

Name of Grant Program: Academic Support and College
Transition Services for Students
for the Classes of 2003-2011

Fund Code: 598 (School Year)
593 (Summer)

PART III – REQUIRED INFORMATION

**Application for FY2010: Academic Support and College Transition Services for
Students from the Classes of 2003-2011 (Fund Codes: 598/593)**

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SECONDARY EDUCATION WEBSITE.**

<http://finance1.doe.mass.edu/grants/>

I. IDENTIFICATION INFORMATION

A. Lead Applicant Entity:

B. Partnering School(s)/Organization(s) – as listed on Addendum A. (See RFP under *Required Forms.*) (Insert more lines or attach pages if needed.)

- | | |
|----------------|-----------------|
| 1. School/Org: | Contact person: |
| 2. School/Org: | Contact person: |
| 3. School/Org: | Contact person: |

C. High School(s)/(District) To Be Served: (Insert more lines or attach pages if needed.)

- | | |
|-----------------|-----------------|
| 1. HS/District: | 5. HS/District: |
| 2. HS/District: | 6. HS/District: |
| 3. HS/District: | 7. HS/District: |
| 4. HS/District: | 8. HS/District: |

D. These Part III application pages are for the following grant Fund Code:

_____ 598 (School Year – due June 5, 2009) **OR** _____ 593 (Summer – due January 21, 2010)

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E. Program Coordinator Name and Title:

F. Mailing Address:

G. Email Address:

H. Phone #:

Fax #:

I. 1. Total Funds Requested: \$

2. Projected Per Pupil Cost: \$

J. Unduplicated Count of Students:

(This should equal what is listed under II. B. below.)

K. Ratio of Students to Teachers:

L. Projected Number of Hours of Program: (Direct instruction and other)

II. GENERAL PROGRAM INFORMATION

A. Describe the degree to which the area has a significant need for support services for eligible students from the Classes of 2003-2011. Include statistics regarding the number and percentages of students from the Classes of 2003-2011 who still need to earn Competency Determinations, as well as additional information regarding the degree to which support services are available in the area. Provide qualitative, quantitative, and anecdotal data if available.

B. Total Number of Students to be Served (from the Classes of 2003-2011): _____

(This should equal the sum of the unduplicated counts in the three charts 1+2+3 on the next page.)

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In the following charts 1-3, indicate the number of students to be served by class year, subject area, and sending district. Insert additional lines for additional districts, if needed.

1. CLASSES OF 2003-2009 (*post-12th grade*)

Indicate the number of students to be served by Content Area and Most Recent School District.

Most Recent School District	a. ELA Only	b. Mathematics Only	c. Both ELA and Mathematics	Total (a+b+c)
TOTALS:				

Unduplicated Count
Classes of 2003-2009

2. CLASS OF 2010 (*high school seniors during 2009-2010*)

Indicate the number of students to be served by Content Area and School District.

Sending School District	a. ELA Only	b. Mathematics Only	c. Both ELA and Mathematics	Total (a+b+c)
TOTALS:				

Unduplicated Count
Class of 2010

3. CLASS OF 2011 (*high school juniors during 2009-2010*)

Indicate the number of students to be served by Content Area and School District.

Sending School District	a. ELA Only	b. Mathematics Only	c. Both ELA and Mathematics	Total (a+b+c)
TOTALS:				

Unduplicated Count
Class of 2011

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C. Program Offerings and Schedule

Complete the following schedule for the types of programs offered. Fill in chart 1 below for Fund Code: 598 (School Year) grant applications. Fill in chart 2 on the next page for Fund Code: 593 (Summer) grant applications.

1. FOR FUND CODE: 598 (SCHOOL YEAR) APPLICATIONS

<i>PROGRAM TYPE</i>	<i>ENGLISH LANGUAGE ARTS</i>	<i>MATHEMATICS</i>
<p>School Day Services</p> <p><i>Time</i> _____ <i>To</i> _____</p> <p><i>Hours/Day</i> _____ <i># Days/Week</i> _____</p> <p><i>Underline Class Year(s)</i></p> <p>2003 2004 2005 2006 2007</p> <p>2008 2009 2010 2011</p> <p><i>Number of Students</i> _____</p>	<p><i>Time</i> _____ <i>To</i> _____</p> <p><i>Hours/Day</i> _____ <i># Days/Week</i> _____</p> <p><i>Underline specific days program meets.</i></p> <p>M T W Th F</p> <p><i>Total Weeks</i> _____ <i>Total Hours</i> _____</p> <p><i>Start Date</i> _____ <i>End Date</i> _____</p>	<p><i>Time</i> _____ <i>To</i> _____</p> <p><i>Hours/Day</i> _____ <i># Days/Week</i> _____</p> <p><i>Underline specific days program meets.</i></p> <p>M T W Th F</p> <p><i>Total Weeks</i> _____ <i>Total Hours</i> _____</p> <p><i>Start Date</i> _____ <i>End Date</i> _____</p>
<p>Extended School Day Programs and Services</p> <p><i>Time</i> _____ <i>To</i> _____</p> <p><i>Hours/Day</i> _____ <i># Days/Week</i> _____</p> <p><i>Underline Class Year(s)</i></p> <p>2003 2004 2005 2006 2007</p> <p>2008 2009 2010 2011</p> <p><i>Number of Students</i> _____</p>	<p><i>Time</i> _____ <i>To</i> _____</p> <p><i>Hours/Day</i> _____ <i># Days/Week</i> _____</p> <p><i>Underline specific days program meets.</i></p> <p>M T W Th F</p> <p><i>Total Weeks</i> _____ <i>Total Hours</i> _____</p> <p><i>Start Date</i> _____ <i>End Date</i> _____</p>	<p><i>Time</i> _____ <i>To</i> _____</p> <p><i>Hours/Day</i> _____ <i># Days/Week</i> _____</p> <p><i>Underline specific days program meets.</i></p> <p>M T W Th F</p> <p><i>Total Weeks</i> _____ <i>Total Hours</i> _____</p> <p><i>Start Date</i> _____ <i>End Date</i> _____</p>
<p>Weekend Programs and Services</p> <p><i>Time</i> _____ <i>To</i> _____</p> <p><i>Hours/Day</i> _____ <i># Days/Week</i> _____</p> <p><i>Underline Class Year(s)</i></p> <p>2003 2004 2005 2006 2007</p> <p>2008 2009 2010 2011</p> <p><i>Number of Students</i> _____</p>	<p><i>Time</i> _____ <i>To</i> _____</p> <p><i>Hours/Day</i> _____ <i># Days/Week</i> _____</p> <p><i>Total Weeks</i> _____ <i>Total Hours</i> _____</p> <p><i>Start Date</i> _____ <i>End Date</i> _____</p>	<p><i>Time</i> _____ <i>To</i> _____</p> <p><i>Hours/Day</i> _____ <i># Days/Week</i> _____</p> <p><i>Total Weeks</i> _____ <i>Total Hours</i> _____</p> <p><i>Start Date</i> _____ <i>End Date</i> _____</p>

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C. Program Offerings and Schedule - continued

2. FOR FUND CODE: 593 (SUMMER) APPLICATIONS

Summer Programs and Services Underline Class Year(s) 2003 2004 2005 2006 2007 2008 2009 2010 2011 _____ Number of Students	Time _____ To _____ Hours/Day _____ # Days/Week _____ Underline specific days program meets. M T W Th F Sat Sun Total Weeks _____ Total Hours _____ Start Date _____ End Date _____	Time _____ To _____ Hours/Day _____ # Days/Week _____ Underline specific days program meets. M T W Th F Sat Sun Total Weeks _____ Total Hours _____ Start Date _____ End Date _____
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D. Location(s) of the program if not the same or in addition to what is listed on page two (I. F.)

Full address: _____

Full address: _____

Full address: _____

III. NARRATIVE: PROGRAM DESIGN AND IMPLEMENTATION

Please respond to the following questions from sections A-C, using no more than five (5) pages.

A. PROGRAM DESIGN AND TIMELINE

1. Provide a general overview of program activities, a timeline, and partnerships.

a. Timeline and Summary of Program Activities

- from September 1, 2009 through June 30, 2010 for School Year Fund Code: 598 applications; or
- from July 1, 2010 through August 31, 2010 for Summer Fund Code: 593 applications.

b. Partnerships

Describe plans to collaborate with partners that provide services and opportunities for participating students, such as One Stop Career Centers, Work and Learning Initiative grant recipients, local businesses, community-based organizations, departments/offices within a college such as enrollment services, admissions and other internal college organizations and programming and high schools.

Identify the partners and include a description of any efforts already undertaken by the partners submitting this application, as well as continued expectations, in regards to collaborative planning for this grant program, including but not limited to the following:

- engaging partners in the planning process for this grant;
- identifying and providing data for program planning;
- convening program partners; and
- identifying partner roles in program delivery for academic and college transition purposes.

Complete the Pathways Initiative FY2010 Collaboration Agreement Between Higher Education Institutions, One Stop Career Centers, and other Partners (**Addendum A**).

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A. PROGRAM DESIGN AND TIMELINE - continued

2. Describe both academic support services and college transition activities.

- a. Describe the procedure the lead applicant and districts have developed to ensure needed information (contact information, student assessment data, etc.) is shared and how student progress will be documented and updated.
- b. Describe the instructional methods, materials, assessment, and environment for the program and how it will be conducive to meeting the learning needs of the students. This description should include, but is not limited to:
 - How will this curriculum, instruction, and assessment actively engage students in learning?
 - What college academic and enrichment programs or activities are available that may support or enhance student learning?
 - Where applicable, how will these methods address English language learners, students with disabilities, students with behavioral health issues, and students with very low MCAS scores?
 - If the program is integrating science and technology/engineering into the program, describe how those standards will be incorporated into academic instruction.
- c. What explicit connections are made in instruction with the development of 21st Century Skills and other skills needed to be successful in careers and post-secondary education.
- d. Describe how student performance data, such as the Massachusetts Comprehensive Assessment System (MCAS) tests, the Massachusetts English Proficiency Assessment (MEPA), Accuplacer and other placement tests, if applicable, and other student performance data, will be used in creating programming. How will the program use these data to individualize or personalize instruction and services to student needs?
- e. Describe other college and career transition activities that will assist students in obtaining their Competency Determination and accessing post-secondary education or a career. Describe any specific pathways for students to gain access to credited degrees, certificates, or other programs at the applicants' institutions, including what counseling/support services, monitoring, or infrastructure may help students become career and college ready.

B. STUDENT RECRUITMENT AND RETENTION

Describe recruitment and retention strategies for students most in need of services (particularly students from the Classes of 2003-2009, students who need to make significant progress in order to meet state graduation requirements, students with disabilities, and limited English proficient students). Address the following aspects in the plan:

1. methods and messages used to maximize participation, including materials developed and plans to distribute these materials;
2. identification of organizations to be targeted and involved in recruitment (e.g., high schools, community-based organizations, faith-based organizations, employment and training providers, One Stop Career Centers, etc.);
3. efforts designed to maximize program retention;
4. incentives offered, if any, including those for credit and other college experiences, work and learning, internship and community service learning opportunities, as well as other tangible offerings and the criteria for earning them; and
5. specific added value brought by the institute of higher education and integration of programming into the college.

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C. STAFFING

1. Provide a detailed timeline for recruitment of staff for the program and indicate the number of staff and staff qualifications. *NOTE: Recipients of these grants must agree to provide staff who have subject matter knowledge in the subjects they are teaching. The programs must have some staff available with training or education that address working with limited English proficient students or students with disabilities.*
2. Describe briefly any professional development activities, orientation activities, and/or common planning time to be provided to staff prior to the beginning of the program, during the program, and/or after the program concludes.
3. If the Coordinator is funded through this grant, describe his or her role and responsibilities.