State educational agency will use to ensure that programs funded include and integrate all eleven required components of a comprehensive school reform program.*

The MADOE provides technical assistance to schools interested in applying for the Comprehensive School Reform (CSR) funds. During two orientation workshops offered to school administrators, the requirements of the CSR program are described in detail. Staff from the Northeast and Islands Regional Educational Laboratory (LAB) assist MADOE staff with the training.

The following procedures are designed to ensure that all eleven components are incorporated and integrated into each CSR request and its implementation plan:

- During the application process, a rubric that includes all eleven components will be attached to the proposal application.
  - For the selection of proposals to receive CSR funds, the reviewers examine and rate the proposals on how the eleven components are integrated and how, in turn, they provide a comprehensive approach to addressing the needs of the school.
  - During the implementation of the CSR programs, MADOE staff visit participating schools two or more times a year. During these site visits, MADOE staff interview staff, observe services, and ensure that all eleven required components are integrated and implemented.
  - At least once a year, MADOE's program evaluator will visit schools to assess the effectiveness of the program and the implementation of all eleven components.
  - Participating schools are required to submit an annual evaluation report that identifies the level of implementation of services that address all components.
- b. *Describe the process the State will use to determine the percentage of Comprehensive School Reform schools with increasing numbers of students meeting or exceeding the proficient level of performance on State assessments in reading/language arts and mathematics.*

A single state accountability system is used to determine the percentage of CSR schools meeting or exceeding state adequate yearly progress targets, and the numbers of students meeting or exceeding the "proficient" level of performance on state assessments (see Part 1h. for a description of the state accountability system).

Annually, the MADOE will review aggregated MCAS results and student subgroup results, for all schools that have been awarded CSR grants to determine whether there has been improvement by the school in the number of students meeting or exceeding the proficient level on MCAS reading/ELA and mathematics assessments. The MADOE will review these findings with the affected Superintendents and principals and, when improvement has not been demonstrated, we will direct the district and school to: 1) analyze the reasons for the failure to improve, and 2) revise the district's and/or school's improvement plans to address barriers thwarting student achievement.

6. *Title II, Part A -- Teacher and Principal Training and Recruiting Fund [Goals 1,2,3,5]*

- a. *If not fully addressed in the State's response to the information on performance goals, indicators, and targets in Part I describe the remainder of the State's annual measurable objectives under section 1119(a)(2).*

MADOE currently has three sources of educator information that will assist the state and districts to establish baseline data for developing performance targets to ensure

all teachers are highly qualified. ELAR (Educator Licensing and Recruitment), a new and developing online system for licensure and recertification, will provide statewide and individual data regarding the number and status of teacher licenses across the state. At the district level, MADOE presently collects information on the number of certified teachers and areas of certification, attrition rates, anticipated vacancies, and newly hired teachers each year through SSSR, the School System Summary Report. At the school level, MADOE collects data on the qualifications and assignments of mathematics and science teachers, as well as course taking data, for the CCSSO Mathematics and Science Indicators project.

*b. Describe how the SEA will hold LEAs accountable both for (1) meeting the annual measurable objectives described in section 1119(a)(2) of the ESEA, and (2) ensuring that the professional development the LEAs offer their teachers and other instructional staff is consistent with the definition of “professional development” in section 9101(34).*

(1.) MADOE will require districts to submit annual reports that outline district and school progress in meeting their annual measurable objectives related to highly qualified teachers and paraprofessionals as part of its annual data collection efforts. Beginning in 2002-2003, districts will annually report the increases in the number of highly qualified teachers and administrators they are employing, the reductions they are making in the number of unlicensed teachers and administrators, and the programs or activities they believe account for these increases and reductions. The MADOE will develop a process for reviewing this information. Based on review, the MADOE will take note of those districts that fail to meet their annual measurable objectives in any given year.

If a district fails to meet these objectives for two consecutive years, the MADOE will work with the district to develop an improvement plan. If a district fails to meet its annual measurable objectives and fails to make Adequate Yearly Progress (AYP) for three consecutive years, the MADOE will enter into an agreement with the district, as specified in Section 2141, to determine the most effective use of the Title IIA funds.

The MADOE will collaborate with district representatives, including teachers and principals at the school level, to determine those strategies and activities that will help the district and/or school meet the annual objectives as they relate to highly qualified teachers and paraprofessionals. The MADOE will require the district to carry out those strategies in order to receive Title IIA funding and will ensure that the district adheres to the hiring restrictions for Title I paraprofessionals that are outlined in Section 2141. The MADOE will continue to monitor and work with the district until the annual measurable objectives and AYP are met.

(2.) As per Massachusetts law, all districts are required annually to adopt and implement a professional development plan for all principals, teachers, other professional staff employed by the district, and school council members. Expanding on this

requirement, all districts will need to have district professional development plans that show that they are addressing ESEA goals and priorities for district-sponsored professional development, how they are evaluating professional development activities, and how they are coordinating professional development activities across the district. District professional development plans must:

- emphasize content-based offerings,
- require individual school-improvement plans to outline how professional development is to be linked to improving student achievement, and
- include methods and procedures for evaluating quality of each offering.

The Center on Teaching and Learning is developing reporting forms and evaluation criteria for districts to use for their professional development initiatives and activities. The information they record on these reporting forms will help the MADOE evaluate how well they are meeting their own goals and objectives.

The State Plan for Professional Development is aligned with the federal definition for professional development. The MADOE will ensure that all professional development providers who are registered through the state's Professional Development Registry have copies of the latest State Plan and are aware of their responsibility to align their activities with the policies outlined in the Plan. The MADOE will provide guidance to districts, based on models and examples that promote high quality professional development aligned with the federal definition. Districts are required, through their local applications for Title IIA funding, to propose professional development activities that are aligned with the federal definition of professional development as well as the State Plan for Professional Development.

If a district fails to meet its annual measurable objectives for two consecutive years, the MADOE will assess the district's professional development activities to determine whether the activities could better address the definition of professional development in order to meet district objectives. If the district needs to modify its professional development practices, the MADOE will require districts to incorporate these modifications into the improvement plan that they have to submit as part of Section 2141. If a district fails to meet its annual measurable objectives and Adequate Yearly Progress for three consecutive years, the MADOE will enter into the agreement outlined above and will help the district and schools determine those professional development activities that best meet their needs, goals and the federal definition of professional development.

- c. *Describe the State Educational Agency and the State Agency for Higher Education's agreement on the amount each will retain under section 2113(d) of ESEA. Section 2113(d) allows for one percent of the State's program allocation for administration and planning costs.*

The MADOE and the Massachusetts Board of Higher Education (MBHE) will follow the USED formula for allocating the one percent of the state's program allocation for

administration and planning costs, which allocates to the MBHE an amount equal to the administration funds that it received in 2001-2002 under the Eisenhower Program. Based on our final state allocation for Title II Part A the total amount of administration funds is \$522,281. Of this amount, the MADOE will receive \$456,266 and the MBHE will receive \$66,015 for the administration of competitive subgrants under Title II A.

7. Title II, Part D -- Enhanced Education Through Technology [Goals 1,2,3]

- a. *Describe the program goals, performance indicators, performance objectives, and data sources that the State has established for its use in assessing the effectiveness of the program in improving access to and use of educational technology by students and teachers in support of academic achievement.*

**Program Goals, Performance Indicators, Performance Objectives**

As part of the Commonwealth's education reform program, the MADOE established the Mass Ed Online initiative in 1997. The goal of Mass Ed Online is to improve access to and use of educational technology by students and teachers in support of academic achievement. To support the effort, the MADOE set up criteria for local technology planning. All Massachusetts school districts were asked to submit their technology plans for approval. Through a peer review process the MADOE approved all the plans. Since then each district has been requested to submit an update of its plan every year. In 2000, working with schools and technology experts, the MADOE established the Local Technology Benchmark Standards to gauge the progress of schools. <http://www.doe.mass.edu/edtech/broad.html>  
<http://www.doe.mass.edu/edtech/broad/standardslet.html>

The following standards are recommended goals for school districts to attain by 2003:

- A technology budget line item that includes personnel, procurement, professional development, maintenance, and support in the use of technology in the classroom;
- A ratio of 1:5 multimedia, Internet-capable computers to students;
- At least one Internet connected computer in each classroom;
- Sufficient personnel to support the use of technology that includes:
  - i) 1 FTE technical support person for every 100-200 computers ,
  - ii) 0.5 FTE curriculum support for 30 – 60 instructional curriculum staff,
  - iii) quality professional development for all staff,
  - iv) assurance of school and district Internet safety;
- Use of technology to gather data to meet the state information management system (IMS) standards; and
- Provision for after-school access to computers and the Internet, designed to aid students who may not have computers at home.

Each year the MADOE asks districts to update their technology plans online. To preview the questions for the 2002 Tech Prep Plan electronic forms, see <http://www.doe.mass.edu/edtech/tpu/>

- b. *Provide a brief summary of the SEA's long-term strategies for improving student academic achievement, including technology literacy, through the effective use of technology in the classroom, and the capacity of teachers to integrate technology effectively into curricula and instruction.*

### **Strategies for Student Academic Achievement and Technology Literacy**

To support educators integrate technology effectively into curricula and instruction and improve student academic achievement, the MADOE has a three-fold strategy:

#### **1. MADOE Reorganization**

Recently in the reorganization of the MADOE, the Instructional Technology unit has been placed under the Center for Teaching and Learning. Instructional Technology staff will work closely with their colleagues from Mathematics, Science and Technology/Engineering, Humanities, Educator Quality, and School Readiness units to ensure that there is a consolidated effort to implement initiatives and activities designed to improve student academic achievement and support "highly qualified" teachers to instruct all students.

#### **2. Statewide Initiatives and Activities**

- To ensure that teachers will be highly qualified and certified in their content areas, the MADOE has sponsored Content Institutes over the last three years. This year the Institutes also focus on using technology to teach the different content areas. The MADOE will continue to have instructional technology as a focus area in subsequent Content Institutes.
- The state has established VES (Virtual Education Space), a set of online tools and resources for educators and students. VES offers Massachusetts educators discussion forums, collections of standards-based educational resources, tools for student assessment, and access to online courses. One of VES's tools is CLASP (Curriculum Library Alignment and Sharing Project.) CLASP is a software application that allows teachers to align their classroom lessons with their district curriculum. It also allows administrators to align their district curriculum with Massachusetts' curriculum frameworks.
- In October 2001, the Board of Education approved the Massachusetts Recommended PreK-12 Instructional Technology Standards. <http://www.doe.mass.edu/edtech/student.html> These standards provide guidelines on what students should know and be able to do to use technology for learning in the PK-4, 5-8, and 9-12 grade-span levels. The MADOE is using both state and federal grants to showcase models in which students are acquiring these skills through the integration of technology into the learning of the curriculum areas. (See Model Technology Integration Grants, Fund Code 165.)
- The MADOE is establishing a statewide contract from which schools, school districts, and public agencies may purchase electronic (Internet or integrated network software) tutorial services designed to supplement learning of the knowledge and skills contained in the learning standards of the Massachusetts Curriculum Frameworks.
- The MADOE worked with other state agencies to establish the Education Technology Integration Services (ETIS) program. Through this program, PK-12 school officials

are able to contract via the ETIS blanket contract with those vendors that received Commonwealth approval prior to July 1,2001 without needing to conduct a Chapter 30B procurement. This has both simplified the purchasing process and reduced technology-related costs for local school districts.

### 3. Partnership for Advice and Collaboration

In September 2001 the Massachusetts Board of Education established the Educational Technology Advisory Council (ETAC). The Advisory Council consists of representation from PreK-12 educators, institutions of higher education, businesses, and professional organizations. Members of the Council advise the Board and the Commissioner on policies affecting educational technology in such areas as teacher preparation, certification and licensure, curricular standards and guidelines. ETAC is one of 17 Advisory Councils for the Board of Education

- c. *Describe key activities that the SEA will conduct or sponsor with the funds it retains at the State level.*

The state will use the funds it retains for:

- administration of the grant programs
- technical support to districts, particularly high-need school districts, to participate in the programs
- the development of performance measurement systems to determine the effectiveness of educational technology programs

- d. *Provide a brief description of how –*

- i.) *The SEA will ensure that students and teachers, particularly those in the schools of high-need LEAs, have increased access to technology, and*
- ii) *The SEA will coordinate the application and award process for State discretionary grant and formula grant funds under this program.*

- i.) High-Need Districts and Grant Process

To ensure that students and teachers, particularly those in the schools of high-need districts have increased access to technology, the MADOE has created a list, the "FY 2003 High Need Local Educational Agencies." Districts that are in the list are eligible to apply for the Ed Tech Competitive Grants. Other districts are required to partner with at least one of these districts to be eligible to apply. The term "high-need local educational agency" means:

- a. a district that is among the local educational agencies in Massachusetts with at least 1,000 students from families with incomes below poverty line *or* with 15% of students from families with incomes below the poverty line; **AND**
- b. the school district operates one or more Title I school that have been identified as needing improvement *or* that the district has a substantial need for assistance in acquiring and using technology to bring the school to the ratio of 1 computer to 5 students.

ii.) The MADOE has developed an individual entitlement request for proposals (RFPs), Enhancing Education Through Technology (Fund Code: 160) and two competitive RFPs, Model Technology Integration Grants (Fund Code: 165) and Technology Enhancement Competitive Grants (Fund Code: 170). The RFPs were distributed to schools at the beginning of May and the MADOE conducted three technical assistance workshops to help schools apply for the grants. There were over 400 participants at the workshops. The deadline for the competitive grants is July 1, 2002, and the awards for the grants will be at the end of August 2002. School districts are urged to submit their entitlement grant applications by June 28 so that the MADOE will be able to award the grants at the end of August 2002.

8. Title III, Part A -- English Language Acquisition and Language Enhancement [Goals 1,2,3,5]

- a. *Describe how the SEA will ensure that LEAs use program funds only to carry out activities that reflect scientifically-based research on the education of limited English proficient children while allowing LEAs flexibility (to the extent permitted under State law) to select and implement such activities in a manner that the grantees determine best reflects local needs and circumstances.*

Districts must sign and submit an assurance with their Local Plan that activities carried out under Title III funds reflect scientifically-based research on the education of limited English proficient children. In addition, in the Local Plan, each district receiving program funds must specify the activities it will carry out with its funds. It must also provide a rationale, including research, for its areas of greatest need and for its proposed activities. All Local Plans will be reviewed and approved by MADOE staff, using a rubric including the requirement for activities reflecting scientifically-based research.

Massachusetts state law Ch. 71A mandates that all districts enrolling 20 or more LEP students speaking the same first language establish a program of Transitional Bilingual Education (TBE), as defined in this law. Districts covered by Ch. 71A may also establish additional programs and services for LEP students covered under Ch. 71A. There is no state law that limits the flexibility of program offerings for districts enrolling fewer than 20 LEP students who speak the same first language.

- b. *Describe how the SEA will hold LEAs accountable for meeting all annual measurable achievement objectives for limited English proficient children, and making adequate yearly progress that raises the achievement of limited English proficient children.*

The MADOE will require all districts to annually test all LEP students in reading, writing, speaking, listening, and comprehension. It will designate all assessments to be used, and issue guidelines for the administration of all assessments. The MADOE will supply, collect, and score all reading and writing assessments. The MADOE will collect the test scores from the speaking, listening and comprehending assessments. (See section j., p. 11) Using the English language proficiency assessment, MADOE will be able to set

performance level standards to measure progress along an achievement continuum for LEP students.

Once our ESL standards and assessment system is underway, student, school and district level reports of the results of those assessments will be issued by MADOE. The biannual school and district performance ratings (described in section 1a, p.4) will be determined, in part, by the performance of LEP students on English language proficiency and appropriate content assessments, and LEP student performance will be used as a measure of adequate yearly progress (AYP).

Schools and districts that fail to meet their state-defined performance targets for LEP students will be required to formulate improvement plans focussed on the particular learning gaps and skill development needs of that student subgroup. District plans will be reviewed by the MADOE, and those plans will be the basis for ongoing monitoring activities and grant application review and approval. MADOE will provide guidance and assistance to districts to ensure that the plans generated reflect a careful review of student performance data and assessment of program effectiveness, and propose strategies that are grounded in scientifically-based research. The MADOE will give priority for the award of certain grant funds to districts with approved plans for improving LEP student performance. The MADOE will make other training and assistance available to districts to ensure that districts and schools are taking appropriate actions to support English language acquisition and high levels of academic achievement by students whose first language is not English.

- c. *Specify the percentage of the State's allotment that the State will reserve and the percentage of the reserved funds that the State will use for each of the following categories of State-level activities: professional development; planning, evaluation, administration, and interagency coordination; technical assistance; and providing recognition to subgrantees that have exceeded their annual measurable achievement objectives. A total amount not to exceed 5 percent of the State's allotment may be reserved by the State under section 3111(b)(2) to carry out one or more of these categories of State-level activities.*

Massachusetts will reserve 5% of its Title III allotment. Funds will be used as follows:

- 1.5% - planning and administration
- 2.0% - professional development
- 1.5% - technical assistance

In future years, the MADOE may set aside a small percentage of the state's technical assistance funds for a recognition program for subgrantees that have exceeded their annual measurable achievement objectives.

- d. *Specify the percentage of the State's allotment that the State will reserve for subgrants to eligible entities that have experienced a significant increase in the percentage or number of immigrant children and youth. A total amount not to exceed 15 percent of the State's allotment must be reserved by the State under section 3114(d)(1) to award this type of subgrant.*

The MADOE will set aside 10% of the state allocation to distribute to districts that have experienced a significant increase in the number or percentage of immigrant children and youth.

- e. *Describe the process that the State will use in making subgrants under section 3114(d) to LEAs that have experienced a significant increase in the percentage or number of immigrant children and youth.*

The MADOE has established that districts that have experienced a 10% or greater increase in immigrant children and youth as compared to the average of the two preceding fiscal years will be eligible to apply for immigrant subgrants. Consortia of districts in regions of the state experiencing this 10% increase will also be eligible to apply. Priority for funding will be given to districts or consortia of districts that have experienced the highest increase in percentage and/or numbers of immigrant students and who demonstrate inadequate district infrastructure to effectively develop and deliver high-quality instructional programming. This is intended to give districts that have limited or no experience in serving immigrant youth and children full consideration for the funds. These criteria will be contained in an RFP that will be sent to all school districts.

- f. *Specify the number of limited English proficient children in the State. (See definitions of "child" in section 3301(1), and "limited English proficient" in section 9101(25).)*

According to data transmitted to the MADOE on October 1, 2001, there are over 46,000 limited English proficient children in Massachusetts (as defined in section 3301(1) and section 9101(25)). The data were transmitted electronically by districts to the MADOE using the Student Information Management System (SIMS). Districts submit data three times each year. The next scheduled data transmission is due by July 30, 2002.

- g. *Provide the most recent data available on the number of immigrant children and youth in the State. (See definition of "immigrant children and youth" in section 3301(6).)*

According to data transmitted to the MADOE on October 1, 2001, there are 21,395 immigrant children and youth in Massachusetts. The data were transmitted electronically by districts to the MADOE using the Student Information Management System (SIMS). Districts submit data three times each year. The next scheduled data transmission is due by July 30, 2002.

9. *Title IV, Part A -- Safe and Drug-Free Schools and Communities [Goal 4]*  
a. *Describe the key strategies in the State's comprehensive plan for the use of funds by the SEA and the Governor to provide safe, orderly, and drug-free schools and communities through programs and activities that:*  
i. *Complement and support activities of LEAs under section 4115(b)*

The Health, Safety and Student Support Services unit provides grant oversight and monitoring to assist LEAs in providing comprehensive substance abuse and violence prevention programs to insure that local programs meet the Principles of Effectiveness. Health, Safety and Student Support Services participates in Program Quality Assurance coordinated program reviews and conducts individual site visits specifically for SDFS programs to provide targeted technical assistance to districts.

Health, Safety and Student Support Services works to insure that SDFSCA programs are coordinated and integrated with state grant programs such as Health Protection Fund, Safe Schools, Teen Dating Violence Intervention Prevention and GAAD programs. The Massachusetts Comprehensive Health Education framework provides learning standards for substance and violence prevention education. Also, Health, Safety and Student Support Services developed the Health and Academics information package providing districts with research linking high academic achievement and good health.

Health, Safety and Student Support Services will continue to collaborate with other state agencies that include but are not limited to: Department of Public Health, Department of Mental Health, Massachusetts Emergency Management Association, District Attorneys' offices, and the Governor's Office to promote a coordinated delivery of services and programs at both the state and local levels.

Health, Safety and Student Support Services staff will continue to serve on Advisory Councils such as:

- Governor's Commission on Domestic Violence
- Governor's Hate Crimes Task Force
- Governor's Task Force on Youth Violence
- Massachusetts Child Fatality Review Team
- Massachusetts Service Alliance Board of Directors
- Massachusetts Hate Crimes Task Force
- Massachusetts Youth Development Advisory Council
- National Governor's Association Youth Policy Team - Massachusetts
- Interstate Migrant Education Council
- Eastern Region District Attorney Flashpoint Advisory Board
- Middlesex District Attorney SECURE Advisory Board

- ii. *Comply with the principles of effectiveness under section 4115(a);*

Health, Safety and Student Support Services and the Governor's Alliance Against Drugs will provide ongoing technical assistance on the Principles of Effectiveness. Health,

Safety and Student Support Services has a cadre of trainers who provide training in research based programs to local school districts.

Health, Safety and Student Support Services and the Governor's Alliance Against Drugs will provide technical assistance packets with specific information on research based programs. Through Statewide Health Mentor Program, trainings on the Principles of Effectiveness will be provided and targeted training on individual Principles with a specific focus on the program evaluation will be offered in 2003-2004.

*iii. Otherwise are in accordance with the purpose of Title IV, Part A.*

25% of the SDSFCA site visits will be conducted in conjunction with Governors program. Health, Safety and Student Support Services and the Governor's Alliance Against Drugs will conduct training for local programs. Health, Safety and Student Support Services and the Governor's Alliance Against Drugs will meet quarterly to foster better school-community collaboration through joint program planning and development at the state level as well as to discuss progress and necessary program adaptations.

Health, Safety and Student Support Services and the Governor's Alliance Against Drugs program staff serve on several statewide advisory committees.

*b. Describe the State's performance measures for drug and violence prevention programs and activities to be funded under Title IV, Part A, Subpart 1*

- Early initiation of alcohol use will be reduced by 5% by June 2007.
- Lifetime alcohol use will be reduced by 5% by June 2007.
- Binge drinking will be reduced by 3% by June 2007.
- Physical fighting among high school students will be reduced by 3% by 2007.
- Rate of weapon carrying will be reduced by 4% by 2007.
- Lifetime marijuana use will decrease by 4% by 2007.
- Number of students expelled for substance use and/or violence related behavior will decrease by 6% by 2007.
- Number of students suspended for substance use and/or violence related behavior will decrease by 4% by 2007.

The mechanisms Massachusetts will use to collect data concerning the indicators, and provide baseline data for indicators will include but not be limited to:

- Massachusetts Youth Risk Behavior Survey (every two years)
- Responses Massachusetts Comprehensive Assessment questions on safety in schools (annual)
- Uniform Management Information and Reporting System Suspension and Expulsion data
- Gun-Free Schools Act data
- Department of Public Health Youth Health Survey (every other year from YRBS)

- c. *Describe the steps the State will use to implement the Uniform Management Information and Reporting System (UMIRS) required by section 4112(c)(3).*

Health, Safety and Student Support Services will collaborate with Information Services and Technology Data Collection Group to modify the existing SDFSCA school district annual report to include the collection of information required under UMIRS. The report will be modified to report incident data on a school by school basis.

SY2001-02: Discontinue the district-level reporting forms and modify the existing school-level forms and pilot with SDFSCA funded school districts.

SY2002-03: Continue with the paper school-level form, while planning and piloting an electronic, incident-level reporting system. Work with partner districts/schools to develop and test system. All schools, not just grantees, will be required to report with either the paper form or the electronic system.

SY2003-04: Based on results from SY03, either launch the electronic system or continue to pilot and expand the number of schools reporting via the electronic system (discontinue the district form, with the paper form still an option).

10. *Title IV, Part A, Subpart 1, section 4112(a) -- Safe and Drug-Free Schools and Communities: Reservation of State Funds for the Governor [Goal 4]*

- a. *Indicate the percentage of the State's allocation that is to be reserved for the Governor's program*

Twenty percent (20%) of the state allocation will be reserved for the Governor's program.

- b. *Provide the name of the entity designated to receive these funds, contact information for that entity (the name of the head of the designated agency, address, telephone number) and the "DUNS" number that should be used to award these funds.*

Massachusetts Governor's Alliance Against Drugs  
Michael Mather, Executive Director  
Kevin Stanton, Deputy Director  
1 Ashburton Place Room 611  
Boston Massachusetts 02108  
DUNS\_ - 8785 87120

11. *Title IV, Part A, Subpart 2, section 4126 -- Safe and Drug-Free Schools and Communities: Community Service Grants [Goal 4]*

*Describe how the SEA, after it has consulted with the Governor, will use program funds to develop and implement a community service program for suspended and expelled students.*

The MADOE and the Governor's Alliance Against Drugs (GAAD - Governor's Designee) will collaborate to establish a minimum of six Regional Community Service Programs to adopt and implement a community service (CS) plans that target expelled or suspended students. Eligible entities will apply for these funds through the state's Request for Responses contracting process. Eligible applicants shall include but not be limited to local school districts or consortia of districts, community based organizations and other state or local agencies with the capacity to provide the required services. At minimum applicants will describe the need for the program, program's goals, measurable objectives leading to improved academic achievement, activities, expected outcomes, collaboration with districts to be served, and capacity to provide regional transportation for students. MADOE and GAAD staff will jointly review all applications and make recommendations for funding to the Commissioner and the Board of Education.

*12. Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers [Goals 1, 2, and 5] Identify the percentage of students participating in 21<sup>st</sup> Century Community Learning Centers who meet or exceed the proficient level of performance on State assessments in reading and mathematics.*

The 2002-2003 school year will be the first year for the MADOE to administer this grant program. To collect the requested data, grant recipients will be required to submit data to the MADOE twice each year on students enrolled in programs and services funded by this grant program. Continued funding will be based in part on timely submission of the required data. Each round of data submission will require recipients to identify the percentage of students participating in their 21<sup>st</sup> Century Community Learning Centers Programs who meet or exceed the proficient level of performance in reading and mathematics on the Massachusetts Comprehensive Assessment System (MCAS) exams.

*13. Title V, Part A -- Innovative Programs [1,2,3,4,5]*

*a. In accordance with section 5112(a)(1) of the ESEA, provide the SEA's formula for distributing program funds to LEAs. Include information on how the SEA will adjust its formula to provide higher per-pupil allocations to LEAs that have the greatest numbers or percentages of children whose education imposes a higher-than-average cost per child, such as –*

*Children living in areas with concentrations of economically disadvantaged families;*

*i. Children from economically disadvantaged families; and*

*ii. Children living in sparsely populated areas.*

In accordance with section 5112(a)(1) of the ESEA, the MADOE formula for distributing program funds to school districts is as follows:

- The MADOE will distribute to districts eighty-five percent (85%) of the amount that was made available under this part for the 2001-2002 school year (which was \$6,541,039), plus one hundred percent (100%) of any additional amount made available to the MADOE under this part for 2002-2003, according to the relative enrollments in public and private nonprofit schools within the jurisdictions of such local educational agencies.

- Forty percent (40%) of the total amount to be distributed to districts will be allocated to districts on a per pupil basis. The remaining sixty (60%) percent will be allocated on a per low-income pupil basis to the districts that have a percentage of low-income pupils that is greater than five percent of their combined public/private enrollment. Low-income figures will be based on Title I Census data, which indicates the number of students from economically disadvantaged families in each city/town.

*b. Identify the amount or percentage the State will reserve for each State-level activity under section 5121, and describe the activity.*

The MADOE will reserve 15% of Title V, Part A funding for the state-level activities, as described under section 5121. The MADOE will use the Title V funds made available for state use under section 5112(b) to support staff salaries for conducting activities related to the following categories:

STATE-LEVEL ACTIVITY	PERCENTAGE
1) State administration of programs under this part, including — (a) allocating funds to local educational agencies; (b) planning, supervising, and processing MADOE funds; and (c) monitoring and evaluating programs under this part. (not to exceed 15% of the 15%)	15
(2) Support for the planning, design, and initial implementation of charter schools as described in part B.	12
(3) Statewide education reform, school improvement programs and technical assistance and direct grants to local educational agencies, which assist such agencies under section 5131.	41
(4) Support for implementation of challenging state and local academic achievement standards.	32

*14. Title VI, Part A, Subpart 1, Section 6111 – State Assessments Formula Grants [Goals 1,2,3,5] Describe how the State plans to use funds awarded under section 6113(b)(1) for the development and implementation of assessments in accordance with section 6111(1) and (2).*

How the MADOE intends to use funds awarded under section 6113(b)(1) for the development and implementation of State assessments in accordance with section 6111(1) and (2) is summarized below:

Activities Identified in Section 6111(1) and (2)	Intended Use of Funds
6111(1) Development of additional state assessments and standards required by section 1111(b)	<ul style="list-style-type: none"> <li>Cost for procuring contractor assistance and developing test items for additional state assessments required by section 1111(b) in the following areas:               <ul style="list-style-type: none"> <li>Grades 5, 6, and 8 reading</li> <li>Grades 3, 5, and 7 mathematics</li> </ul> </li> </ul>

Activities Identified in Section 6111(1) and (2)	Intended Use of Funds
	<ul style="list-style-type: none"> <li>• Cost for revising content standards from grade spans to each grade level, 3-8.</li> </ul>
6111(1) and 6111(2)(B) Development of assessments of English language proficiency required by 1111(b)(7)	<ul style="list-style-type: none"> <li>▪ Cost for disseminating the <i>Massachusetts Benchmarks and Standards for English Language Development</i> in the fall of 2002.</li> <li>▪ Cost for administering the LAS Reading Test (CTB McGraw Hill) to all LEP students in the spring of 2003.</li> <li>▪ Cost for training local educators to administer and score the Massachusetts English Language Assessment-Oral (MELA-O) in the spring 2003.</li> <li>▪ Costs for procuring and administering a new state English proficiency assessment in reading, writing and speaking and listening in the spring of 2004.</li> </ul>
6111(2)(C) Ensuring continued validity and reliability of State assessments	<ul style="list-style-type: none"> <li>▪ Cost for conducting validity studies</li> <li>▪ Cost of expanding expert content review of test items.</li> <li>▪ Cost for consulting services on issues related to scoring, standard-setting, equating, and reporting.</li> </ul>
6111(2)(D) Developing multiple measures	<ul style="list-style-type: none"> <li>▪ Cost of developing procedures for local scoring of high school science assessments.</li> <li>▪ Cost to implement performance appeals process.</li> </ul>
6111(2)(F) Strengthening local capacity	<ul style="list-style-type: none"> <li>▪ Cost of providing districts with access to a software application (<i>Test Whiz</i>) designed to assist them to conduct custom analyses and reports based on electronic files containing individual student data from the existing state assessments.</li> </ul>
6111(2)(G) Expanding the range of accommodations for LEP students and students with disabilities	<ul style="list-style-type: none"> <li>▪ Cost for evaluating use of computer-assisted accommodations.</li> <li>▪ Cost of refining MCAS Alternate Assessment Program.</li> <li>▪ Cost of adapting new MCAS tests in Spanish, Braille, and large print.</li> </ul>
6111(2)(H) Improving dissemination of information/record keeping	<ul style="list-style-type: none"> <li>▪ Cost for enhancing the MADOE's Student Information Management System upon which the state assessment system relies for test administration, reporting, and research.</li> <li>▪ Cost for completing development of a data warehouse that will consolidate the assessment data with other student level data.</li> <li>▪ Cost for developing a secure web portal to improve turnaround time for providing student-level MCAS data to school districts</li> <li>▪ Cost for developing District Profiles / State, District and School Report Cards. Cost will include the designing and programming new district profiles, loading of data files, validation and analysis of data.</li> </ul>

15. Title VI, Part B, Subpart 2 -- Rural and Low-Income School Program [Goals 1,2,3,5]

- a. *Identify the SEA's specific measurable goals and objectives related to increasing student academic achievement; decreasing student dropout rates; or improvement in other educational factors the SEA may elect to measure, and describe how Rural and Low-Income School program funds will help the SEA meet the goals and objectives identified.*

The goals and objectives for improved performance by students in rural and low-income schools will be established by applying the rules for setting performance and improvement targets under the unitary Massachusetts school and district accountability system.

- b. *Describe how the State elects to make awards under the Rural and Low-Income School Program:*
- i. By formula proportionate to the numbers of students in eligible districts;*
  - ii. Competitively (please explain any priorities for the competition); or*
  - iii. By a State-designed formula that results in equal or greater assistance being awarded to school districts that serve higher concentrations of poor students.*

Massachusetts will make awards under the Rural and Low-Income School Program by formula, proportionate to the numbers of students in eligible districts.

## **General Fiscal Information**

### **1. Consolidated Administrative Funds**

*Does the SEA plan to consolidate State-level administrative funds?*

The MADOE does not plan to consolidate state-level administrative funds at this time. If the MADOE does decide to consolidate state-level administrative funds as at later date, it will provide USED with the required information and assurances in advance.

### **2. Transferability**

*Does the State plan to transfer non-administrative State-level funds under the provisions of the State and Local Transferability Act (sections 6121 to 6123 of the ESEA)?*

The MADOE does not plan to transfer non-administrative state-level ESEA funds under the provisions of the State and Local Transferability Act at this time. If the MADOE decides to transfer funds at a later date, it will:

- establish an effective date for the transfer;
- notify the USED (at least 30 days before the effective date of the transfer) of its intention to transfer funds; and
- submit the resulting changes to the information previously submitted in the State's consolidated application by 30 days after the effective date of the transfer.

## **GEPA (General Education Provisions Act), Section 427**

*Applicants for new awards must include information to address GEPA, Section 427 in order to receive funding. GEPA 427 requires a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted programs for students, teachers, and other program beneficiaries with special needs. For a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses.*

For federally-assisted state-level funded projects and activities, the MADOE will include:

- a statement regarding the requirement for equitable access to and participation in the programs or activities for students, teachers, and other program beneficiaries with special needs; and
- a statement regarding the six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age.

Funded programs or activities will be monitored by MADOE through written documentation and onsite visits, as appropriate, to ensure that outreach to this population has been made.

*Local districts or other eligible applicants that apply to the State for funding need to provide this description in their applications for funding. The State is responsible for ensuring that the district or other local entity has submitted a sufficient section 42.*

The MADOE includes as part of its required grant application procedures a form that gathers equitable access to and participation in programs or activities for special populations. <http://finance1.doe.mass.edu/Grants/grants03/rfp/3rfp.html>

## ASSURANCES AND CERTIFICATIONS

*The Consolidated State Application Signature Page, signed by the authorized State/SEA representative and **submitted in June 2002**, certifies the State's agreement to the following sets of assurances, the crosscutting certification, and the requirements of GEPA, Section 427.*

### **General and Cross-Cutting Assurances**

*Description:* Section 9304(a) requires States to have on file with the Secretary a single set of assurances, applicable to each program included in the consolidated application, that provide that --

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency, a nonprofit private agency, institution, or organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities; and
3. The public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer those funds and property to the extent required by the authorizing law;
4. The State will adopt and use proper methods of administering each such program, including—
  - a. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program;
  - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation; and
  - c. The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of the programs;
5. The State will cooperate in carrying out any evaluation of each such program conducted by or for the Secretary or other Federal officials;
6. The State will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the State under each such program;
7. The State will—
  - a. Make reports to the Secretary as may be necessary to enable the Secretary to perform the Secretary's duties under each such program; and
  - b. Maintain such records, provide such information to the Secretary, and afford such access to the records as the Secretary may find necessary to carry out the Secretary's duties; and
  - c. Before the plan or application was submitted to the Secretary, the State afforded a reasonable opportunity for public comment on the plan or application and considered such comment.

## **Certification**

### Certification of compliance with Unsafe School Choice Option Requirements

The State certifies that it has established and implemented a statewide policy requiring that students attending persistently dangerous public elementary or secondary schools, as determined by the State (in consultation with a representative sample of local educational agencies), or who become victims of violent criminal offenses, as determined by State law, while in or on the grounds of public elementary and secondary schools that the students attend, be allowed to attend safe public elementary or secondary schools within the local educational agency, including a public charter school.

### **Note: MASSACHUSETTS UNSAFE SCHOOL CHOICE OPTION**

Massachusetts is in the process of developing a statewide policy regarding students attending a persistently dangerous school (See Draft that follows). As required, the MADOE is in consultation with a sample of local educational agencies (including School Superintendents and local SDFSCA Coordinators) to develop criteria for determination of “persistently dangerous schools”. Additionally the MADOE has included the Governor’s Alliance Against Drugs (Governor’s designee) and Middlesex District Attorney’s SECURE Advisory Council in the process and anticipates presenting or distributing the draft (for comment) at the annual conferences of Massachusetts Association of Schools Superintendents and Massachusetts Secondary School Principals Association. A copy of the draft policy is included in response to the requirement that the state have a policy in place. A focus group meeting will follow this process, which includes a review and comment period. It is anticipated that the final copy will be recommended to the Commissioner and established and implemented no later than December 31, 2002.

## ***MASSACHUSETTS DRAFT POLICY UNSAFE SCHOOL CHOICE OPTION REQUIREMENTS***

*Draft May 28, 2002*

*The new federal education legislation that requires State Education Agencies to establish a school choice policy for students attending a persistently dangerous school as defined by the state is as follows:*

*Each State receiving funds under the “No Child Left Behind” (NCLB) Act shall establish and implement a statewide policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school.*

*NCLB stipulates that a school can be deemed unsafe as a whole entity or for an individual student. Therefore, state education agencies must establish and implement a policy regarding such schools that addresses both conditions. In meeting this federal requirement, the Massachusetts Department of Education seeks to establish and implement a policy that is preventive as well as responsive to parents' and guardians' immediate concerns. Thus, corrective action will be part of the process of designating a school or schools as unsafe or persistently dangerous. In no way shall this process abridge a parent's or guardian's right to declare that a school is unsafe for a child who has been a victim of a violent criminal offense as determined by State law.*

*Under Section 9532 of the No Child Left Behind Act of 2001, Massachusetts Department of Education establishes the following criteria to define a persistently dangerous school.*

### **WHOLE SCHOOL OPTION**

*To be designated as "persistently dangerous," a school must meet all of the following criteria for three consecutive years:*

- *Have violence-related out of school suspensions (10 day or more) and/or expulsions for greater than X% of the student enrollment; and*
- *Have one or more students expelled for bringing a firearm or dangerous weapon to school as defined by the federal Gun Free Schools Act and Chapter 71, section 37H of the Massachusetts General Laws; and*
- *Have X% or more of the student enrollment exercising the individual student option outlined below.*

*For any school meeting at least two of these criteria in any given year, the district may declare the school in "greatest need" under the Safe and Drug Free Schools and Communities Act (SDFSCA). The district may therefore direct SDFSCA program funds and services to identify the problems and implement a corrective action plan to ensure a safe school environment for students, faculty, and other staff.*

*Any school meeting two or more of these criteria a second consecutive year will be required to evaluate and revise its corrective action plan to ensure a safe school environment for students, faculty, and other staff. The corrective action plan shall be filed with the Massachusetts Department of Education. To the extent feasible, the Massachusetts Department of Education will provide technical assistance.*

*Any school meeting all three criteria for three consecutive years will be designated as unsafe or persistently dangerous. Parents and guardians may then exercise their right to have their child attend a safe public elementary school or secondary school within the local educational agency, including a public charter school. To the extent feasible, the Massachusetts Department of Education will collaborate with other state and local agencies to provide support and technical assistance to the school and district.*

**INDIVIDUAL STUDENT OPTION**

*Under the individual student option, any student who becomes a victim of a violent criminal offense as defined by the Massachusetts General Laws, while in or on the grounds of a public elementary school or secondary school that the student attends, must to the extent feasible be allowed to transfer immediately to a different public school within the district.*

**Violent Crime Definition:** *Massachusetts defines "violent crime" in G.L. c. 140, sec. 121 as follows:*

*"Violent crime", shall mean any crime punishable by imprisonment for a term exceeding one year, or any act of juvenile delinquency involving the use or possession of a deadly weapon that would be punishable by imprisonment for such term if committed by an adult, that: (i) has as an element the use, attempted use or threatened use of physical force or a deadly weapon against the person of another; (ii) is burglary, extortion, arson or kidnapping; (iii) involves the use of explosives; or (iv) otherwise involves conduct that presents a serious risk of physical injury to another.*

**Victim of Violent Crime:** *A victim of a violent crime is a victim of one or more of the crimes defined above.*

## **ESEA Program Specific Assurances**

Each SEA that submits a consolidated application also must provide an assurance that it will comply with all requirements of the ESEA programs included in their consolidated applications, whether or not the program statute identifies these requirements as a description or assurance that States would address, absent this consolidated application, in a program-specific plan or application. States are required to maintain records of their compliance with each of those requirements. (Note: For the Safe and Drug Free Schools programs, the SEA must have all appropriate assurances from the Governor on record.)

Through the general assurance and assurance (1) in section 9304 (a), the SEA agrees to comply with all requirements of the ESEA and other applicable program statutes. While all requirements are important, we have identified below a number of key requirements of each program that the SEA is agreeing to meet through this general assurance. This list of program-specific requirements the SEA is assuring is not exhaustive; States are accountable for all program requirements.

### **1. Title I, Part A – Improving Basic Programs Operated By LEAs**

Assurance that –

- a. The State plan for the implementation of Title I, Part A was developed in consultation with LEAs, teachers, principals, pupil services personnel, administrators, other staff and parents and that the plan for Title I, Part A coordinates with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act.
- b. The SEA has a plan for assisting LEAs and schools to develop capacity to comply with program operation and for providing additional educational assistance to students needing help to achieve State standards, including:
  - i. the use of schoolwide programs;
  - ii. steps to ensure that both schoolwide program- and targeted assisted program schools have highly qualified staff (section 1111);
  - iii. ensuring that assessments results are used by LEAs, schools, and teachers to improve achievement (section 1111);
  - iv. use of curricula aligned with state standards (section 1111);
  - v. provision of supplemental services, including a list of approved service providers and standards and techniques for monitoring the quality and effectiveness of services (section 1116);
  - vi. choice and options (section 1116);
  - vii. the state support system under section 1117; and
  - viii. teacher and paraprofessional qualifications (section 1119).
- c. The State has a strategy for ensuring that children served by Title I, Part A will be taught the same knowledge and skills in other subjects and held to the same expectations as all children.
- d. The State will implement the accountability requirements of section 1116(f) regarding schools identified for improvement prior to the passage of NCLB.

- e. The State will implement the provisions of section 1116 regarding LEAs and schools in improvement and corrective action.
- f. The State will produce and disseminate an annual State Report Card in accordance with section 1111(h)(1) and will ensure that LEAs that receive Title I, Part A funds produce and disseminate annual local Report Cards in accordance with section 1111(h)(2).
- g. The SEA will ensure that LEAs will annually assess English skills for all limited-English proficient students.
- h. The SEA will coordinate with other agencies that provide services to children, youth and families to address factors that have significantly affected the achievement of students.
- i. The SEA will ensure that assessment results are promptly provided to LEAs, schools, and teachers.
- j. The State will participate in State academic assessments of 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics under NAEP if the Secretary pays the cost of administering such assessments, and will ensure that schools drawn for the NAEP sample will participate in all phases of these assessments, including having results published.
- k. The SEA, in consultation with the Governor, will produce a plan for carrying out the responsibilities of the State under sections 1116 and 1117, and the SEA's statewide system for technical assistance and support of LEAs.
- l. The SEA will assist LEAs in developing or identifying high-quality curricula aligned with State academic achievement standards and will disseminate such curricula to each LEA and local school within the State.
- m. The State will carry out the assurances specified in section 1111(c).

## 2. Title I, Part B – Even Start Family Literacy

Assurance that –

- a. The SEA will meet its indicators of program quality developed in section 1240.
- b. The SEA will help each project under this part to fully implement the program elements described in section 1235, including the monitoring of the projects' compliance with staff qualification requirements and usage of instructional programs based on scientifically based reading research for children and adults.
- c. The SEA collaborated with early childhood specialists, adult education specialists, and others at the State and local level with interests in family literacy in the development and implementation of this plan.

### 3. Title I, Part C – Education of Migrant Children

Assurance that –

In addition to meeting the seven program assurances in Section 1304(c), the SEA will ensure that –

- a. Special educational needs of migratory children, including preschool migratory children, are identified and addressed through – (a) the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs; (b) joint planning among local, State, and Federal educational programs serving migrant children, including language instruction educational programs under part A or B of title III; and (c) the integration of services available under this part with services provided by those other programs, a (d) measurable program goals and outcomes.
- b. State and its local operating agencies will identify and address the special educational needs of migratory children in accordance with a comprehensive State plan as specified in section 1306 (a).
- c. State will provide for educational continuity through the timely transfer of pertinent school records in a manner consistent with procedures the Secretary may require.

### 4. Title I, Part D – Children and Youth Who Are Neglected, Delinquent or At-Risk

Assurance that the SEA –

- a. Will ensure that programs will be carried out in accordance with the State plan.
- b. Will carry out the evaluation requirements of section 1431.
- c. Has collaborated with parents, correctional facilities, local education agencies, public and private business and other state and federal technical and vocational programs in developing and implementing its plan to meet the educational needs of neglected, delinquent, and at-risk children and youth.
- d. Conducts a process to award Subpart 2 subgrants, to programs operated by local education agencies and correctional facilities.
- e. Will integrate programs and services for neglected, delinquent, and at-risk children and youth with other programs under this Act or other Acts.

### 5. Title I, Part F – Comprehensive School Reform

Assurance that the SEA will --

- a. Fulfill all requirements relating to the competitive subgranting of program funds.
- b. Awards subgrants of not less than \$50,000 and of sufficient size and scope to support the initial costs of the program.
- c. Award subgrants renewable for 2 additional one-year periods if the school is making substantial progress.
- d. Consider the equitable distribution of subgrants to different geographic regions in the State, including urban and rural areas and to schools serving elementary and secondary students.

- e. Reserve not more than five (5) percent of grant funds for administrative, evaluation, and technical assistance expenses.
- f. Use funds to supplement, and not supplant, any other funds that would otherwise be available to carry out these activities.
- g. Report subgrant information, including names of LEAs and schools, amount of award, and description of award.
- h. Provide a copy of the State's annual program evaluation.

6. Title II, Part A – Teacher and Principal Training and Recruiting Fund

Assurance that –

- a. The SEA will take steps to ensure compliance with the requirements for “professional development” as the term is defined in section 9101(34).
- b. All funded activities will be developed collaboratively and based on the input of teachers, principals, administrators, paraprofessionals, and other school personnel.
- c. The SEA will implement the provisions for technical assistance and accountability in section 2141 with regard to any LEA that has failed to make adequate yearly progress for two or more consecutive years.

7. Title II, Part D – Enhanced Education Through Technology

Assurance that the SEA --

- a. Will ensure that each subgrant awarded under section 2412 (a)(2)(B) is of sufficient size and duration, and that the program funded by the subgrant is of sufficient scope and quality, to carry out the purposes of this part effectively.
- b. Has in place a State Plan for Educational Technology that meets all of the provisions of section 2413 of ESEA.

8. Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement

Assurance that --

- a. Subgrantees will be required to use their subgrants to build their capacity to continue to provide high-quality language instruction educational programs for LEP students once the subgrants are no longer available.
- b. The State will consult with LEAs, education-related community groups and non-profit organizations, parents, teachers, school administrators, and researchers in developing annual measurable student achievement objectives for subgrantees.
- c. Each subgrantee will include in its plan a certification that all teachers in a Title III language instruction educational program for limited English proficient children are fluent in English and any other language used for instruction.
- d. In awarding subgrants to eligible entities that have experienced a recent significant increase in the percentage or number of immigrant students, the State will equally consider eligible entities that have limited or no experience

- in serving immigrant children and youth, and consider the quality of each local plan.
- e. Subgrants will be of sufficient size and scope to support high-quality programs.
  - f. Subgrantees will be required to provide for an annual reading or language arts assessment in English of all children who have been in the United States for three or more consecutive years.
  - g. Subgrantees will be required to assess annually the English proficiency of all LEP children.
  - h. A subgrantee plan will not be in violation of any State law, including State constitutional law, regarding the education of LEP children.
  - i. Subgrantee evaluations will be used to determine and improve the effectiveness of subgrantee programs and activities.
  - j. Subgrantee evaluations will include a description of the progress made by children in meeting State academic content and student academic achievement standards for each of the two years after these children no longer participate in a Title III language instruction educational program.
  - k. A subgrantee that fails to make progress toward meeting annual measurable achievement objectives for two consecutive years will be required to develop an improvement plan that will ensure the subgrantee meets those objectives.
  - l. Subgrantees will be required to provide the following information to parents of LEP children selected for participation in a language instruction educational program:
    - 1) How the program will meet the educational needs of their children;
    - 2) Their options to decline to enroll their children in that program or to choose another program, if available;
    - 3) If applicable, the failure of the subgrantee to make progress on the annual measurable achievement objectives for their children.
  - m. In awarding subgrants, the State will address the needs of school systems of all sizes and in all geographic areas within the State, including school systems with urban and rural schools.

#### 9. Title IV, Part A – Safe and Drug-Free Schools and Communities

Assurance that --

- a. The State has developed a comprehensive plan for the use of funds by the State educational agency and the chief executive officer of the State to provide safe, orderly, and drug-free schools and communities through programs and activities that complement and support activities of local educational agencies under section 4115(b), that comply with the principles of effectiveness under section 4115(a), and that otherwise are in accordance with the purpose of this part.
- b. Activities funded under this program will foster a safe and drug-free learning environment that supports academic achievement.
- c. The application was developed in consultation and coordination with appropriate State officials and others, including the chief executive officer, the

chief State school officer, the head of the State alcohol and drug abuse agency, the heads of the State health and mental health agencies, the head of the State child welfare agency, the head of the State board of education, or their designees, and representatives of parents, students, and community-based organizations.

- d. Funds reserved under section 4112(a) will not duplicate the efforts of the State education agency and local educational agencies with regard to the provisions of school-based drug and violence prevention activities and that those funds will be used to serve populations not normally served by the State educational agencies and local educational agencies and populations that need special services, such as school dropouts, suspended and expelled students, youth in detention centers, runaway or homeless children and youth, and pregnant and parenting youth.
- e. The State will cooperate with, and assist, the Secretary in conducting data collection as required by section 4122.
- f. LEAs in the State will comply with the provisions of section 9501 pertaining to the participation of private school children and teachers in the programs and activities under this program.
- g. Funds under this program will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this program, and in no case supplant such State, local, and other non-Federal funds.
- h. A needs assessment was conducted by the State for drug and violence prevention programs, which shall be based on ongoing State evaluation activities, including data on the incidence and prevalence of illegal drug use and violence among youth in schools and communities, including the age of onset, the perception of health risks, and the perception of social disapproval among such youth, the prevalence of protective factors, buffers, or assets and other variables in the school and community identified through scientifically based research.
- i. The State will develop and implement procedures for assessing and publicly reporting progress toward meeting the performance measures.
- j. The State application will be available for public review after submission of the application.
- k. Special outreach activities will be carried out by the SEA and the chief executive officer of the State to maximize the participation of community-based organizations of demonstrated effectiveness that provide services such as mentoring programs in low-income communities.
- l. Funds will be used by the SEA and the chief executive officer of the State to support, develop, and implement community-wide comprehensive drug and violence prevention planning and organizing activities.
- m. The State will develop a process for review of applications from local educational agencies that includes receiving input from parents.

10. Title IV, Part B – 21<sup>st</sup> Century Community Learning Centers

Assure that the SEA will –

- a. Write the State application in consultation and coordination with appropriate State officials, including the chief State school officer, and other State agencies administering before and after school programs, the heads of the State health and mental health agencies or their designees, and representatives of teachers, parents, students, the business community, and community-based organizations.
- b. Award subgrants of not less than three years and not more than five years that are of not less than \$50,000 and of sufficient size and scope to support high quality, effective programs.
- c. Fund entities that propose to serve students who primarily attend schools eligible for schoolwide programs under section 1114 or schools that serve a high percentage of students from low-income families, and the families of such students.
- d. Require local applicants to submit a plan describing how community learning centers to be funded through this grant will continue after the grant period.
- e. Require local applicants to describe in their applications how the transportation needs of participating students will be addressed.

11. Title V, Part A – Innovative Programs

Assure that --

- a. The State has set forth the allocation of funds required to implement section 5142 (participation of children enrolled in private schools).
- b. The State has made provision for timely public notice and public dissemination of the information concerning allocations of funds required to implement provisions for assistance to students attending private schools.
- c. Apart from providing technical and advisory assistance and monitoring compliance with this part, the SEA has not exercised, and will not exercise, any influence in the decision making processes of LEAs as to the expenditure made pursuant to the LEAs' application for program funds submitted under section 5133.



FY	code	language	pk	k	gr1	gr2	gr3	gr4	gr5	gr6	gr7	gr8	gr9	gr10	gr11	gr12	gr13	gr14	total
2002	220	CHICHEWA	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
2002	225	CREOLE(HAITIAN)	1	37	66	54	53	70	60	85	105	102	152	137	113	126	0	0	1161
2002	230	CRIOULO	0	2	3	2	3	3	5	8	8	3	12	1	2	4	0	0	56
2002	235	CZECH	0	2	0	0	1	1	1	1	0	0	0	0	1	0	0	0	7
2002	240	DANISH	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
2002	245	DARI PERSIAN	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
2002	260	DUTCH	0	1	4	1	4	3	2	1	0	3	1	1	0	0	0	0	21
2002	275	FARSI	1	2	8	4	2	5	3	4	6	6	4	3	3	5	0	0	56
2002	280	FIJIAN	0	1	1	0	1	0	0	0	0	0	0	0	1	0	0	0	4
2002	290	FINNISH	0	1	4	2	2	3	1	1	0	1	0	2	1	0	0	0	18
2002	295	FLEMISH	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	2
2002	300	FRENCH /AFRICAN PATOIS	0	0	1	0	0	0	2	0	0	0	1	1	2	0	0	0	7
2002	305	FRENCH PATOIS	0	2	2	0	3	0	1	2	0	0	1	1	1	0	0	0	13
2002	310	FRISIAN	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
2002	315	FUKIEN	0	0	1	1	1	3	1	2	0	0	0	1	2	1	0	0	13
2002	330	GERMAN	0	6	10	4	5	8	4	4	3	6	1	2	1	1	0	0	55
2002	335	GILBERTESE	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2
2002	347	GUJARATI	1	9	15	13	9	6	7	13	9	7	11	7	10	11	0	0	128
2002	350	HAKKA DIALECT	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
2002	360	HAUSA	0	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	3
2002	365	HEBREW	0	11	23	16	14	19	15	15	9	10	9	2	6	0	0	0	149
2002	370	HINDI	1	17	20	12	13	9	9	9	6	4	8	7	5	5	0	0	125
2002	375	HMONG	2	22	21	31	29	21	2	2	3	2	0	2	0	2	0	0	139
2002	380	HUNGARIAN	0	1	0	0	0	2	1	0	0	0	0	0	0	0	0	0	4
2002	385	IBO	0	1	1	0	1	1	0	2	1	1	0	1	1	2	0	0	12
2002	390	ICELANDIC	0	0	0	1	0	0	0	0	2	0	0	0	0	0	0	0	3
2002	395	INDIAN	2	8	4	3	1	3	1	4	1	3	0	1	0	0	0	0	31
2002	400	INDO-EUROPEAN	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
2002	415	JAPANESE	3	49	46	47	31	28	18	15	12	6	7	0	8	2	0	0	272
2002	420	JAVANESE	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
2002	430	KHMER	1	60	149	155	129	135	122	114	100	78	55	34	23	19	1	0	1175



FY	code	language	pk	k	gr1	gr2	gr3	gr4	gr5	gr6	gr7	gr8	gr9	gr10	gr11	gr12	gr13	gr14	total
2002	735	SOMALI	0	9	17	19	16	13	14	18	22	17	22	26	27	25	0	0	245
2002	745	SUDANIC TRIBAL	0	0	0	0	0	0	0	0	1	0	0	9	1	0	0	0	11
2002	750	SWAHILI	0	7	4	1	5	3	5	2	0	1	7	3	4	2	0	0	44
2002	755	SWEDISH	0	2	2	5	2	2	0	0	0	0	0	0	1	1	0	0	15
2002	765	TAMIL	1	5	4	4	3	2	0	1	0	1	1	0	0	0	0	0	22
2002	767		0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	2
2002	770	THAI	1	2	1	0	1	2	3	1	4	1	0	4	4	2	0	0	26
2002	775	TIBETAN	0	4	1	0	3	2	3	3	3	0	3	2	0	1	0	0	25
2002	780	TIGRE	0	2	2	1	0	0	0	0	0	0	0	0	0	1	0	0	6
2002	790	TURKISH	0	5	13	7	3	2	4	3	4	0	1	1	1	0	0	0	44
2002	800	UKRANIAN	0	20	22	27	25	17	13	12	20	16	12	17	21	12	0	0	234
2002	810	URDU	2	9	16	12	11	10	4	4	5	8	4	7	0	7	0	0	99
2002	815	UZBEC	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
2002	820	VALENCIAN	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
2002	825	VIETNAMESE	53	228	244	186	166	133	101	89	99	85	105	106	91	149	0	0	1835
2002	850	YORUBA	0	1	0	0	0	1	0	1	0	0	0	1	0	2	0	0	6
2002	888	[OTHER]	6	43	67	52	53	61	57	51	67	70	75	83	76	63	0	0	824
2002	999	TOTALS	617	4106	4749	4298	4355	4080	3382	3410	3313	3035	3592	2798	2241	2128	9	3	46116

