

April 10, 2015

ADDITIONAL SCHOOL COMMITTEE BUDGET QUESTIONS & ANSWERS

- 1. Why wasn't the Breakthrough request granted? They provided a clear sense of their impact, and they work with the district staff on how to improve their program.**

We added \$80K to the base budget for the partners in the FY 2016 budget. Given this permanent increase to annual funding, including \$17K for Breakthrough, the decision was made not to fund the additional request.

- 2. Why is there a special allocation for Montessori PD but not for bilingual immersion, which have particular needs as well and expenses.**

The Montessori allocation reflects the costs for required training for certified Montessori teachers, including getting the certification and remaining certified. Depending on the level (children's house, lower elementary, upper elementary), the training required for certification ranges from \$10K to \$17K per teacher and takes 2 to 3 years to complete, and includes an intensive summer program. Currently, there is one lower elementary teacher in the middle of her certification process. The current amount is much less than was allocated during the first several years of the program (\$70K), when most of the teachers required the training. In order for the CPS Montessori program to maintain its accreditation, the lead teachers must be certified Montessori teachers. It is my understanding that when the school committee established the program, there was a commitment to having an accredited program. There is no similar requirement for the dual immersion programs.

- 3. In order to accommodate complicated scheduling, two art teachers currently work in C-port; students do not have the same teacher from year-to-year, which defeats our effort to create long-lasting relationships between teacher and student.**

We are currently working closely with the Coordinator of Visual and Performing Arts (VPA) to review the current assignment of Art teachers in the elementary schools to determine ways in which the district can reduce (and eventually eliminate) the number of schools that have more than one Art teacher. Priority will be given to ensuring that that schools that do not have Kodaly (and thus also have part-time Music teachers) do not have more than one Art teacher assigned to their building.

- 5. Last year, and then again this year, we have allocated \$100,000 towards family engagement. However, no plan, update or explanation of spending against this generous sum of money has been shared with the SC.**

The FY 2015 Adopted Budget allocated \$94K towards Family Engagement, of which \$47K was to create a new school-based SEI Family Liaison position for the Graham and Parks and Vassal Lane Upper School. This position was filled at the beginning of the school year and will continue next year. The district level budget for the Family Communications and Family Engagement includes the salaries for two part time

staff members (the Family Communications Manager and the Welcoming Schools Coordinator) and funds for printing of district-wide publications. This district is currently working on a district-wide family engagement plan for the district. In the current year, a self assessment was conducted, which helped us to identify the fundamental focus area for the district, and we are now working with schools around their development of their action plans, which will be incorporated into their School Improvement Plans next year. **Updates on family engagement planning were sent to the School Committee in the Weekly report on November 21, 2014 (Upper Schools) and March 13, 2015 (Elementary Schools).**

6. Please provide the following outcome data for HSEP graduates: quality of post-grad jobs, retention at community college, completion of 4-year college.

HSEP students are included in all state recorded data for CRLS. The state data indicates what students have self-reported that they will do after graduation. Currently, HSEP maintains anecdotal data regarding post graduation experiences. This information is based on information yielded as students return to HSEP to share progress with HSEP faculty. The post graduation pathway is not always a straight line to continued educational programs or to a solid job.

Although we continue to have a fair amount of anecdotal data regarding outcomes for HSEP graduates, we do not have specific data regarding the quality of post-graduate jobs, retention at Community College, or completion of a four-year college. This is an area that we hope to improve by creating a formal tracking system and partnering more efficiently with CRLS as they track graduates. Our Guidance Counselor will be looking into Naviance, which I understand, can also assist with this.

As far as the quality of post-graduate jobs, our graduates have been employed in a variety of industries – healthcare, retail, military, IT, education, restaurants, etc. Because students enjoy coming back to show us how well they are doing and how much progress they have made, we have anecdotal information about where they have worked after they have left HSEP. Over the past 10 years, our students report that they have worked with the following employers or have held the following jobs:

Abe & Louie's (2); • Army (2); • Bertucci's; • Boston Public Library [Assistant Librarian]; • Boston Public Schools [runs After-School Program]; • Broadway Market; • Cambridge Fire Department; • Cambridge Hospital (IT, Medical Assistant); • Elizabeth Grady; • Fidelity; • Finish Line; • Game Stop; • Gogi [Sales]; • Google; • Green Tangerine Spa; • Horizons for Homeless Children; • HSEP [tutor]; • Legal Seafood; • Lesley University; • Love Culture [Assistant Manager]; • Macy's [Security]; • Marines; • Marriott Hotel; • Mass General Hospital [Transport]; • Microcenter [Manager]; • Morse School; • Mount Auburn Hospital; • National Guard; • Navy (2); • Roger's Ford, TX [Mechanic]; • Sephora; • Star Market; • Target (Security); • Tri State [Fire Protection Company]; • UPS; • Walgreen's; • Wet Seal; • Whole Foods; • Barista; • Construction (3); • English Teacher; • Horse Groomer; • IT; • Lab Technician; • Medical Assistant (6); • Mover; • Personal Care Assistant; • Security; • Tattoo Artist; • Waitress; •

7. Please provide student demographic information for students in CP Physics Honors option.

SY1314 Enrollment in CP Physics with Honors Option:

428 Total students in CP Physics (HN Opt)

161 Earned Honors Option

Racial and Ethnic Categories of the Honors students:

113 Caucasian (Including 9 Hispanic)

24 Asian

20 African American (Including 1 Hispanic)

3 Asian, Caucasian

1 Pacific Islander

8. Please provide additional CSV information: Who are the students who receive services; how much tutoring time do they receive; does CSV maintain outcome data that demonstrates an impact from these services?

Please see attached information from Jennifer Fries.



Cambridge School Volunteers Midyear FY15 Outcomes Report for School Committee

Agency Goals for Current School Year, 2014-2015

1. Expansion/Intensification of Programs in the Upper Schools (Grades 6–8)

We are in the middle of a process of strengthening and expanding our services to meet the current needs of all 6th–8th graders in the city's public schools. While troubleshooting and continuously improving the NetPals STEM mentoring program for seventh-graders at Rindge Avenue Upper School and Cambridge Street Upper School, we are this year getting the NetPals program off the ground for the first time at Putnam Avenue Upper School.

At our five Learning Centers—still fledgling programs—we have embarked on a [two-year quality improvement program](#) that includes more staff collaboration with teachers, contact with parents, and an increase in the proportion of tutors who are people of color. This year's goals for upper school programs are:

- CSV will match all 258 seventh-grade students at Rindge Avenue Upper School, Cambridge Street Upper School, and (new in this school year) Putnam Avenue Upper School, with corporate NetPal mentors. These scientists, engineers, and technology workers will provide support, within the seventh-grade science curriculum, to their mentees, as well as career awareness in STEM. *We have met this goal and continue to manage and oversee this program in collaboration with the seventh-grade science teachers.*
- CSV will identify and forge relationships with enough new corporate partners from science, technology, engineering, or math (STEM) companies, to meet this scaling-up. *We have already met this goal*, with the roster of NetPals partners consisting of Novartis, Draper Labs, the Broad Institute, Skanska (new), Vecna Technologies, Cambridge Systematics, Grace Construction Products, Pegasystems (new), Volpe National Transportation Systems Center (new partner for this program), MIT Department of Chemical Engineering (new), and Oracle (new). These partnerships will need to be reassessed for next year, as Skanska has moved out of Cambridge this spring.
- CSV will provide free tutoring to 125 upper school students through Learning Centers, both after and before school. As of February 2015, CSV has trained and placed 80 tutors who have served 108 upper school students through Learning Center, at all four upper schools, plus Amigos. 72 of those students have come to afternoon Learning Centers, and all of these students have been matched 1:1 with a tutor. 36 students have attended morning Learning Centers, and these students have mostly worked in small groups with tutors, as well as their teacher. Our goal is 125 tutors in Learning Centers by year-end; last year, in FY13, we placed 105 tutors. We are 67% of the way toward that

goal. We also offered two intensive trainings for upper school volunteers: October 14, 2014, attended by 32 tutors, on English Language Arts (presented by an 8th grade ELA teacher) and understanding adolescents (presented by a guidance counselor) and November 6, 2014 on the new-to-Cambridge *Math In Focus* curriculum at the middle school level. CSV created and implemented new standard operating procedures, including a new student referral process for teachers, and compiled them in Learning Center Program Manuals at each school site. Also, CSV staff met with every teaching team/cluster at every grade in the four upper schools, a total of twelve meetings, to introduce the new student referral process and to deepen collaboration. *We are still recruiting and training tutors to meet this goal and to reach more students.*

- Learning Center afternoon tutoring will be exclusively on a 1:1 basis. *Achieving this goal requires reaching our recruitment goal above, as well as managing the flow of students referred to the program.*
- At least 12% of Learning Center tutors will be African-American and/or Hispanic, up from 8% at the outset. *We have, so far this year, exceeded this goal, with a proportion of 13%.* We continue to reach out to professional and student groups for people of color in hopes of boosting these percentages. This also increases our reach among these groups when we advertise paid job openings. Ultimately, our goal is to have our volunteer pool reflect our student population through progress each year.

Learning Center Quality measures	Baseline (# or %)	FY15 Target (# or %)
# tutors and # hours donated	FY13 (launch year). N=68 tutors FY14. N=105 tutors giving 4,400 hours of tutoring	125+ tutors providing 5,254 hours of tutoring services (+854 hours over FY14)
% LC volunteers who identify as African-Am., Asian, Hispanic, multi/biracial	FY14 = 26% people of color. 8% African-American and Hispanic	30% or greater people of color, including 12% or greater African-American and Hispanic

2. Major Goals for K-5 and High School Programs

- Mobilize 900+ volunteers, agency-wide, during the 2014-2015 school year, to provide at least 47,000 hours of individualized services for students. *We anticipate exceeding these goals for FY15.*
- Assist CRLS seniors so that 95% of those participating in the College Ready Program are accepted to a college or university. *In progress.*
- Add two components to the College Ready Program: 1) SAT preparation and 2) an additional session tailored to high school athletes (primarily football team) during evening hours. *Achieved.*
- Tutor at least 175 high school students who need support at the CRLS Tutoring Center. As of January 2015, 112 students have received tutoring twice a week, before or after school.
- Hire a new director of the Intergenerational Math Program (IMP). This goal has been met: Julie Loh joined the program in December 2014.

- Recruit, screen, train, and place 30 IMP volunteers to provide early intervention in math to students (K-3) identified as falling behind by their teachers. *We have already exceeded this goal.*
- Continue to match early literacy and classroom volunteers per teacher request, system-wide.
- Match every 5th grader at K-Lo with a KeyPal from Draper, IBM, or MIT for a year of correspondence about careers in technology, school, work, and life.
- Continue to match every 1st and 2nd grader at FMA with a Reading Buddy from Genzyme for a year of 1:1 reading.
- Match every Amigos 2nd grade student with a Reading Buddy and a Lectore from HGSE for a year of reading in English and Spanish.
- Continue to match every 2nd and 3rd grader at K-Lo with a Reading Buddy from Volpe National Transportation Systems Center for a year of 1:1 reading.

Agency Goals for 2015-16 and Beyond

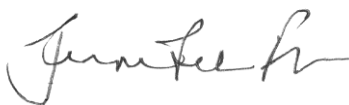
In the interest of equity, CSV will work to extend the NetPals program to all seventh-graders in the city over the next several years. We project adding enough corporate partners to supply the Amigos School seventh-grade cohort with NetPals in school year 2016. We expect to enfold the final seventh-grade cohort, at Vassal Lane Upper School, into the program in school year 2017.

Outcome measurement

CSV received a grant this month from the Avison Fund to be used in FY16. A portion of the grant, \$4,000, is allocated to setting up a system to capture the impact/outcomes of the NetPals program. We will also reach out to CPS administration to revisit data collection and better outcomes measures. We are eager to agree upon suitable measures for the value of our work.

Please feel free to call me with any questions.

Respectfully submitted,



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