Report to the Legislature:
MCAS Support Programs –
Fiscal Year 2014

This report includes information that was available as of December 27, 2013 on fiscal year 2014 MCAS Support Programs funded through line item 7061-9404. This report also includes requested information on the School to Career Connecting Activities line item 7027-0019

April 2014
April 2014

Dear Members of the General Court:

I am pleased to submit this Report to the Legislature: *MCAS Support Programs Fiscal Year 2014 (FY14)* pursuant to the FY14 state budget line item 7061-9404, in collaboration with the Department of Higher Education. As required, this report provides information regarding FY14 MCAS support for the classes of 2003-2018 funded through line items 7061-9404 and 7027-0019.

Nearly $9.1M is available in FY14 for MCAS Support Programs funded through line item 7061-9404. The funding supports five types of school year and summer grant programs: 1) District and Approved Private Special Education Schools and Collaboratives; 2) One Stop Career Centers; 3) Work and Learning Programs; 4) Higher Education Institutions; and 5) Collaborative Partnerships for Student Success. The services are delivered in virtually all parts of the state, and awards are based on local needs and program scope, with award amounts ranging from approximately $500 to $612,000.

Nearly $2.8 million is available in FY14 for School to Career Connecting Activities, funded through line item 7027-0019. This initiative is designed to drive and sustain the statewide school-to-career system. These competitive annual awards 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 English language arts, mathematics, and science and technology/engineering. The initiative enables students to receive MCAS support through an integrated work and learning model and a structured internship. Beyond this, award recipients arrange internships and co-op placements for additional students who will not receive MCAS support as part of their program.

Data available as of December 27, 2013 show that 153,108 students from the classes of 2003-2018 are eligible for services in FY14. Due to the amount of funds available however, less than 11 percent (approximately 17,100 students) are expected to be served.

As in previous years, the Department of Elementary and Secondary Education will provide an addendum with additional information that will include the number of students who have passed the MCAS test and obtained a Competency Determination 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 FY14 school year and summer programs.
The addendum to the FY12 report is being submitted separately and simultaneously with this FY14 report, and highlights include that participants in MCAS Support Programs were 31 percentage points more likely to pass the grade 10 English Language Arts (ELA) and Mathematics MCAS tests than their eligible peers who did not participate. Similar to the FY14 numbers, in FY12 approximately 16,700 of the 162,500 eligible students from the classes of 2003-2016 were served — approximately 10 percent of those eligible for services based on available funding.

I thank you for your ongoing commitment to funding MCAS support programs for students to enable them to meet the Competency Determination. The Board of Elementary and Secondary Education views this as a priority that addresses proficiency gaps and promotes and supports student, school, and district success. I am available if you have questions or would like to discuss this further.

Sincerely,

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

The Department of Elementary and Secondary Education (Department) respectfully submits this Report to the Legislature: *MCAS Support Programs Fiscal year 2014* pursuant to Chapter 38 of the Acts of 2013, line item 7061-9404 (see Appendix A for full line item text):

...provided further, that the department shall issue a report not later than February 1, 2014, in collaboration with the department of higher education, describing MCAS support programs for the graduating classes of 2003 to 2018, inclusive, funded by this item and item 7027-0019, school to work accounts, institutions of public higher education and other sources; provided further, that such report shall include, but not be limited to, the number of students eligible to participate in the programs, the number of students participating in the programs, the number of students who have passed the MCAS assessment and obtained a competency determination through these programs but have 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 the report shall be provided to the chairs of the house and senate committees on ways and means and the house and senate chairs of the joint committee on education...

This report provides information regarding fiscal year 2014 (FY14) MCAS Support Programs for the classes of 2003-2018 funded through line items 7061-9404 and 7027-0019. In FY14, line item 7061-9404 provides approximately $9.1 million for services to be delivered through the five MCAS Support Programs. This line item funds the following five school year/summer grant programs:

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

The FY14 line item 7027-0019 provides approximately $2.8 million for the School to Career Connecting Activities initiative.

This report includes information on the number of students eligible to participate in these programs. While the Department is collecting data on all FY14 MCAS Support Programs, data regarding actual participation numbers are not yet available. Preliminary projections are based on the number of students expected to be served by grantees approved to operate FY14 programs. The total also includes students who are projected to be served through additional grants to be awarded later in FY14.
Eligible Students

In October 2006, the Board of Elementary and Secondary Education voted to amend the Competency Determination (CD) regulation, increasing state’s high school graduation requirements beginning with the class of 2010. With that change, students must either score at least 240 (Proficient) on both the grade 10 English Language Arts (ELA) and Mathematics MCAS tests or score at least 220 (Needs Improvement) on both tests and fulfill the requirements of an Educational Proficiency Plan (EPP). The amendment also added science and technology/engineering subjects to the CD standard by requiring students to earn a scaled score of at least 220 (Needs Improvement) on one of four high school Science and Technology/Engineering (STE) MCAS tests (Biology, Chemistry, Introductory Physics, or Technology/Engineering). For more details, see http://www.doe.mass.edu/mcas/graduation.html.

As a result of these changes, student eligibility for MCAS Support Programs expanded during FY08-FY10 to include students in grades 8-12 who scored in the Needs Improvement (level two) category on their most recent ELA and/or Mathematics MCAS, and also to include students in grades 8-12 who scored at level one on their most recent STE MCAS. These students were in addition to the eligible students from grades 8-12 and post-12th grade who scored Warning/Failing category (level one) on their most recent ELA and/or Mathematics exams. As a result, the number of eligible students and young adults increased by more than 75 percent from 88,000 in fiscal year 2007 to approximately 153,000 in fiscal year 2014.

During the current year (FY14), 80 percent of students eligible for services are in grade 8-11, a total of 11 percent of students are in 12th grade, and 9 percent are post-12th graders.

<table>
<thead>
<tr>
<th>Table 1: Eligibility by Class Year (classes of 2003-2018) in FY14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes of 2003-2013</td>
</tr>
<tr>
<td>Class of 2014 (gr.12)</td>
</tr>
<tr>
<td>Class of 2015 (gr.11)</td>
</tr>
<tr>
<td>Class of 2016 (gr.10)</td>
</tr>
<tr>
<td>Class of 2017 (gr.9)</td>
</tr>
<tr>
<td>Class of 2018 (gr.8)</td>
</tr>
</tbody>
</table>

Source: MCAS files, Student Information Management System

Program Data

Table 2 below categorizes the different providers of MCAS Support services funded through line items 7061-9404 and 7027-0019, and shows the estimated number of eligible students who are expected to be served in fiscal year 2014. Note that these numbers do not include information on
School to Career Connecting Activities (7027-0019) funded programs that do not directly provide, or make referrals to, MCAS Academic Support services. That initiative also arranges internships and co-op placements for students who will not receive MCAS support as part of their program. Also, these numbers are estimates based on the proposed number of students who will be served by entities that have already been awarded grants as well as the anticipated number who will be served for grant programs that have not yet been awarded.

Table 2: MCAS Support Programs and Connecting Activities Initiative, FY14

<table>
<thead>
<tr>
<th>Funded Program/Award Type - Allocation (A) or Competitive (C)</th>
<th>Eligible Students</th>
<th>Entities Funded</th>
<th>Students to be Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Districts and Approved Private Special Education Schools/Collaboratives (A)</td>
<td>153,108</td>
<td>170</td>
<td>14,300</td>
</tr>
<tr>
<td>One Stop Career Centers (C)</td>
<td>9,628</td>
<td>20</td>
<td>1,000</td>
</tr>
<tr>
<td>Work and Learning Programs (C)</td>
<td>19,550</td>
<td>12</td>
<td>600</td>
</tr>
<tr>
<td>Higher Education Institutions (C)</td>
<td>26,634</td>
<td>10</td>
<td>500</td>
</tr>
<tr>
<td>CPSS : Collaborative Partnerships for Student Success (C)</td>
<td>105,195</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Workforce Investment Boards for Connecting Activities (C)</td>
<td>27,741</td>
<td>16</td>
<td>700</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>153,108</strong></td>
<td><strong>228</strong></td>
<td><strong>17,100</strong></td>
</tr>
</tbody>
</table>

Source: MCAS files, Student Information Management System, and grant recipient reports
Note: Entities funded are as of December 27, 2013. The CPSS grants are still to be determined (TBD) and will be confirmed during the winter 2014.

The total number of eligible students listed in Table 2, approximately 153,000, is an unduplicated count equal to the total number of eligible students across the state. Allocation grant programs may serve any of these eligible students, while competitive grant programs have more limited eligibility based on targeted populations. The total number of students proposed to be served, 17,100, counts some students more than once, as some students may be served by more than one grant program. Actual program enrollment data received after fiscal year 2014 will allow the Department to generate an unduplicated count of students served based on State Assigned Student Identifiers (SASIDs). Additionally, the total number of funded entities counts some providers more than once, as some entities receive more than one grant.

The total number of students who are expected to be served by higher education institutions includes those who will be served through the Higher Education Institution focused grant program (500 students), as well as through the Work and Learning program. Approximately 100 out of the 600 students in the Work and Learning programs will be served by higher education institutions (community colleges). The remaining 500 students will be served by other types of entities, such as high schools and Workforce Investment Boards (WIBs).

The competitive awards for Connecting Activities do not have eligibility requirements based on MCAS scores. The 700 students included in Table 2 are students from the classes of 2003-2015 who will receive MCAS support through an integrated work and learning model and a structured internship. Beyond this, award recipients will arrange internships and co-op placements for an additional 8,000 students who will not receive MCAS support as part of their program.
While the type of students served varies by grant program, eligibility generally includes all or a subset of the following:

- Post 12th graders (classes of 2003-2013) who have not yet met the Competency Determination required for high school graduation, and
- Students in grades 8-12 (classes of 2014-2018):
  - who have scored at the *Warning/Failing* level on their most recent MCAS test(s) in ELA, Mathematics, and/or STE; and/or
  - who have scored at the *Needs Improvement* performance level on their most recent MCAS in ELA and/or Mathematics.

The types of programs that serve students through these line items are summarized below.

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

The MCAS Support grant programs supported through line item 7061-9404 fund entities in virtually all parts of the state. Awards are based on local needs and program scope and amounts range from approximately $500 to $612,000. Funded entities include school districts, one stop career centers, higher education institutions, WIBs, regional employment boards, private industry councils, and approved private special education schools, and educational 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/](http://www.doe.mass.edu/as/grants/).

- **Allocation Grants (7061-9404)**

  1. *Districts and 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 grades 8-12 and post-12th grade (classes of 2003-2018) who have not yet earned their CD. A list of eligible entities can be found on: [http://www.doe.mass.edu/as/grants/fy14_632-625amounts.xlsx](http://www.doe.mass.edu/as/grants/fy14_632-625amounts.xlsx).

- **Competitive Grants (7061-9404)**

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

  2. *One Stop Career Centers*: The purpose of these grants, given to regions supporting One Stop Career Centers, is to provide students with access to the unique academic, employment, and career needs of post-12th graders and high school seniors (classes of 2003-2014) who need further support to attain the skills necessary to earn their CD. Grant recipients provide individualized support to students to help them find and be able to participate in remediation services in ELA, mathematics, and science and technology/engineering, as well as participate in job and apprenticeship training and
employment, and GED preparation. A grantee list can be found at:
http://www.doe.mass.edu/as/grants/?fc=627-626.

3. **Work and Learning Programs**: The purpose of this grant program is to provide quality innovative and intensive instruction in ELA, mathematics, and science and technology/engineering through work and learning programs for students in grades 9-12 and post-12th grade (classes of 2003-2017) who have not yet earned their CD (with priority given to 12th graders and post-12th graders). A grantee list can be found at: http://www.doe.mass.edu/as/grants/?fc=596.

4. **Higher Education Institutions and Partners**: The purpose of this grant program is to provide academic instruction in ELA, mathematics, and science and technology/engineering as well as support services that enable students in grades 10-12 and post-12th grade (classes of 2003-2016) to continue to pursue their CD while providing pathways to further education (with priority given to post-12th graders). A grantee list can be found at: http://www.doe.mass.edu/as/grants/?fc=598.

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

   a. assisting students in grades 8-10 (classes of 2016-2018) with the transition into and through the early high school years 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 of the purposefulness of their high school experience in relation to future opportunities through the development of preliminary career and college plans;

   c. increasing school district and community partners' ability to provide school year and summer academic support to eligible students in ELA, mathematics, and/or science and technology/engineering;

   d. creating a service-learning (SL) curriculum and/or developing a college and career readiness curriculum and product to be integrated into programming, which also may or may not include an enhancement of a previous year's CPSS product.

   A grantee list can be found at: http://www.doe.mass.edu/as/grants/?fc=619.

II. School to Career Connecting Activities (7027-0019)

1. **School to Career Connecting Activities**: These competitive awards funded by line item 7027-0019 support Connecting Activities through WIBs. This initiative is designed to drive and sustain the statewide school-to-career system. The awards support the 16 local WIBs 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 at http://www.massworkforce.com/region-map.php.
**Summary**

This report includes the preliminary program information available as of December 27, 2013. Data available as of that date show that 153,108 students from grades 8-12 and post-12th graders (classes of 2003-2018) are eligible to be served, and that 17,100 or 11 percent are expected to be served by FY14 MCAS Support Programs.

The FY14 line item 7061-9404 provides nearly $9.1 million for services to be delivered through five types of MCAS Support Programs. Also in FY14, line item 7027-0019 provides nearly $2.8 million for the School to Career Connecting Activities initiative. The text of both line items can be found at [https://malegislature.gov/Budget/FinalBudget/2014](https://malegislature.gov/Budget/FinalBudget/2014), as well as in Appendix A of this report.

As in previous years, the Department will provide additional information in a subsequent report that will be submitted as an Addendum to the FY14 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 fiscal year 2014 school year and summer programs.

*For additional information on programs or this report, visit the Academic Support website [http://www.doe.mass.edu/as](http://www.doe.mass.edu/as) or contact the Learning Support Services or College and Career Readiness Units via [Achievement@doe.mass.edu](Achievement@doe.mass.edu) or 781-338-3010.*
Appendix A: Fiscal year 2014 State Budget Line Items 7061-9404 and 7027-0019

7061-9404 MCAS LOW-SCORING STUDENT SUPPORT
For grants to cities, towns and regional school districts to provide targeted academic support programs for students in grades 8 through 12 and post-twelfth graders who have not yet earned a competency determination on the Massachusetts Comprehensive Assessment System, or MCAS, exam established by the board of elementary and secondary education under sections 1D and 1I of 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 the purpose of this program shall be to improve student 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 2014 and operated by public institutions of higher learning or by public-private partnerships for students in grades 10 through 12 and post-twelfth graders who may have completed all other high school requirements but have not yet obtained a competency determination, as defined in said section 1D of said chapter 69, as measured by the MCAS assessment instrument authorized in said section 1I of said chapter 69, and are working to pass a portion of the MCAS exam in order to 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, 2014 to allow for summer remediation programs; provided further, JFYNetworks, A Nonprofit Corporation, shall receive not less than the amount appropriated in line item 7061-9404 of section 2 of chapter 139 of the acts of 2012; provided further, that funds shall be expended for competitive grants to fund Pathways programs that target students in grades 9 through 12 and post-twelfth graders and are instituted by local school districts, public institutions of higher education, 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 the MCAS exam 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 grades 8 through 12 and post-twelfth graders who have not obtained a competency determination or have scored in levels 1 or 2 on either the English or math MCAS exams or in level 1 on the science, technology and engineering MCAS; provided further, that the department of elementary and secondary education may give preference for assistance to those districts with a high percentage of high school students scoring in level 1 on the MCAS exam in English, math and science, technology and engineering; 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 item until the district submits to the
department of elementary and secondary education a comprehensive district plan under said section 11 of said chapter 69, to improve performance of all student populations including, but not limited to, students with disabilities; provided further, that the department shall issue a report not later than February 1, 2014, in collaboration with the department of higher education, describing MCAS support programs for the graduating classes of 2003 to 2018, inclusive, funded by this item and item 7027-0019, school to work accounts, institutions of public higher education and other sources; provided further, that such report shall include, but not be limited to, the number of students eligible to participate in the programs, the number of students participating in the programs, the number of students who have passed the MCAS assessment and obtained a competency determination through these programs but have 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 the report shall be provided to the chairs of the house and senate committees on ways and means and the house and senate chairs of the joint committee on education; and 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 the city, town or regional school district and held in a separate account and, notwithstanding any general or special law to the contrary, shall be expended by the school committee of the city, town or regional school district without further appropriation. $9,094,804

7027-0019 SCHOOL-TO-CAREER CONNECTING ACTIVITIES
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 executive office of labor and 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-career transition program; provided further, that this 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. $2,750,000