



Massachusetts Department of  
**ELEMENTARY & SECONDARY  
EDUCATION**

**Report to the Legislature:  
MCAS Academic Support Programs – FY09**

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Line-item 7061-9404  
May 2009



This document was prepared by the  
Massachusetts Department of Elementary and Secondary Education  
Mitchell D. Chester, Ed.D.  
Commissioner of Elementary and Secondary Education

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Mitchell D. Chester, Ed.D.  
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# Massachusetts Department of Elementary and Secondary Education

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May 2009

Dear Members of the General Court:

I am pleased to submit this *Report to the Legislature: MCAS Academic Support Programs – FY09* pursuant to Chapter 182 of the Acts of 2008, line-item 7061-9404 that reads in part:

*“For grants to cities, towns and regional school districts to provide targeted remediation programs for students in the classes of 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012 and 2013, scoring in level 1 or 2 on the Massachusetts comprehensive assessment system (MCAS) ... provided further, that in awarding remediation funds, preference may be given to schools and districts at risk of or determined to be under-performing ... provided further, that funds shall be expended for a competitive grant program to fund academic support and college transition services to be implemented in fiscal year 2009, and operated by public institutions of higher learning or by public-private partnerships in the commonwealth, for students in the graduating classes of 2003, 2004, 2005, 2006, 2007, 2008 and 2009 who have completed high school but have not yet obtained a competency determination...”*

FY09 MCAS academic support for the classes of 2003-2013 was offered through five grant programs and one contract initiative. The five school year/summer grant programs are: District/Approved Private Special Education Schools & Collaboratives; One Stop Career Centers; Work & Learning Programs; Higher Education Institutions; and Collaborative Partnerships for Student Success. The annual competitive contract initiative is Connecting Activities (through Workforce Investment Boards). Greater detail is provided within the report.

Nearly \$10.5 million for services was appropriated for services to be delivered through the five MCAS Academic Support Programs, and more than \$2.9 million was earmarked for separate targeted recipients. The line-item was reduced by a total of \$828,455 by 9C cuts in October 2008 and January 2009. In addition, line-item 7027-0019 provided nearly \$4.4 million for the Connecting Activities contracts.

In October 2006, the Board of Elementary and Secondary Education voted to amend the regulation on the Competency Determination (CD) that is required for high school graduation beginning with the class of 2010. Currently, students must either score at least 240 on the grade 10 English Language Arts (ELA) and Mathematics MCAS tests, or for

each subject (ELA or Mathematics) score at least 220 and fulfill the requirements of an Educational Proficiency Plan (EPP). The amended regulations also added Science and Technology/Engineering to the CD standard by requiring students to earn a scaled score of at least 220 on one of the high school tests in Biology, Chemistry, Introductory Physics, or Technology/Engineering.

As a result of these changes, student eligibility for MCAS Academic Support Programs expanded in FY08 to include students in grades 8-10 who scored at level two (*Needs Improvement*) on their most recent ELA and Mathematics MCAS. This was in addition to the students in grades 8-12 and post 12<sup>th</sup> graders who performed in the *Warning/Failing* categories (level one) on their most recent ELA and Mathematics exams. Beginning in FY09 the eligibility pool expanded even further to include students in grades 9-11 who scored in the *Warning/Failing* category (level one) on their most recent Science and Technology/Engineering MCAS. As a result, the number of eligible students in FY09 increased to 160,000 from approximately 150,000 in FY08, and from approximately 88,000 in FY07. The largest increase over the past three years has been with the number of eligible students in grades 9-11. Statistical breakdowns are included by grade level in the report.

As in previous years, the Department will provide additional information in a subsequent report that will be submitted during FY11 as an addendum to this FY09 report. It will include the number of students who have passed the MCAS assessment and obtained a CD through these programs, as well as how many of these students have and have not met local graduation requirements. This addendum will be submitted once complete post-test score information has been compiled and analyzed for students who participate in FY09 school year and summer programs.

If you have further questions, please contact Associate Commissioner John Bynoe at 781-338-6300.

Sincerely,

Mitchell D. Chester, Ed.D.  
Commissioner of Elementary and Secondary Education

**MCAS Academic Support Programs, FY09**

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## Introduction

The Department of Elementary and Secondary Education respectfully submits this *Report to the Legislature: MCAS Academic Support Programs* pursuant to Chapter 182 of the Acts of 2008, line-item 7061-9404, which reads in part:

*“For grants to cities, towns and regional school districts to provide targeted remediation programs for students in the classes of 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012 and 2013, scoring in level 1 or 2 on the Massachusetts comprehensive assessment system (MCAS) ... provided further, that in awarding remediation funds, preference may be given to schools and districts at risk of or determined to be under-performing ... provided further, that funds shall be expended for a competitive grant program to fund academic support and college transition services to be implemented in fiscal year 2009, and operated by public institutions of higher learning or by public-private partnerships in the commonwealth, for students in the graduating classes of 2003, 2004, 2005, 2006, 2007, 2008 and 2009 who have completed high school but have not yet obtained a competency determination...provided further, that the department shall issue a report not later than February 2, 2009, and annually thereafter as a condition of continued funding under this account, in collaboration with the department of higher education, describing MCAS support programs for the graduating classes of 2003 to 2013, inclusive, funded by items [7061-9404](#) and [7027-0019](#), school to work accounts, institutions of public higher education, and other sources, including federal sources; provided further, that such report shall include, but not be limited to, the number of students eligible to participate in such programs, the number of students participating in such programs, the number of students who have passed the MCAS assessment and obtained a competency determination through these programs but not met local graduation requirements, and the number of students who have passed the MCAS assessment and obtained a competency determination through these programs and met local graduation requirements...*

This report provides information regarding FY09 MCAS academic support for the classes of 2003-2013 funded through line-items 7061-9404 and 7027-0019. These line-items support five grant programs and one contract initiative.

Line-item 7061-9404 funds five school year/summer grant programs:

1. District/Approved Private Special Education Schools & Collaboratives;
2. One Stop Career Centers;
3. Work & Learning Programs;
4. Higher Education Institutions; and
5. Collaborative Partnerships for Student Success.

Line-item 7027-0019 supports one annual competitive contract initiative:

1. Connecting Activities (through Workforce Investment Boards).

In FY09, line-item 7061-9404 provided nearly \$10.5 million for services to be delivered through the five MCAS Academic Support Programs and provided more than \$2.9 million for separate earmarked recipients. The line-item was reduced by a total of \$828,455 by 9C cuts in October 2008 and January 2009. Line-item 7027-0019 provided nearly \$4.4 million for the Connecting Activities contracts. The text of both line-items can be found on: <http://www.mass.gov/legis/laws/seslaw08/sl080182.htm>.

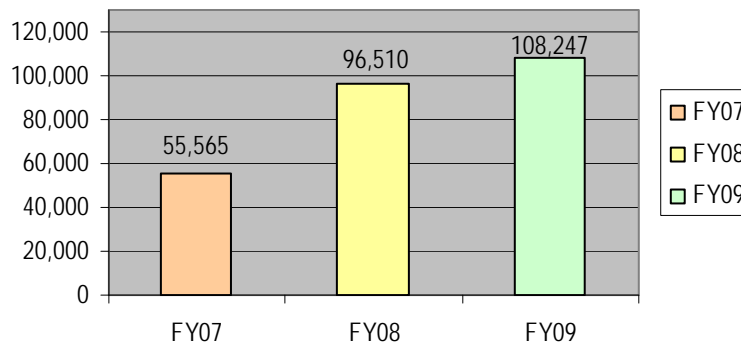
This report includes information on the number of students eligible to participate in these programs, and the estimated number of actual participants and funded entities. While the Department of Elementary and Secondary Education is collecting data on all FY09 MCAS Academic Support Programs, information regarding actual participation numbers is not yet available. Preliminary projections are based on the number of students expected to be served by grantees that have been approved to operate FY09 programs as of January 5, 2009, and on the estimated number of students to be served through grants that will be awarded later this winter and spring.

### **Eligible Students**

In October 2006, the Board of Elementary and Secondary Education voted to amend the regulation on the Competency Determination (CD) that is required for high school graduation beginning with the class of 2010. Currently, students must either score at least 240 on the grade 10 English Language Arts (ELA) and Mathematics MCAS tests, or for each subject (ELA or Mathematics) score at least 220 and fulfill the requirements of an Educational Proficiency Plan (EPP). The amended regulations also added Science and Technology/Engineering to the CD standard by requiring students to earn a scaled score of at least 220 on one of the high school tests in Biology, Chemistry, Introductory Physics, or Technology/Engineering. For more details see <http://www.doe.mass.edu/news/news.asp?id=3200>.

As a result of these changes, student eligibility for MCAS Academic Support Programs expanded in FY08 to include students in grades 8-10 who scored at level two (*Needs Improvement*) on their most recent ELA and Mathematics MCAS. This was in addition to the students in grades 8-12 and post 12<sup>th</sup> graders who performed in the *Warning/Failing* categories (level one) on their most recent ELA and Mathematics exams. Beginning in FY09 the eligibility pool expanded even further to include students in grades 9-11 who scored in the *Warning/Failing* category (level one) on their most recent Science and Technology/Engineering MCAS. As a result, the number of eligible students in FY09 increased to 160,000 from approximately 150,000 in FY08, and from approximately 88,000 in fiscal year 2007. The largest increase over the past three years has been with the number of eligible students in grades 9-11, and the substantial increase for these grades is illustrated on the next page in Chart 1.

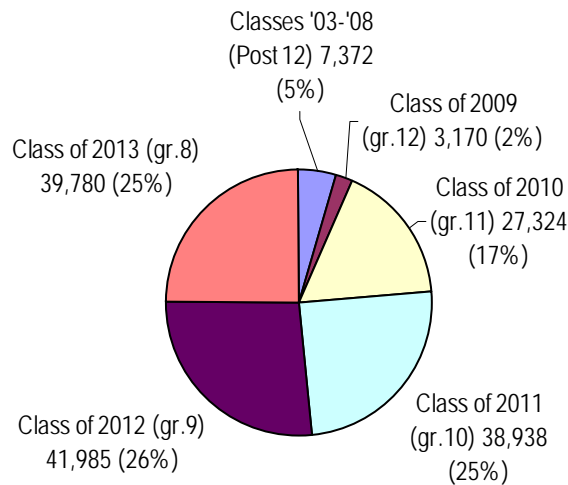
**Chart 1: Number of Students in Grades 9-11 Eligible for MCAS Academic Support Programs in Fiscal Years '07-'09**



Source: MCAS files, Student Information Management System

This year, the vast majority (93 percent) of students eligible for services are in grades 8-11. Additional eligible students are in 12<sup>th</sup> grade (2 percent) or are post 12<sup>th</sup> graders (5 percent).

**Chart 2: FY09 Eligibility by Class Year ('03-'13) for All MCAS Academic Support Programs**



Source: MCAS files, Student Information Management System

### Program Data

Table 1 on the next page categorizes the different providers of MCAS academic support that are funded through line-items 7061-9404 and 7027-0019, and shows the estimated number of eligible students to be served in FY09. These numbers do not include information on 7061-9404 earmarked programs that are separate from the MCAS Academic Support Programs, or on 7027-0019 funded programs that do not directly provide or make referrals for MCAS support services.

**Table 1: FY09 MCAS Academic Support Programs and Contract Initiative**

<b>Funded Grant Program/Contract Type -</b> <i>Allocation Grant (Alloc.), Competitive Grant (CG), Competitive Contract (CC)</i>	<b>Eligible Students</b>	<b>Grants / Contracts to be Awarded</b>	<b>Students to be Served</b>
Districts and Approved Private Special Education Schools/Collaboratives (Alloc.)	158,569	275	12,000
One Stop Career Centers (CG)	5,365	20	1,200
Work & Learning Programs (CG)	8,094	24	1,220
Higher Education Institutions (CG)	11,178	18	1,005*
Collaborative Partnerships for Student Success (CG)	120,703	19	710
<b><i>Grant Program Totals (anticipated unduplicated counts)</i></b>	<b><i>158,569</i></b>	<b><i>376</i></b>	<b><i>14,500</i></b>
Workforce Investment Boards for Connecting Activities (CC)	<i>37,866</i>	<i>16</i>	<i>1,385</i>

Source: MCAS files, Student Information Management System, and grant recipient reports

The numbers listed in the table above are estimates based on proposed numbers to be served for entities already awarded grants, as well as anticipated numbers to be served through grant programs that have not yet determined all FY09 grant recipients.

\*The total number of students to be served by higher education institutions includes those expected to be served through the higher education institution focused grant program (830 students) as well as through the Work and Learning program (175 students). It is also worth noting that it will be nine community colleges providing these services for more than 1,000 students, as the 18 grants awarded includes school year and summer grants to each one. Moreover, approximately 400 of the students they will serve are likely to be referred to them by the One Stop Career Centers program.

The competitive contracts to Workforce Investment Boards do not have eligibility requirements based on MCAS scores. The numbers in the table relate only to services for students from the classes of 2003-2010 that will specifically include MCAS academic support through an integrated work and learning model and a structured internship. Beyond this, contract recipients are expected to arrange internships and co-op placements for an additional 11,425 students.

For the totals listed under the grant programs, the number of eligible students is not the sum of each line, because some programs can serve all eligible students and some only a sub-set of the eligible grades or MCAS scoring levels. Similarly, some students are expected to be served by more than one program (for example by the district allocation grant in the school year and a work and learning program in the summer), so the total to be served is the estimated count of individual students who will receive services funded through line-item 7061-9404. Actual program participation data received after FY09 will allow for an actual unduplicated count of students served to be generated based on State Assigned Student Identifiers (SASIDs).

While the type of students served varies by grant program, eligibility generally includes all, or a subset, of the following:

- Members of the classes of 2003-2009 (grade 12 and post 12<sup>th</sup> graders) who scored below 220 (in the *Warning/Failing* level) on the grade 10 ELA and Mathematics MCAS or subsequent retests;
- Members of the classes of 2010-2012 (grades 9-11) who scored below 240 (in the *Warning/Failing* or *Needs Improvement* levels) on their most recent ELA or Mathematics MCAS or who scored below 220 on their most recent Science and Technology/Engineering MCAS; and
- Members of the class of 2013 in 2009 summer programs (students transitioning between grade 8 and 9) who scored below 240 on their most recent MCAS in ELA or Mathematics.

### **Funded Programs**

As noted above, student services funded through these line-items are provided through five school year/summer grant programs and one annual competitive contract initiative. Below are brief descriptions of the types of services offered.

#### I. Grant Programs (7061-9404)

The Academic Support grant programs supported through line-item 7061-9404 fund entities in virtually all parts of the state. Awards to individual entities are based on local needs and program scope, and amounts range from approximately \$1,000 to \$600,000. Funded entities primarily include school districts, One Stop Career Centers, higher education institutions, Workforce Investment Boards, regional employment boards, private industry councils, and approved private special education schools and collaboratives. Grants are distributed either through an allocation or a competitive process, as described below. More details on these grants can be found at <http://www.doe.mass.edu/as/grants/>.

- Allocation Grants (7061-9404)
  1. *Districts & Approved Private Special Education Schools / Collaboratives*

One of the five grant programs is an allocation grant that provides funding for any eligible entity that meets program requirements. The purpose of this program is to enhance academic support services for the students in the classes of 2003-2013 who have not yet earned their CD. A list of expected grant recipients can be found on <http://www.doe.mass.edu/as/pathways/dlist.html>.
- Competitive Grants (7061-9404)

The four remaining grant programs distribute funds through a competitive process that awards funding to proposals that best demonstrate a quality program that will be run in accordance with grant goals and parameters.

2. *One Stop Career Centers*

The purpose of this grant program is to broker options that address the unique academic, employment, and career needs of post 12<sup>th</sup> grade students (classes of 2003-2009) who need further support to attain the skills necessary to earn their CD. Within each funded region, the services leverage existing opportunities available to students for support in ELA and mathematics. Grantees are posted to: <http://www.doe.mass.edu/as/pathways/centers.html>.

3. *Work & Learning Programs*

The purpose of this program is to provide quality innovative and intensive instruction in English language arts and mathematics through *work and learning* programs to students in the classes of 2003-2010 who have not yet earned their CD. A list of grantees can be found on: <http://www.doe.mass.edu/as/pathways/worklearn.html>.

4. *Higher Education Institutions & Partners*

The purpose of this program is to provide academic instruction (ELA and mathematics) and support services that enable students from the classes of 2003-2010 to continue to pursue their CD while providing pathways to further education. A list of grantees can be seen on: <http://www.doe.mass.edu/as/pathways/colleges.html>.

5. *Collaborative Partnerships for Student Success*

The purpose of this program is the development of Collaborative Partnerships for Student Success (CPSS) to supplement existing district resources. Goals include:

- a. Assisting students with the transition into the early high school years and serve as a part of a comprehensive intervention process to help students earn their CD on their initial try in the spring of their 10th grade year;
- b. Increasing student (and family) awareness on the purposefulness of their high school experience in relation to future opportunities through the development of preliminary career and college plans;
- c. Increasing the school district and community partners' ability to provide school year and summer academic support in English language arts (ELA), mathematics, and/or science and technology/engineering to students eligible for these services; and
- d. Developing CPSS products to increase college and career readiness.

A list of grantees can be seen on:

<http://finance1.doe.mass.edu/Grants/grants09/awards/619.html>

## II. Competitive Contracts (7027-0019)

### *Connecting Activities (through Workforce Investment Boards)*

The competitive contracts funded by line-item 7027-0019 support Connecting Activities through Workforce Investment Boards (WIBs). This initiative is designed to drive and sustain the statewide school-to-career system. This state line-item leverages the initial federal School-to-Work investment in Massachusetts that created self-sustaining local partnerships throughout the Commonwealth. The Connecting Activities contracts support the 16 local Workforce Investment Boards working in concert with their local Youth Councils to implement school-to-career policy and programming connected to MCAS support services in ELA and mathematics. A list of these WIBs can be found on <http://www.massworkforce.com/region-map.php>.

### **Summary**

This report includes the preliminary information available on FY09 programs. Current data shows that nearly 160,000 students from the classes of 2003-2013 are eligible to be served, and that nearly 14,500 (approximately 9 percent) are expected to be served through FY09 MCAS Academic Support Programs.

In FY09, line-item 7061-9404 provided nearly \$10.5 million for services to be delivered through the five MCAS Academic Support Programs and provided more than \$2.9 million for earmarked entities. The line-item was reduced by a total of \$828,455 by 9C cuts in October 2008 and January 2009). Line-item 7027-0019 provided nearly \$4.4 million for the Connecting Activities contracts. The text of both line-items can be found on: <http://www.mass.gov/legis/laws/seslaw08/sl080182.htm>.

As in previous years, the Department will provide additional information in a subsequent report that will be submitted during FY11 as an addendum to this FY09 report. It will include the number of students who have passed the MCAS assessment and obtained a CD through these programs, as well as how many of these students have and have not met local graduation requirements. This addendum will be submitted once complete post-test score information has been compiled and analyzed for students who participate in FY09 school year and summer programs.

## **Appendix A: Chapter 182 of the Acts of 2008**

### **7061-9404 MCAS Academic Support**

7061-9404 For grants to cities, towns and regional school districts to provide targeted remediation programs for students in the classes of 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012 and 2013, scoring in level 1 or 2 on the Massachusetts comprehensive assessment system (MCAS) exam established by the board of elementary and secondary education pursuant to the provisions of [sections 1D and 1I of said chapter 69](#) of the General Laws; provided, that the department and districts shall ensure that services are available to students with disabilities; provided further, that in awarding remediation funds, preference may be given to schools and districts at risk of or determined to be under-performing in accordance with said [sections 1J and 1K of said chapter 69](#); provided further, that the purpose of this program shall be to improve students' performance on the MCAS exam through replication of services and educational strategies with proven results as determined by the department of elementary and secondary education; provided further, that such programs shall supplement currently funded local, state, and federal programs at the school or district; provided further, that funds shall be expended for a competitive grant program to fund academic support and college transition services to be implemented in fiscal year 2009, and operated by public institutions of higher learning or by public-private partnerships in the commonwealth, for students in the graduating classes of 2003, 2004, 2005, 2006, 2007, 2008 and 2009 who have completed high school but have not yet obtained a competency determination as defined in [section 1D of chapter 69](#) as measured by the MCAS assessment instrument authorized by said [section 1I of said chapter 69](#), but who are working to pass the English and math MCAS tests, obtain a competency determination, and earn a high school diploma; provided further, that for the purpose of the programs, appropriated funds may be expended through August 31, 2009, to allow for summer remediation programs; provided further, that funds shall be expended for a competitive grant program to fund Pathways programs targeting eleventh and twelfth graders, instituted by local school districts, public institutions of higher education and qualified public and private educational services organizations and One Stop Career Centers including, but not limited to, school-to-work connecting activities, creating worksite learning experiences for students as an extension of the classroom, outreach programs for students who will need post-twelfth grade remediation to attain the skills necessary to pass MCAS, and counseling programs to educate parents and high school students on post-twelfth grade remediation options; provided further, that funds shall be expended for a competitive grant program, guidelines for which shall be developed by the department of elementary and secondary education, for intensive remediation programs in communities with students in the graduating classes of 2003 to 2013, inclusive, who have not obtained a competency determination or have scored in levels 1 or 2 on either the English or math MCAS exams; provided further, that the department of elementary and secondary education may give preference for such assistance to those districts with a high percentage of high school students scoring in level 1 on the MCAS exam in English and math; provided further, that eligible applicants shall include individual high schools, and those institutions which shall have partnered with a high school or group of high schools; provided further, that no district shall receive a grant from this appropriation until said

district submits to the department of elementary and secondary education a comprehensive district plan pursuant to the provisions of [section II of chapter 69](#), to improve performance of all student populations including, but not limited to, students with disabilities; provided further, that not less than \$1,000,000 shall be transferred to JFY networks, a non-profit corporation formerly Jobs for Youth, for a matching grant for the purposes of enhancing student performance on the MCAS examination through instructional computer software; provided further, that \$300,000 shall be transferred to the Efficacy Institute for work in ‘Campaigns for Proficiency’ in Springfield, Boston and Lawrence, to be used for training public school teachers and youth workers in afterschool programs in methods for using assessment data to develop effective strategies to improve student performance on the MCAS; provided further that not less than \$100,000 shall be expended for the Clean State program in the city of Springfield; provided that \$15,000 shall be expended for the Lynn At-Risk Youth; provided further, that \$30,000 shall be expended for the Resiliency for Life program in Framingham; provided further, that not less than \$180,000 shall be expended for the Invest-in-Kids program to provide after school programs in the city of New Bedford; provided further, that not less than \$125,000 shall be expended for Casa Dominicana in Lawrence; provided further, that not less than \$100,000 shall be expended for Esperanza Academy School of Hope; provided further, that not less than \$100,000 shall be expended for Lawrence Learning Center and Community Development in the City of Lawrence; provided further, that not less than \$75,000 shall be expended for Link Services at the Pettengill House in Salisbury to provide advocacy counseling, referrals, emergency assistance and prevention education programs to the children and families of both Triton Regional and Amesbury Public Schools; provided further, that not less than \$50,000 shall be expended for El Jolgorio’s Hispanic Writers Program for improving literacy skills and conflict resolution in Latino youth; provided further, that \$50,000 shall be expended for the Astro Park at Barnstable High School; provided further, that not less than \$75,000 shall be expended for Greater Lawrence Community Action Council, Inc.’s Spanish Community Services Program; provided further, that \$75,000 shall be expended for The WhizKids Foundation, Inc.; provided further, that not less than \$50,000 shall be expended for Centro Latino de Chelsea to provide adult basic education services in the city of Chelsea; provided further, that not less than \$370,000 shall be allocated to the Framingham public schools to evaluate existing dual-immersion programs in the town of Framingham and elsewhere in the Commonwealth, including an evaluation of best practices and all professional development related to these programs; provided further, that \$30,000 shall be expended to provide matching grants for Early Intervention Tutorial Literacy teachers in each of the towns of Dalton and Bernardston to provide literacy intervention services for students in danger of failure on the MCAS test; provided further, that no less than \$87,500 be expended to provide funding for Camp Pohlho in Tewksbury; provided further that not less than \$100,000 shall be expended for programming and activities at the Newburyport Youth Services youth enrichment center; provided further, that any evaluation will examine the likelihood and efficiency of replication of these programs and practices in school districts with a large percentage of English language learners; provided further, that these funds may be expended for professional development related to these programs; provided further, that the department shall issue a report not later than February 2, 2009, and annually thereafter as a condition of continued funding under this account, in collaboration with the department of higher education, describing MCAS support programs for the graduating classes of 2003 to 2013, inclusive, funded by items

[7061-9404](#) and [7027-0019](#), school to work accounts, institutions of public higher education, and other sources, including federal sources; provided further, that such report shall include, but not be limited to, the number of students eligible to participate in such programs, the number of students participating in such programs, the number of students who have passed the MCAS assessment and obtained a competency determination through these programs but not met local graduation requirements, and the number of students who have passed the MCAS assessment and obtained a competency determination through these programs and met local graduation requirements; provided further, that said report shall be provided to the chairs of the house and senate ways and means committees and the house and senate chairs of the joint committee on education; provided further, that any grant funds distributed from this item to a city, town or regional school district shall be deposited with the treasurer of such city, town, or regional school district and held in a separate account and shall be expended by the school committee of such city, town, or regional school district without further appropriation, notwithstanding any general or special law to the contrary; and provided further, that no costs shall be expended for personnel costs..... \$13,391,393  
*(reduced by 9C cuts in October 2008 and January 2009 to a final \$12,562, 938)*

## **Appendix B: Chapter 182 of the Acts of 2008**

### **Line-item 7027-0019 School to Career Connecting Activities**

7027-0019 For school-to-career connecting activities; provided, that notwithstanding any general or special law to the contrary, the board of elementary and secondary education, in cooperation with the department of workforce development and the state workforce investment board, may establish and support a public-private partnership to link high school students with economic and learning opportunities on the job as part of the school-to-work transition program; provided further, that such program may include the award of matching grants to workforce investment boards or other local public-private partnerships involving local community job commitments and work site learning opportunities for students; provided further, that the grants shall require at least a 200 per cent match in wages for the students from private sector participants; provided further, that the program shall include, but not be limited to, a provision that business leaders commit resources to pay salaries, to provide mentoring and instruction on the job and to work closely with teachers; and provided further, that public funds shall assume the costs of connecting schools and businesses to ensure that students serve productively on the job \$4,129,687