MANCHESTER BOARD OF EDUCATION
REGULAR MEETING
Monday, January 8, 2018
Lincoln Center

Building & Sites Committee Meeting	**5:30 P.M. – Director's Room**
Executive Session – Superintendent's Contract	**6:30 P.M. – Director's Room**
Board of Education Meeting	**7:00 P.M. – Hearing Room**

A. ***OPENING***
1) Call to order
2) Pledge of Allegiance
3) Secretary's Welcome
4) Board of Education Minutes 11-27-17 A – 3

B. ***COMMITTEE REPORTS – None***

C. ***CONSENT CALENDAR***

1.) Personnel Information C-1
2.) Transfer of Funds C-2
3.) Extended Field Trip Request Form – Manchester High School – Travel Club Euro-Trip to Spain and France – 17 Students - April 6, 2018 – April 13, 2018 Chaperones – Jena Biondino and Baileys Irizarry C-3
4.) Establish an appropriation for FY 2017-2019 for the Title I, Part A – Improving Basic Programs Grant, to be funded by the Connecticut State Department of Education in the amount of $1,621,938 C-4
5.) Establish an appropriation for FY 2017-2019 for the Title II, Part A – Supporting Effective Instruction Grant, to be funded by the Connecticut State Department of Education in the amount of $249,895 C-5
6.) Establish an appropriation for FY 2017-2018 for the Title IV, Part A – Student Support and Academics enrichment Grant , to be funded by the Connecticut State Department of Education in the amount of $29,270 C-6
7.) Establish an appropriation for FY 2017-2018 for the Bilingual Education Grant, to be funded by the Connecticut State Department of Education in the amount of $5,139 C-7
8.) Establish an appropriation for the FY 2017-2019 for the Nellie Mae Education Foundation, Inc. Grant to be funded by the Nellie Mae Foundation, Inc. in the amount of $295,000 C-8

D. ***REPORT FROM STUDENT REPRESENTATIVE -***
Nabila Hoor Un Ein and Patrick Doherty

E. ***PUBLIC COMMENTS (any item before the board)***

F. ***SUPERINTENDENT'S REPORT***
1.) 2018-2019 Budget Presentation – Mr. Matthew Geary, Superintendent of Schools

G. ***UNFINISHED BUSINESS – None***

H. ***NEW BUSINESS – None***

I. ***PUBLIC COMMENTS*** (comments limited to items on tonight's agenda)

J. ***COMMUNICATIONS - None***

K. *ITEMS FOR FUTURE AGENDAS*

Monday, January 22, 2018	P&F Committee - Director's Rm	Teacher Evaluation Update	Update on Teacher Attendance and Climate
Monday, February 12, 2018	Policy Committee - Director's Rm	2018-19 Budget Questions	Update on NEASC
Monday, February 26, 2018	C&I Committee - Conference Rm	Keeney School Improvement Plan	Opportunities for College Credit at MHS
Monday, March 12, 2018	B&S Committee - Director's Rm	Fall / Winter Data Update	
Monday, March 26, 2018	P&F Committee - Highland Park	HP School Improvement Plan	
Monday, April 23, 2018	Policy Committee - Director's Rm	Academics Update	
Monday, April 30, 2018	C&I Committee - Conference Rm	Illing School Improvement Plan	
Monday, May 14, 2018	B&S Committee - Director's Rm	Update on Building Projects	
Tuesday, May 29, 2018	P&F Committee - Director's Rm	Manchester High School Improvement Plan	
Monday, June 11, 2018	Policy Committee - Director's Rm	Adult Education Update	
Monday, June 25, 2018	C&I Committee - Director's Rm	Spring Data Update	
Monday, July 9, 2018	No subcommittee	Close of School Update	
Monday, August 27, 2018	No subcommittee	Opening of School Update	

L. *ADJOURNMENT*

Welcome to the Manchester Board of Education meeting. Observers are always welcome. The following instructions are to assist those who wish to speak during the Public Comment session(s):

1) ***Print your name and address on the sign-in sheet at the podium for accurate record keeping.***
2) ***State your name and address for the record. Students state name only.***
3) ***First Session: Three minute time limit for any item that may come before the Board. Listen for the bell.***
4) ***Second Session: Comments must be limited to items on the Board's agenda for this meeting. The Board Chair has the discretion to limit comment time.***
5) ***Written statements may be substituted for Board members if time runs out for speaker.***
6) ***Immediate replies to questions/concerns should not be expected (Board Chair/Superintendent's discretion).***
7) ***Inappropriate topics: Confidential information, personal issues and legal concerns. Please avoid derogatory and profane language. Board of Education Policy #1220.***

PERSONNEL ACTION

APPOINTMENTS

Elana Plenby to be a Social Worker teacher at Washington Elementary School. Ms. Plenby received a Master Degree in Social Work at University of Connecticut. Ms. Plenby resides in West Hartford. It is recommended that her appointment be approved effective December 11, 2017 (MA/Step 1, $49,280)

Katie Ford to be a Special Education teacher at Illing Middle School. Ms. Ford received a Master of Arts Degree in Teaching, Special Education at The Graduate School of College. Ms. Ford resides in Hebron. It is recommended that her assignment be approved effective January 16, 2018 (MA/Step 8, $65,418)

Crystal Ferreira to be a Social Worker teacher at Martin Elementary School. Ms. Ferreira received a Master of Social Work at Fordham University. Ms. Ferreira resides in Brookfield. It is recommended that her appointment be approved effective January 8, 2018 (MA+30/Step 1, $53,641)

RESIGNATIONS

Courtney Zuckerman, Science teacher at Manchester High School has submitted a letter of resignation for personal reasons effective the end of business day on December 15, 2017. Ms. Zuckerman has been with Manchester Public Schools since August 24, 2015. It is recommended that her request be approved.

Emily Durham, Social Studies teacher at Manchester High School has submitted a letter of resignation for personal reasons effective the end of business day on January 3, 2018. Ms. Durham has been with Manchester Public Schools since August 26, 2013. It is recommended that her request be approved.

Town of Manchester
Board of Education

To: **Manchester Board of Education**

From: **Mr. Matthew Geary, Superintendent of Schools**

Subject: **Transfer of Funds**

Date: **November 15, 2017**

Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2017-2018 Budget.

Discussion/Analysis: Transfer from System-wide Curriculum & Instruction Contracted Substitutes in the amount of $12,800. Transfer to System-wide Curriculum & Instruction Instructional Supplies and Materials in the amount of $12,800.

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY 2017-2018 Budget.

Matthew Geary
Superintendent of Schools
Manchester, Connecticut
January 8, 2018

S - 11/28/17
QeDL

TRANSFER

Manchester Public Schools
Manchester, Connecticut

RECEIVED
NOV 20 2017
BY ACCOUNTS PAYABLE

To: Accounting Department

School: Central Office

Approval Signature:

Date: 11-15-2017

Date of Approval: 11.15.17

Me 11-29-17

JUSTIFICATION:
To fund instructional materials

SUBJECT: TRANSFER BUDGET MONIES FROM ONE LINE ACCOUNT TO ANOTHER

DECREASE: **Substitutes**

$	12,800	Account #:	402 99210 5432	Description:	Substitutes
$		Account #:		Description:	
		Account #:		Description:	

INCREASE: **Instructional Materials**

$	12,800	Account #:	402 99221 5611	Description:	Instructional Materials
$		Account #:		Description:	
$		Account #:		Description:	

Accounting Department Only

Board Approval Needed: X Yes No

Date of Board Approval: _____

Date Completed: _____ Name: _____

V:\Forms\Budget Transfers\Transfer to Special Ed.doc

Town of Manchester
Board of Education

To: **Manchester Board of Education**

From: **Mr. Matthew Geary, Superintendent of Schools**

Subject: **Transfer of Funds**

Date: **November 28, 2017**

Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2017-2018 Budget.

Discussion/Analysis: Transfer from System-wide Special Education Consultants in the amount of $10,000. Transfer to System-wide Special Education Computer Supplies and Materials in the amount of $10,000.

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY 2017-2018 Budget.

Matthew Geary
Superintendent of Schools
Manchester, Connecticut
January 8, 2018

S - 12/1/17
CC CL

RECEIVED
NOV 30 2017
BY ACCOUNTS PAYABLE

Manchester Public Schools
Manchester, Connecticut

To: Accounting Department

School: Central Office - Special Education

Date: 11/28/2017

Principal's Sign: [signature]

Date of Approval: 11/28/17 [signature] 12-4-17

JUSTIFICATION (Required Field) :
To replenish our Computer Supplies account

SUBJECT: TRANSFER BUDGET MONIES FROM ONE LINE ACCOUNT TO ANOTHER:

DECREASE In whole dollars only:

$10,000 Account # 20899120 5320 Description: Consultants
$_____ Account # _____ Description: _____
$_____ Account # _____ Description: _____

$10,000 **TOTAL DECREASE**

INCREASE In whole dollars only:

$10,000 Account # 20899120 5612 Description: Computer Supplies
$_____ Account # _____ Description: _____
$_____ Account # _____ Description: _____

$10,000 **TOTAL INCREASE (Must match total decrease)**

Accounting Department Only

Board Approval Needed: Yes ☑ No ☐

Date of Board Approval: _____

Date Transfer Completed _____ Name: _____

Town of Manchester
Board of Education

To: **Manchester Board of Education**

From: **Mr. Matthew Geary, Superintendent of Schools**

Subject: **Transfer of Funds**

Date: **December 4, 2017**

Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2017-2018 Budget.

Discussion/Analysis: Transfer from Elementary Enrichment Professional Development in the amount of $2,720. Transfer to Elementary Enrichment Other Purchased Services in the amount of $2,720.

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY 2017-2018 Budget.

Matthew Geary
Superintendent of Schools
Manchester, Connecticut
January 8, 2018

S-12/5/17
CL DL

TRANSFER

Manchester Public Schools
Manchester, Connecticut

RECEIVED
DEC 05 2017
BY ACCOUNTS PAYABLE

To: Accounting Department

School: Enrichment

Approval Signature:

Date: December 4, 2017

Date of Approval: 12.5.17

Karen Illany 12-6-17

JUSTIFICATION:
Transfer to cover cost of Leland Faulkner Performance for the Elementary Schools and Bennet Academy.

SUBJECT:

DECREASE: **Enrichment**

$	2,720.00	Account #:	170 20100 5330	Description:	Professional Development
$		Account #:		Description:	
		Account #:		Description:	

INCREASE: **Language Arts**

$	2,720.00	Account #:	170 20100 5590	Description:	Other Purchased Services
$		Account #:		Description:	
$		Account #:		Description:	

Accounting Department Only

Board Approval Needed: X Yes No

Date of Board Approval:

Date Completed: Name:

Town of Manchester
Board of Education

To: **Manchester Board of Education**

From: **Mr. Matthew Geary, Superintendent of Schools**

Subject: **Transfer of Funds**

Date: **December 5, 2017**

Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2017-2018 Budget.

Discussion/Analysis: Transfer from Manchester High School Art Instructional Supplies and Materials in the amount of $100. Transfer to Manchester High School Art Dues and Fees in the amount of $100.

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY 2017-2018 Budget.

Matthew Geary
Superintendent of Schools
Manchester, Connecticut
January 8, 2018

S - 12/11/17
cc DC

Manchester Public Schools
Manchester, Connecticut

RECEIVED
DEC 07 2017
BY ACCOUNTS PAYABLE

To: Accounting Department

School: Manchester High School

Date: 12/05/2017

Principal's Sign: Kathryn M. Thuney

Date of Approval: 12/05/2017

JUSTIFICATION (Required Field) : To fund registration fee for 2018 CT Regional Scholastic Arts Awards

SUBJECT: TRANSFER BUDGET MONIES FROM ONE LINE ACCOUNT TO ANOTHER:

DECREASE In whole dollars only:

$ 100.00	Account # 10461100 5611	Description: MHS Art Instructional Supplies
$_____	Account # _____	Description: _____
$_____	Account # _____	Description: _____

$ 100.00 **TOTAL DECREASE**

INCREASE In whole dollars only:

$ 100.00	Account # 10461100 5810	Description: MHS Art Dues/Fees
$_____	Account #_____	Description:_____
$_____	Account #_____	Description:_____

$ 100.00 **TOTAL INCREASE (Must match total decrease)**

Accounting Department Only

Board Approval Needed: Yes ■ No ☐

Date of Board Approval: _____

Date Transfer Completed _____ Name: _____

Town of Manchester
Board of Education

To: **Manchester Board of Education**

From: **Mr. Matthew Geary, Superintendent of Schools**

Subject: **Transfer of Funds**

Date: **December 19, 2017**

Background: In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2017-2018 Budget.

Discussion/Analysis: Transfer from System-wide Information Services Other Purchased Services in the amount of $60,000. Transfer to System-wide Information Services Computer Equipment in the amount of $60,000.

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY 2017-2018 Budget.

Matthew Geary
Superintendent of Schools
Manchester, Connecticut
January 8, 2018

S- 12/21/17

Manchester Public Schools
Manchester, Connecticut

RECEIVED
DEC 20 2017
BY ACCOUNTS PAYABLE

To: Accounting Department

School: Kennedy Education Center

Date: 12/19/2017

Principal's Sign: Keri Kearney

Date of Approval: 12.20.17

JUSTIFICATION (Required Field) : Move money from Information Services Other Purchased Services account to increase the Equipment account (see attached for details).

SUBJECT: TRANSFER BUDGET MONIES FROM ONE LINE ACCOUNT TO ANOTHER:

DECREASE In whole dollars only:

$60,000	Account # 41499280 5590	Description: Other Purchased Services
$_____	Account # _____	Description: _____
$_____	Account # _____	Description: _____

$60,000**TOTAL DECREASE**

INCREASE In whole dollars only:

$60,000	Account #41499280 5734	Description: Equipment
$_____	Account #_____	Description:_____
$_____	Account #_____	Description:_____

$60,000**TOTAL INCREASE (Must match total decrease)**

Accounting Department Only

Board Approval Needed: Yes☒ No☐

Date of Board Approval: _____

Date Transfer Completed _____ Name: _____

Manchester Public Schools

Carla Goolsby <cgoolsby@mpspride.org>

budget transfer

1 message

Kerri Kearney <b11kkear@mpspride.org> Wed, Dec 20, 2017 at 9:54 AM
Reply-To: b11kkear@mpspride.org
To: Doreen Caron <dcaron@mpspride.org>
Cc: Matthew Geary <mgeary@mpspride.org>, Carla Goolsby <cgoolsby@mpspride.org>

I'm requesting a rather large budget transfer so I thought it wise to show you where the money is coming from.

$60,000 from 5590 to 5734

	Budget	Actual	Remaining	
Town of Manchester	$91,000	$53,934	$37,066	New erate bidding process reduced the amount coming from BOE
Annual Support Fee for AVST voice mail	$37,000	$25,423	$11,577	town went out to bid and found a more competitive price
Frontline Technologies IEP Direct	$31,000	$20,459	$10,541	removed medicaid portion from IEP Direct due to new billing process
			$59,185	

Kerri Kearney
Supervisor of Instructional Technology
Manchester Public Schools
b11kkear@mpspride.org
860-647-6322

If I were to wish for anything, I should not wish for wealth and power, but for the passionate sense of the potential...for the eye which sees the possible. Pleasure disappoints, possibility never.
-Kierkegaard

Town of Manchester
Board of Education

To:	Manchester Board of Education
From:	Matthew Geary, Superintendent of Schools
Subject:	Item for Appropriation, Title I, Part A – *Improving Basic Programs* Grant FY 2017-2019
Date:	December 14, 2017

Background:
The Connecticut State Department of Education has awarded funding under the Title I, Part A - *Improving Basic Programs* Grant FY 2017-2019. This grant will be used to support district and school improvement efforts.

Discussion/Analysis:
The Title I, Part A – *Improving Basic Programs* Grant FY 2017-2019 grant will support programs to ensure that all students demonstrate the competencies and skills necessary to achieve mastery in literacy and numeracy as articulated in the Connecticut's Core Standards. Strategies will be implemented to increase the level of students ready for learning in school and beyond, particularly those in underperforming subgroups, as measured by state and local assessments.

Financial Impact:
None

Other Board/Commission Action:
None

Recommendations:
The Superintendent recommends that the Board of Education request the Board of Directors establish an appropriation for $1,621,938 under the Title I, Part A – *Improving Basic Programs* Grant FY 2017-2019, to be funded by the Connecticut State Department of Education.

Attachments:
Award letter and budget

Matthew Geary
Superintendent of Schools
January 8, 2018

STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION

GRANT AWARD NOTIFICATION

1 Grant Recipient

MANCHESTER PUBLIC SCHOOLS
45 NORTH SCHOOL STREET
MANCHESTER, CT 06040-2022

4 Award Information

Grant Type: FEDERAL
Statute: P.L. 107-110
CFDA #: 84.010A
SDE Project Code: SDE000000000002

Grant Number: 077-000 12060-20679-2018-82070-170002

2 Grant Title

TITLE I IMPROVING BASIC PROGRAMS

5 Award Period

7/1/2017 - 6/30/2019

3 Education Staff

Program Manager:
Marlene Padernacht 860-713-6568

Payment & Expenditure Inquiries:
Karen Calabrese 860-713-6472

6 Authorized Funding

Grant Amount: $1,621,938

Funding Status: Final

7 Terms and Conditions of Award

This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the State of Connecticut and your town/agency to receive such funds.

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Written requests for budget revisions for expenditures made between July 1, 2017 and June 30, 2018 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2018. For grants awarded for two-year periods beginning July 1, 2017, final second-year budget revision requests covering the entire two-year period must be received at least 60 days prior to the expiration of the grant period but no later than February 1, 2019. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7-396a of the Connecticut General Statutes. The following attachment(s) are incorporated by reference: ED114.

The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the granting agency.

Although this grant is issued for a two-year period, Section 1127 of P.L. 107-110 requires that 85% of this Title I allocation must be expended by September 30, 2017. This requirement does not apply to districts that receive less than $50,000 in Title I funds. The percentage limitation on carryover funds may be waived once every three years if the State Department of Education deems a district's waiver request to be reasonable and necessary.

This grant has been approved. 12/14/2017

Melissa K. Wlodarczyk Hickey, Ed.D
Reading/Literacy Director
CT. State Department of Education

BUDGET FORM

Created On: 12/14/2017

ED 114

Fiscal Year: 2018
Funding Status: Final
Grantee Name: MANCHESTER **Grantee:** 077-000 **Vendor ID:** 00077
Grant Title: TITLE I IMPROVING BASIC PROGRAMS
Project Title:
Fund: 12060 **SPID:** 20679 **Year:** 2018 **PROG:** 82070 **CF1:** 170002 **CF2:**
Grant Period: 7/1/2017 - 6/30/2019 **Authorized Amount:** $1,621,938
Project Code: SDE000000000002

AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE: **CARRYOVER DUE:** **CURRENT DUE:** $1,621,938

CODES	DESCRIPTIONS	PUB BUD	NPUB BUD	NEGL BUD
100	PERSONAL SERVICES - SALARIES	1,241,200	7,000	
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	154,439	535	
300	PURCHASED PROF/TECH SERVICES	117,814	3,109	4,797
400	PURCHASED PROPERTY SERVICES			
500	OTHER PURCHASED SERVICES	8,792		747
600	SUPPLIES	63,129	8,528	11,848
700	PROPERTY			
800	MISCELLANEOUS			
914	INTERNAL TRANSFERS			
917	INDIRECT COST			
	TOTAL	$1,585,374	$19,172	$17,392

Original Request Date: 8/29/2017

This budget was approved by Marlene Padernacht on 12/7/2017.

Town of Manchester
Board of Education

To: Manchester Board of Education
From: Matthew Geary, Superintendent of Schools
Subject: Item for Appropriation, Title II, Part A – *Supporting Effective Instruction* Grant FY 2017-2019
Date: December 14, 2017

Background:
The Connecticut State Department of Education has awarded funding under the Title II, Part A – *Supporting Effective Instruction* Grant FY 2017-2019. This grant will be used to ensure that all students are performing at or above grade level.

Discussion/Analysis:
The Title II, Part A – *Supporting Effective Instruction* Grant FY 2017-2019 grant will support programs to ensure that all students identified as not reaching goal receive intensive intervention that will significantly accelerate their academic progress. As a result of these targeted interventions in numeracy and science instruction, regular instruction and additional services such as tutoring, fewer students will need referrals for special education services and more students will meet their fullest learning potential. Methods implemented for this approach include, but are not limited to: numeracy/literacy training and ongoing professional development, as well as a focused attention on quality Tier I instruction for all students.

Financial Impact:
None

Other Board/Commission Action:
None

Recommendations:
The Superintendent recommends that the Board of Education request the Board of Directors establish an appropriation for $249,895 under the Title II, Part A –*Supporting Effective Instruction* Grant FY 2017-2019, to be funded by the Connecticut State Department of Education.

Attachments:
Award letter and budget

Matthew Geary
Superintendent of Schools
January 8, 2018

STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION

GRANT AWARD NOTIFICATION

1 Grant Recipient

MANCHESTER PUBLIC SCHOOLS
45 NORTH SCHOOL STREET
MANCHESTER, CT 06040-2022

4 Award Information

Grant Type: FEDERAL
Statute: P.L. 107-110
CFDA #: 84.367A
SDE Project Code: SDE000000000002

Grant Number: 077-000 12060-20858-2018-84131-170002

2 Grant Title

TITLE II-PART A TEACHERS

5 Award Period

7/1/2017 - 6/30/2019

3 Education Staff

Program Manager:
Marlene Padernacht 860-713-6568

Payment & Expenditure Inquiries:
Karen Calabrese 860-713-6472

6 Authorized Funding

Grant Amount: $249,895

Funding Status: Final

7 Terms and Conditions of Award

This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the State of Connecticut and your town/agency to receive such funds.

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Written requests for budget revisions for expenditures made between July 1, 2017 and June 30, 2018 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2018. For grants awarded for two-year periods beginning July 1, 2017, final second-year budget revision requests covering the entire two-year period must be received at least 60 days prior to the expiration of the grant period but no later than February 1, 2019. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7-396a of the Connecticut General Statutes. The following attachment(s) are incorporated by reference: ED114.

The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the granting agency.

This grant has been approved. 12/14/2017

Melissa K. Wlodarczyk Hickey, Ed.D
Reading/Literacy Director
CT. State Department of Education

BUDGET FORM

Created On: 12/14/2017

ED 114

Fiscal Year: 2018
Grantee Name: MANCHESTER **Grantee:** 077-000
Grant Title: TITLE II-PART A TEACHERS
Project Title:
Fund: 12060 **SPID:** 20858 **Year:** 2018 **PROG:** 84131 **CF1:** 170002 **CF2:**
Grant Period: 7/1/2017 - 6/30/2019
Project Code: SDE000000000002

Funding Status: Final
Vendor ID: 00077
Authorized Amount: $249,895

AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE: **CARRYOVER DUE:** **CURRENT DUE:** $249,895

CODES	DESCRIPTIONS	PUB BUD	NPUB BUD
100	PERSONAL SERVICES - SALARIES	130,514	
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	38,911	
300	PURCHASED PROF/TECH SERVICES	33,348	47,122
400	PURCHASED PROPERTY SERVICES		
500	OTHER PURCHASED SERVICES		
600	SUPPLIES		
700	PROPERTY		
800	MISCELLANEOUS		
914	INTERNAL TRANSFERS		
917	INDIRECT COST		
	TOTAL	$202,773	$47,122

Original Request Date: 11/9/2017

This budget was approved by Marlene Padernacht on 12/7/2017.

Town of Manchester
Board of Education

To: Manchester Board of Education
From: Matthew Geary, Superintendent of Schools
Subject: Item for Appropriation, Title IV, Part A, Student Support and Academic Enrichment Grant, FY 2017-2018
Date: December 14, 2017

Background:
The Connecticut State Department of Education has awarded FY 2017-2018 funding under the Title IV, Part A, Student Support and Academic Enrichment Grant. This grant will be used to improve student's academic achievement.

Discussion/Analysis:
The FY 17/18 grant will be used for:

- Provide all students with access to a well-rounded education
- Improve school conditions for student learning
- Improve the use of technology in order to improve the academic achievement and digital literacy of all students

Financial Impact:
None

Other Board/Commission Action:
None

Recommendations:
The Superintendent recommends that the Board of Education request the Board of Directors establish an appropriation for $29,270 under the FY 2017-2018 Title IV, Part A, Student Support and Academic Enrichment Grant to be funded by the Connecticut State Department of Education.

Attachments:
Award letter and budget

Matthew Geary
Superintendent of Schools
January 8, 2018

STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION

GRANT AWARD NOTIFICATION

1 Grant Recipient

MANCHESTER PUBLIC SCHOOLS
45 NORTH SCHOOL STREET

MANCHESTER, CT 06040-2022

4 Award Information

Grant Type: FEDERAL
Statute: Subpart 1, Title IV, Part A of the ESEA, SSAE Prog
CFDA #: None
SDE Project Code: SDE000000000002

Grant Number: 077-000 12060-22854-2018-82079-170002

2 Grant Title

STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANT

5 Award Period

7/1/2017 - 6/30/2018

3 Education Staff

Program Manager:
Scott Newgass 860-807-2044

Payment & Expenditure Inquiries:
Karen Calabrese 860-713-6472

6 Authorized Funding

Grant Amount: $29,270

Funding Status: Final

7 Terms and Conditions of Award

This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the State of Connecticut and your town/agency to receive such funds.

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Written requests for budget revisions for expenditures made between July 1, 2017 and June 30, 2018 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2018. For grants awarded for two-year periods beginning July 1, 2017, final second-year budget revision requests covering the entire two-year period must be received at least 60 days prior to the expiration of the grant period but no later than February 1, 2019. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7-396a of the Connecticut General Statutes. The following attachment(s) are incorporated by reference: ED114.

The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the granting agency.

This award is provided to address the LEA proposal for Title IV, Part A services to students. All expenses must be drawn down and all activities delivered by June 30th, 2018.

This grant has been approved. 12/12/2017

Charlene Russell-Tucker
Associate Commissioner
Division of Family and Student Support Services

BUDGET FORM

Created On: 12/12/2017

ED 114

Fiscal Year: 2018 **Funding Status:** Final
Grantee Name: MANCHESTER **Grantee:** 077-000 **Vendor ID:** 00077
Grant Title: STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANT
Project Title: TITLE IV, PART A
Fund: 12060 **SPID:** 22854 **Year:** 2018 **PROG:** 82079 **CF1:** 170002 **CF2:**
Grant Period: 7/1/2017 - 6/30/2018 **Authorized Amount:** $29,270
Project Code: SDE000000000002

AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE: **CARRYOVER DUE:** : $29,270

CODES	DESCRIPTIONS	BUDGET
111A	NON-INSTRUCTIONAL	
111B	INSTRUCTIONAL	
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	
300	PURCHASED PROF/TECH SERVICES	21,783
510	STUDENT TRANSPORTATION SERVICES	
560	TUITION	
640	BOOKS AND PERIODICALS	7,487
650	SUPPLIES - TECHNOLOGY RELATED	
	TOTAL	$29,270

Original Request Date: 12/7/2017

This budget was approved by Scott Newgass on 12/7/2017.

Town of Manchester
Board of Education

To: Manchester Board of Education
From: Matthew Geary, Superintendent of Schools
Subject: Item for Appropriation, Bilingual Grant 2017-2018 FY
Date: December 26, 2017

Background:
The Connecticut State Department of Education has awarded funding under the Bilingual Education Grant FY 2017-2018. This grant will be used to support children identified as English Language Learners (ELL) in our schools.

Discussion/Analysis:
The FY 2017-2018 Bilingual Education Grant will be used to purchase materials to support the language and transition needs of Bilingual students at each school and support parental activities for ELL students and families.

Financial Impact:
The District has been granted $5,139 for the 2017-2018 FY.

Other Board/Commission Action:

Recommendations:
The Superintendent recommends that the Board of Education request the Board of Directors establish an appropriation for $5,139 under the FY 2017-2018 Bilingual Education grant, to be funded by the Connecticut State Department of Education.

Attachments:
Award letter and budget

Matthew Geary
Superintendent of Schools
January 8, 2018

STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION

GRANT AWARD NOTIFICATION

1 Grant Recipient

MANCHESTER PUBLIC SCHOOLS
45 NORTH SCHOOL STREET
MANCHESTER, CT 06040-2022

4 Award Information

Grant Type: STATE
Statute: C.G.S.10-17a-h
CFDA #: None
SDE Project Code: SDE000000000002
Grant Number: 077-000 11000-17042-2018-82079-170002

2 Grant Title

BILINGUAL EDUCATION

5 Award Period

7/1/2017 - 6/30/2018

3 Education Staff

Program Manager:
Megan Alubicki (860) 713-6786

Payment & Expenditure Inquiries:
Karen Calabrese 860-713-6472

6 Authorized Funding

Grant Amount: $5,139

Funding Status: Final

7 Terms and Conditions of Award

This grant is contingent upon the continuing availability of funds from the grant's funding source and the continuing eligibility of the State of Connecticut and your town/agency to receive such funds.

Fiscal and other reports relating to this grant must be submitted as required by the granting agency. Written requests for budget revisions for expenditures made between July 1, 2017 and June 30, 2018 must be received at least 60 days prior to the expiration of the grant period but no later than May 1, 2018. For grants awarded for two-year periods beginning July 1, 2017, final second-year budget revision requests covering the entire two-year period must be received at least 60 days prior to the expiration of the grant period but no later than February 1, 2019. The grantee shall provide for an audit acceptable to the granting agency in accordance with the provisions of Sections 7-394a and 7-396a of the Connecticut General Statutes. The following attachment(s) are incorporated by reference: ED114.

The grant may be terminated upon 30 days written notice by either party. In the event of such action, all remaining funds shall be returned in a timely fashion to the granting agency.

This grant has been approved. 12/21/2017

Melissa K. Wlodarczyk Hickey, Ed.D
Reading/Literacy Director
CT. State Department of Education

BUDGET FORM

Created On: 12/21/2017

ED 114

Fiscal Year: 2018 **Funding Status:** Final
Grantee Name: MANCHESTER **Grantee:** 077-000 **Vendor ID:** 00077
Grant Title: BILINGUAL EDUCATION
Project Title:
Fund: 11000 **SPID:** 17042 **Year:** 2018 **PROG:** 82079 **CF1:** 170002 **CF2:**
Grant Period: 7/1/2017 - 6/30/2018 **Authorized Amount:** $5,139
Project Code: SDE000000000002

AUTHORIZED AMOUNT BY SOURCE:

LOCAL BALANCE: **CARRYOVER DUE:** **CURRENT DUE:** $5,139

CODES	DESCRIPTIONS	BUDGET
100	PERSONAL SERVICES - SALARIES	
200	PERSONAL SERVICES-EMPLOYEE BENEFITS	
300	PURCHASED PROF/TECH SERVICES	
500	OTHER PURCHASED SERVICES	
600	SUPPLIES	
700	PROPERTY	5,139
800	MISCELLANEOUS	
917	INDIRECT COST	
	TOTAL	$5,139

Original Request Date: 8/16/2017

This budget was approved by Megan Alubicki on 12/19/2017.

Town of Manchester
Board of Education

To: Manchester Board of Education

From: Matthew Geary, Superintendent of Schools

Subject: Item for Appropriation Nellie Mae Education Foundation, Inc. Grant FY 17-19

Date: January 2, 2018

Background: This grant was awarded to Manchester Public Schools (MPS) to 1) conduct a district-community processes that analyzes historical barriers and other patterns within the school district that prevent it from equitably preparing all students to graduate from high school ready for college and career, and 2) identify *student-centered practices* and other appropriate interventions that will address the identified equity barriers.

Discussion/Analysis: The work on Personalized Student-Centered Learning (PSCL) has allowed the district to thoroughly examine its practices and policies. MPS believes its chronic achievement gap is caused by inequitable access to resources and opportunities in school and community. Through this grant, MPS hopes to learn so much more about the root causes of persistent gaps in college and career readiness, and develop the high-leverage interventions with the most potential to effectively solve this complex problem.

Financial Impact: None

Other Board/Commission Action: None

Recommendations: The Superintendent recommends that the Board of Education request the Board of Directors establish an appropriation for FY 17/19 for the Nellie Mae Education Foundation, Inc. grant in the amount of $295,000.

Attachments: Copy of Memorandum of Understanding.

Matthew Geary
Superintendent of Schools
Manchester, Connecticut
January 8, 2018

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MEMORANDUM OF UNDERSTANDING
Between
Nellie Mae Education Foundation, Inc.
and
Manchester Public Schools, CT

January 1, 2018 to February 28, 2019

Introduction

The following Memorandum of Understanding (MOU) is between Manchester Public Schools (hereinafter referred to as "Grantee" or "MPS") and the Nellie Mae Education Foundation (hereinafter referred to as "NMEF" or "Foundation"). Through its Understanding Root Causes of Inequities grant program (see Appendix A), NMEF has awarded a planning grant of $295,000 to MPS to 1) conduct a district-community processes that analyzes historical barriers and other patterns within the school district that prevent it from equitably preparing all students to graduate from high school ready for college and career, and 2) identify student-centered practices and other appropriate interventions that will address the identified equity barriers. The following MOU provides the background of the Grantee, a summary of the funded project, Grantee responsibilities, reporting requirements, payment schedule, terms of the grant, and budget $295,000.

Grantee Background

Manchester Public Schools (MPS) is located in Manchester, Connecticut. Manchester is the fifteenth largest city in the state of Connecticut with a population of 58,241. The median household income in Manchester is $63,198. MPS is made-up of 15 schools, including 1 preschool center, 9 elementary schools, 2 middle schools, 1 high school, 1 alternative education center, and 1 regional academy. During the 2016-
17 school year, the district enrolled 6,300 students. The district's student population is approximately 27% Latino, 22% African American, 8% English Language Learners, 16% students with disabilities, and 52% eligible for free or reduced lunch.

The Mission of the Manchester Public Schools is to engage all students in the highest quality 21st century education preschool through graduation. Through an active partnership with students, school personnel, families and community, the Manchester Public Schools will create safe, inclusive schools where equity is the norm and excellence is the goal. All students will be prepared to be lifelong learners and contributing members of society.

Project Description and Objectives

Manchester's whole reason for shifting its practices to support Personalized Student-Centered Learning (PSCL) is to address the opportunity gaps that lead to disparate outcomes for several groups of students.

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The work on PSCL has allowed the district to thoroughly examine its practices and policies and it has synthesized its findings in the statement below, which was developed by the district Personalized Student Centered Learning team. As the district continues to move to a more personalized student-centered model, it will address each of the causes it has identified for the gap in achievement.

MPS acknowledges that in its system Black students, Latino students, English Learners, Students with Disabilities, or who identify as LGBTQIA+, and economically disadvantaged students are underrepresented among those who excel in school and overrepresented among those with low grades, low test scores, and disciplinary or attendance problems.

As the district collectively reflects on its chronic achievement gap, MPS believes it is caused by inequitable access to resources and opportunities in school and community; lack of understanding and acceptance of cultural differences; irrelevant curriculum; implicit bias; underdeveloped capacity to meet learners where they are and to navigate difficult circumstances; fatigue; lack of trust; deep seated belief that some students don't belong in its classroom, school, or community; low expectations for some students; and fear.

As a result of this substantial achievement gap in MPS, the district believes that a transformational shift to personalized student-centered learning in addition to other interventions the district implements may change both its culture, expectations, opportunities, and outcomes for every child and also inform and transform its adult communities in the same manner.

At this point, MPS has observed and have some understanding of the manifestations of its systemic inequities from achievement gap to social isolation. However, MPS knows that this funding from the Nellie Mae Education Foundation will give it the chance to more deeply understand the root causes of systemic inequities while also thinking through and planning for potential solutions with stakeholders, community partners, thought partners, and external experts. Through this grant, MPS hopes to learn so much more about the root causes of persistent gaps in college and career readiness, and develop the high-leverage interventions with the most potential to effectively solve this complex problem.

Objectives:

- To more deeply understand how policies, practices, and school culture contribute to inequities that exist in Manchester Public Schools.
- Create a plan involving multiple interventions that addresses systems, practices, and procedures that will reduce/eliminate inequities so that all students are college and career ready.
- To ensure that all stakeholders in the schools and community understand both the historical, negative patterns that have been barriers to equity and support the changes that will lead to having all students graduate college and career ready.
- To propose pilot interventions that shift systems, practices, and procedures in order to reduce/eliminate inequities so that all students are college and career ready.

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- Facilitate an inclusive, participatory, and transparent district-community processes that authentically engages stakeholders (e.g., students, parents, teachers, etc.), particularly marginalized stakeholders (e.g., Black and Latino students, English language learners, immigrants, low-income students and parents, etc.), in a dialogue focused on analyzing the district's historical barriers and other patterns that prevent it from equitably preparing all students college and career.

- Analyze the district's historical barriers and other patterns that prevent it from equitably preparing all students (e.g., Black and Latino students, English language learners, special education students, and low-income students) to graduate from high school ready for college and career.

- Identify student-centered practices and other appropriate interventions that will address the identified equity barriers.

Requirements

By accepting this grant, the Grantee commits to meeting the following requirements:

- Participate in two orientation webinars, the first focused on building common understanding of equity and the second focused on sharing community engagement strategies (Dates to be determined with grantee input, but should take place between January and March 2018).

- Identify technical assistance provider(s). For the Grantee's reference, NMEF will send Grantee a list of technical assistance providers with equity expertise by February 1, 2018. The Grantee may select a TA provider(s) from that list to accomplish the work detailed in this MOU. (Deadline for this deliverable to be determined with Grantee input, but the goal is to have a provider selected between March and April of 2018).

- In collaboration with technical assistance provider(s), submit updated plan for community engagement process focused on identifying equity barriers and possible interventions (Deadline for this deliverable to be determined with Grantee input. The goal is to have an updated plan between April and May of 2018).

- Send five to ten representatives to Foundation-organized summits in May and October 2018 to share plans and ideas with fellow grantees in the portfolio; and

- Participate in documentation of learning for the grant-funded project, which may include providing interviews and documents for review to a third party, as well as organizing occasional site visits or meetings to discuss the work.

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Reporting

As outlined in the Organizational Agreement below, the Grantee will provide periodic progress reports and spending reports. Progress reports include accomplishments towards reaching stated goals, outcomes of the work, critical analysis of lessons learned, and proposed changes to be made to the project. One month before reporting due dates, the Foundation will provide guidance to the Grantee on specific items to include in the progress report.

Additionally, the spending reports should detail expenditures to date (actual expenses vs. budgeted expenses). If contracts, sub-grants, or stipends are paid with NMEF grant funds, the Grantee must provide a list of names (consultants, subcontractors, individuals (including students)) and organizations (including Grantee organization if applicable) with amounts paid to such organizations, consultants, contractors, and/or individuals.

Organizational Agreement

NMEF will award a grant totaling $295,000 to support the program outlined in this MOU. The grant period shall run from January 1, 2018 to February 28, 2019. This grant will be payable based on the budget in Appendix B and subject to the terms contained herein. Payments will be made to the Grantee per the following schedule:

Date	Reporting Requirements	Payment
January 1, 2018	Upon signing of the MOU.	$100,000
May 1, 2018	Upon receipt and review of a progress report and spending report (actual expenses vs. budgeted expenses). Please review Reporting section of the MOU for details.	$68,000
October 1, 2018	Upon receipt and review of a progress report and spending report (actual expenses vs. budgeted expenses). Please review Reporting section of the MOU for details.	$68,000
March 29, 2019	Upon receipt and review of a final progress report and spending report (actual expenses vs. budgeted expenses). Please review Reporting section of the MOU for details.	$59,000

The Grantee agrees and consents to the following conditions of the grant:

1. Funds will be used solely for the purposes stated in the MOU. Any portion of the grant which has not been expended within the time period specified in the MOU will be repaid to the Foundation.

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2. Grantee will advise the Foundation immediately if the federal government, IRS, or state or local authorities gives the Grantee notice of a change in its tax status.

3. The Foundation requires that grantees seek approval for any reallocation of their total budget funds that is over 5%.

4. All sub-contract/grants equal to or above $100,000 are subject to Foundation approval and will be required to follow Foundation budget guidelines. Sub-contract/grantee budgets over $100,000 must be submitted to the Foundation for approval before payment will be made towards them.

5. Grantee shall not use any portion of the funds granted herein to carry on lobbying or otherwise to attempt to influence specific legislation, either by direct or grassroots lobbying, nor to carry on directly or indirectly a voter registration drive, nor to make grants to individuals on a non-objective basis, nor to use the funds for any non-charitable or non-educational purpose.

6. In order to promote the work of the Foundation and its grantees in a way that strategically enhances the public profile of both parties, the Grantee shall contact the communications department of the NMEF before any media outreach/communication surrounding the awarding of the grant. The Grantee will coordinate with Shaun Adamec, Director of Strategic Communications. He can be reached at sadamec@nmefoundation.org or 781.348.4204.

7. Grant funds must be invested in highly liquid, FDIC insured bank accounts with the primary objective of preservation of principal so that they are available for the project. Interest accrued to the grant should be applied to the project and reported in the grant's final financial report.

8. NMEF and the Grantee enter into this agreement in "good faith," recognizing that implementation plans are based on information and circumstances presently known. The Grantee or NMEF may terminate this agreement with 30 days written notice. Should the agreement be terminated the Grantee will receive compensation for work completed to date, including all actual costs incurred and any non-cancellable obligations, and/or shall return to the Foundation all grant funds unused as of the date such notice of termination is sent.

While this memorandum of Understanding is subject to future negotiations, it is signed by:

DocuSigned by:
Matthew Geary
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Matthew Geary, Superintendent of Schools
Manchester Public Schools, CT

12/28/2017
Date

DocuSigned by:
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Nicholas C. Donohue, President & CEO
Nellie Mae Education Foundation

12/28/2017
Date

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Appendix A: Grant Fund Background

Through its Understanding Root Causes of Inequities grant fund, the Nellie Mae Education Foundation (NMEF) encourages New England school districts to facilitate inclusive, participatory, and transparent district-community processes that accomplish the following: 1) analyze historical barriers and other patterns that prevent districts from equitably preparing all students (e.g., Black and Latino students, English language learners, special education students, and low-income students) to graduate from high school ready for college and career, and 2) identify student-centered practices and other appropriate interventions that will address the identified equity barriers.

Background

The demand for a highly educated workforce is growing rapidly in the United States. However, persistent gaps in college and career readiness rates among high school graduates continue to disproportionately disadvantage Black and Latino students, English language learners, special education students, and low-income students in obtaining postsecondary education and competing in today's changing job market. If New England is to successfully meet the projected workforce demands and ensure all residents have a fair opportunity to compete for jobs, new approaches are needed to ensure educational equity.

More Jobs Require Postsecondary Education

Nationally, workers with postsecondary education held 59 percent of jobs in 2010, up from 28 percent in 1973.[1] By 2020, researchers project that 65 percent of all jobs in the United States will require some form of postsecondary education or training.[2] In New England, the need for an educated workforce will be even greater, with 2020 projections suggesting that jobs in Massachusetts (72 percent), Rhode Island (70 percent), Connecticut (70 percent), and Maine (66 percent) will require even higher concentrations of workers with postsecondary education or training.[3]

College and Career Readiness Gaps Persist

Despite the heightened demand for a highly educated workforce, New England K-12 education systems are not adequately preparing all students for postsecondary degree attainment or training.

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[1] Anthony P. Carnevale, Nicole Smith, and Jeff Strohl, "Recovery: Job Growth and Education Requirement Through 2020," Center on Education and the Workforce at Georgetown University (Washington D.C.: June 2013), 15.

[2] Ibid.

[3] Anthony P. Carnevale, Nicole Smith, and Jeff Strohl, "Recovery: Job Growth and Education Requirement Through 2020 – State Report," Center on Education and the Workforce at Georgetown University (Washington D.C.: June 2013), 3.

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NMEF classifies a student as "college and career ready" if he or she enters a postsecondary institution within two years of graduating from high school (within five years) and does not need to take remedial courses. Too many students graduate from high school unprepared for college coursework and must take remedial courses once they enroll. Unfortunately, these students are more likely to drop out of college without a degree. In fact, research shows that only 9.5 percent of two-year college students starting in remedial courses will graduate within 3 years, and only 35.1 percent of 4-year college students starting in remedial courses will graduate within 6 years – a reality that is disproportionally true for students of color and low-income students.[4]

According to research conducted by IMPAQ International (commissioned by NMEF), data from 2015 reveal that gaps in college and career readiness persist between certain student subgroups in New England:

- 55 percent of White students were college and career ready compared to only 39 percent of Black students and 32 percent of Latino students;
- 51 percent of all students were college and career ready compared to only 33 percent of English language learners and 29 percent of special education students; and
- 62 percent of non-low-income students were ready for college and career compared to only 35 percent of low-income students.[5]

Furthermore, as the region's student population becomes more and more diverse, even greater numbers of students will be left behind if the above readiness gaps continue. For example, during the 1994-95 school year, students of color constituted 18 percent of all students in New England compared to 33 percent during the 2014-15 school year.[6] This change can largely be attributed to the 118 percent increase in the Latino student population (growing from 155,420 to 338,280), the 85 percent increase in the Asian student population (growing from 54,490 to 100,798), the 13 percent increase in the Black student population (growing from 153,434 to 176,242), and the 16

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[4] "Remediation: Higher Education's Bridge to Nowhere," Complete College (Washington D.C.: 2012), 10, see http://www.completecollege.org/docs/CCA-Remediation-final.pdf.

[5] "Nellie Mae Education Foundation's Updated College and Career Readiness Measure Draft Summary of Findings," study prepared by IMPAQ International (Columbia, MD: December 2016).

[6] U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Public Elementary/Secondary Education Survey", 1994-95 v.1b; "State Nonfiscal Public Elementary/Secondary Education Survey Directory Data", 2014-15 v.1a; "State Nonfiscal Public Elementary/Secondary Education Survey Membership Data", 2014-15 v.1a, see http://nces.ed.gov/ccd/elsi/.

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percent decrease in the White student population (decreasing from 1,685,056 to 1,411,793) during that timeframe.[7]

With such disparate outcomes for these student subgroups, significant segments of New England's population are being locked out of opportunities to obtain degrees and training that will better position them to compete in the new economy.

Need to Examine Root Causes of Disparate College & Career Readiness Rates

Systems thinkers in education note that "every system is perfectly designed to achieve the results it gets."[8] After decades of education reform efforts to close achievement gaps, why do public education systems continue to produce such disparate results? What will it take for New England school districts to design and maintain systems that ensure all students graduate ready for life after high school? NMEF does not have the answers to these questions. However, the Foundation believes that a design that closes gaps in college and career readiness rates must be grounded in a nuanced understanding of what factors contribute to perpetuating the gaps.

The Foundation's work is centered on the goal of increasing the rate of college and career readiness in New England to 80 percent by 2030. Since 2010, the Foundation has supported districts to implement student-centered learning practices at the secondary level as a means for advancing readiness and closing gaps. With NMEF funding, district grantees have worked towards building new systems of learning opportunities that are personalized, engaging, competency-based, and happen anytime and anywhere. While progress is emergent in all of these areas, experience teaches that a greater and more precise focus on equity is needed to ensure that effective and equitable opportunity pathways are created so that all students graduate ready for college and career.

The Foundation defines ***equity*** as ***"a proactive, strategic approach to improving outcomes that accounts for structural differences in opportunities, burdens, and needs in order to advance targeted solutions that fulfill the promise of true equality for all."***[9] Additionally, the Foundation places particular focus on ***racial equity***, which is defined as ***"a mindset and method for solving problems that have endured for generations, seem intractable, harm people and communities of color most acutely and ultimately affect people of all races."***[10] Using a racial equity approach requires **"seeing differently, thinking differently, and doing the work differently"** and focusing on "results that make a

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[7] Ibid.

[8] Sandra Park, Stephanie Hironaka, Penny Carver, and Lee Nordstrum, "Continuous Improvement in Education," Carnegie Foundation for the Advancement of Teaching (San Francisco, CA: May 2013).

[9] OpenSource Leadership Strategies, Inc., see www.opensourceleadership.com.

[10] Ibid.

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difference and last."[11] If New England school districts are to eliminate readiness gaps based on race and income and effectively prepare ***all*** students for life after high school, they will need to approach their work with an explicit focus on equity.

Over the past year, the Foundation's Board and staff have been engaged in an Equity Assessment to help discern how to better focus on equity in education, starting with a look in the mirror. Many stakeholders provided input and perspectives that helped shape the Foundation's understanding of how things are today and what is possible in the future. Using this Equity Assessment as a guide, the Foundation is reviewing its investment strategies through an equity lens and looking for ways to more meaningfully and proactively integrate an equity focus in its work.

With this grant fund, the Foundation hopes to spark deep reflection and constructive dialogue in communities across New England – communities that have held up a mirror and know that low readiness rates and gaps among student subgroups have persisted for too long and call for deeper analysis and understanding. NMEF seeks to support districts to authentically engage their communities in analyzing the readiness barriers that are embedded in the DNA of their structures, practices, rules, and resources, and identifying the appropriate interventions for addressing those barriers. The Foundation contends that student-centered learning practices hold promise in ensuring equitable preparation of all students. But, NMEF is also interested in hearing from districts and communities about other interventions that might effectively address the problems and conditions causing disparate readiness outcomes.

Goals

Through this grant fund, the Foundation strives to accomplish the following:

- Create deeper understanding of the systemic and school-level barriers that perpetuate gaps in college and career readiness based on race, language, special education status, and income;
- Identify interventions (including, but not limited to student-centered learning practices) that appropriately address identified college and career readiness barriers; and
- Help districts and communities collaborate on and coalesce around plans to reverse historical patterns and ensure all students graduate from high school ready for college and career.

[11] Ibid.

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Appendix B: Project Budget

Budget Categories	NMEF Request	NMEF Spent to Date	Variance	Other Funding Sources	Other Funding Sources Spent to Date	Your Agency Contribution*	Your Agency Spent to Date	Total
PERSONNEL (Include FTE %)								
Director of Programming Planning and Development	$25,000			$8,000		$60,000		$93,000
Hourly Costs to Support Planning Team	$40,000			$0		$5,000		$45,000
Total Personnel	**$65,000**	**$0**	**$65,000**	**$8,000**	**$0**	**$65,000**	**$0**	**$138,000**
FRINGE BENEFITS								
Total Fringe	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
CONSULTANTS, CONTRACTS OR SUB_GRANTS (Indirect cannot be calculated on expenses in this section)								
The Collaborative for Educational Services	$37,500			$0		$0		$37,500
Technical Assistance - Further Assessment	$47,500			$0		$9,000		$56,500
Technical Assistance - Plan Development	$71,000			$0		$9,000		$80,000
Technical Assistance - Plan and Propose Initial Implementation/Pilots	$39,200			$0		$9,000		$48,200
Total Consultants, contracts, subgrants	**$195,200**	**$0**	**$195,200**	**$0**	**$0**	**$27,000**	**$0**	**$222,200**
OTHER DIRECT COSTS								
Harvard-Race, Equity, and Leadership in Schools / SERC	$11,100			$0		$5,000		$16,100
Sub Costs to Release Teachers	$8,700			$0		$0		$8,700
Cross District Summits	$15,000			$0		$0		$15,000
Total Other Direct	**$34,800**	**$0**	**$34,800**	**$0**	**$0**	**$5,000**	**$0**	**$39,800**
TOTAL DIRECT	**$295,000**	**$0**	**$295,000**	**$8,000**	**$0**	**$97,000**	**$0**	**$400,000**
INDIRECT/OVERHEAD COSTS (list %)								

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Total Indirect	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
BUDGET TOTAL	**$295,000**	**$0**	**$295,000**	**$8,000**	**$0**	**$97,000**	**$0**	**$400,000**
How much of this budget will or has been spent on lobbying?	$0	$0	$0	$0	$0	$0	$0	$0