

; 04/30/19 12:24 AM

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GOOD MORNING, EVERYONE.  
MY NAME IS MARK CIOMMO, CHAIRMAN  
OF WAYS AND MEANS.

THE ALLISTON BRIGHTON DISTRICT  
CITY COUNCILOR, TODAY IS  
TUESDAY, APRIL 30TH  
AND WE ARE HERE WITH FRIENDS  
FROM BOSTON PUBLIC SCHOOL  
DEPARTMENT TO REVIEW BOSTON  
PUBLIC SCHOOLS ELEMENTARY AND  
SECONDARY EDUCATION AS  
PERTAINING TO DOCKETS 0622  
THROUGH A 625.

ORDERS FOR THE FY-20 OPERATING  
BUDGET, INCLUDING ANNUAL  
APPROPRIATIONS FOR DEPARTMENTAL  
OPERATIONS, ANNUAL APPROPRIATION  
FOR THE SCHOOL DEPARTMENT,  
APPROPRIATION FOR OTHER POST  
EMPLOYMENT BENEFITS AND  
APPROPRIATION FOR CERTAIN  
TRANSPORTATION AND PUBLIC REALM  
IMPROVEMENTS.

AS WELL AS DOCKETS 0626 THROUGH  
0628.

CAPITAL BUDGET APPROPRIATIONS,  
INCLUDING LOAN ORDERS AND LEASE  
PURCHASE AGREEMENTS.

I WOULD LIKE TO REMIND FOLKS  
THIS IS A PUBLIC HEARING, BOTH  
BEING RECORDED AND BROADCAST ON  
COMCAST CHANNEL 8, VERIZON --  
I AM SORRY, COMCAST 8, RCN8  
TWO, VERIZON 1964, AND STREAMED  
AT BOSTON.GOV CITY COUNCIL-TV, I  
WOULD LIKE TO ASK FOLKS IN THE  
CHAMBER TO STYLE THEIR  
ELECTRONIC DEVICES.

AT THE CONCLUSION OF THE  
PRESENTATION, ANY QUESTIONS AND  
ANSWERS FROM MY COLLEAGUES, WE  
WILL TAKE PUBLIC TESTIMONY.  
THERE IS A SIGN-IN SHEET TO MY  
LEFT BY THE DOOR.

I ASK THAT YOU SIGN IN, STATE  
NAME, AFFILIATION, RESIDENCE,  
AND PLEASE CHECK THE BOX YES IF  
YOU DO WISH TO TESTIFY.

THERE ARE 34, APPROXIMATELY 34 HEARINGS THROUGHOUT THIS BUDGET SEASON.

WE ENCOURAGE THE GENERAL PUBLIC TO PROVIDE TESTIMONY IN SEVERAL WAYS.

YOU CAN COME TO A HEARING AND PROVIDE PUBLIC TESTIMONY IN PERSON.

YOU CAN COME TO THE HEARING DEDICATED TO PUBLIC TESTIMONY ON TUESDAY, JUNE 4TH, ANY TIME FROM 2:00 P.M. TO 6:00 P.M., AND IF WE DO NOT CONCLUDE THAT PUBLIC TESTIMONY IN THAT TIME FRAME WE WILL STAY AS LONG AS IT TAKES TO HEAR EVERYBODY'S VIEWS ON THE BUDGET.

YOU ALSO SEND YOUR TESTIMONY TO THE COMMITTEE ON WAYS AND MEANS, CITY COUNCIL, FIFTH FLOOR, BOSTON, CITY HALL, BOSTON, MASS, 00211 -- OR E-MAIL THE COMMITTEE AT CCC DOT WM@BOSTON.GOV.

I WOULD ALSO LIKE TO INTRODUCE MY COLLEAGUES IN ORDER OF THEIR ARRIVAL. TO MY FAR LEFT, BOTH COUNCILORS TIMOTHY MCCARTHY AND MATT O'MALLEY ARE HERE PRESENT AT THIS POINT.

WITH THAT, I WOULD LIKE TO HAND IT OVER TO MARY.

THANKS, MARY.

>> GOOD MORNING, EVERYONE.

I AM MARY DRISCOLL, THE SUPERINTENDENT FOR MIDDLE SCHOOLS AND JOINED THIS MORNING BY TOMMY WELCH AND JOE BOYD WHO ARE ACADEMIC SUPERINTENDENTS TO THE ACADEMIC SUPERINTENDENTS THAT SUPPORT OUR HIGH SCHOOLS BILLIONS BY MASH SHAH INNIS AND BY MICHELLE SAVARIA FROM OFFICES OF HIGH SCHOOL SUPPORT.

MAR IS THAT IS WORKING ON POST SECONDARY INITIATIVES AND MICHELLE IS OUR EXPERT IN CTE. AND THEN WE ARE ALSO JOINED BY DAVID BOYD WHO NEEDS TO INTRODUCTION AT THIS POINT, I WOULD SAY.

>> AND WE HAVE BEEN JOINED BY COUNCILOR FRANK BAKER AS WELL.

>> SO OUR AGENDA FOR THIS

MORNING, IF WE CAN GET SLIDES TO ADVANCE, HOPEFULLY IF YOU HAVE A COPY OF THE DECK, IF NOT.

IS TO TAKE YOU THROUGH -- WE ARE FOCUSING ON THE IDEA OF HOW WE ARE SUPPORTING OUR ELEMENTARY AND SECONDARY SCHOOLS.

SOME OF THE MATERIAL IS GOING TO BE DUPLICATIVE OF THINGS WE ALREADY TALKED ABOUT IN OTHER HEARINGS.

I KNOW DAVID GAVE A FULL REPORT ON HOW WE DEVELOP BUDGETS FOR ALL OF OUR SCHOOLS, WEIGHTED SCHOOL FUNDING IN THE CENTRAL OFFICE HEARING, I SHARED KIND OF OUR -- THANK YOU -- OUR NETWORK SUPPORT STRUCTURE AND THE WAY WE ARE DELIVERING DIFFERENTIATED SUPPORT TO OUR SCHOOLS, SO SOME OF THIS WILL BE A LITTLE BIT REPETITIVE AND THEN WE WILL BE DIGGING INTO COLLEGE AND CAREER READINESS AND INTO OUR CTE INITIATIVES WHICH IS NEW CONTENT.

SO WE PUT THIS QUOTE AT THE BEGINNING TO STRESS THIS IDEA OF THE -- ACCOUNTABILITY.

WE KNOW WE HAVE SOME SCHOOLS THAT NEED TO BE DELIVERING BETTER RESULTS FOR STUDENTS AND FOR FAMILIES.

WE ALSO KNOW WE CANNOT HOLD SCHOOLS ACCOUNTABLE TO DO BETTER WITHOUT OFFERING THEM MORE SUPPORT, SO THE BASIC IDEA IS RECIPROCAL ACCOUNTABILITY, FOR EVERY ADDITIONAL DEGREE OF PERFORMANCE WE ARE ASKING FOR FROM OUR SCHOOLS WE NEED TO PROVIDE THEM WITH ADDITIONAL SUPPORT THAT IS GOING TO HELP THEM IMPACT THAT PERFORMANCE. TO DO THIS, WE FOCUS ON NETWORK STRUCTURE WHICH I TALKED TO YOU ABOUT BEFORE.

THE IDEA IS THAT EACH SCHOOL IS SURROUNDED BY A TEAM OF LIAISONS WHO BRING EXPERTISE IN BOTH ACADEMIC AND OPERATIONAL WORK, AND THE SCHOOLS THAT ARE IN -- IN GREATEST NEED OF SUPPORT HAVE THE FULL TEAMS OF LIAISONS

DEVOTED JUST TO THAT SMALL NETWORK OF SCHOOLS, SCHOOLS THAT ARE HIGHER ACHIEVING HAVE ACCESS TO LIAISONS BUT NOT AT THE SAME LEVEL AS OUR HIGH NEEDS SCHOOLS. I ALSO HAVE TALKED WITH YOU ALREADY ABOUT THE IDEA THAT THIS STRUCTURE IS BUILT ON NATIONAL RESEARCH THAT HAS BEEN DONE ABOUT THE WAYS TO CREATE RAPID IMPROVEMENT AND ONE OF THE KEY LEVERS IS PRINCIPLE SUPERVISORS, SO WE HAVE SHIFTED OUR MODEL TO MORE CLOSELY RESEMBLE THE RECOMMENDED BEST PRACTICES AT THE NATIONAL LEVEL WITH SMALL NETWORK SIZES, REGULAR COACHING, CYCLE ALSO OF IMPROVEMENT, CYCLES OF DEVELOPMENT FOR THE PRINCIPALS IN THAT TEAM, ALONG WITH THE LIAISONS WHO ARE SERVING THAT TEAM.

AND AS PART OF THE INVESTMENTS IN THIS NEW BUDGET WE WILL BE ADDING ADDITIONAL ACADEMIC SUPERINTENDENTS TO THIS CONTROL SO MORE SCHOOLS WILL BE ABLE TO GET THIS INTENSIVE COACHING SUPPORT.

SO THIS JUST SHOWS OUR CURRENT STRUCTURE WHERE THE NETWORK SIZE VARIES FROM A SMALL AS SIX TO AS LARGE AS 26, TO AS SMALL AS SIX, AND MOVING FORWARD FROM NEXT YEAR WE WILL MAKE INVESTMENTS THAT WILL ALLOW US TO REDUCE THAT SPAN OF CONTROL SO THAT THE LARGEST NETWORK IS NO LARGER THAN 17 SCHOOLS.

WITH THAT I AM GOING TO TURN IT OVER TO TOMMY WELL TOO MUCH TAKE YOU SORT OF IN DETAIL INTO ONE OF OUR NETWORKS.

>> GOOD MORNING, COUNCILORS. AS MARY MENTIONED MY NAME IS TOMMY WELCH ACADEMIC SUPERINTENDENT FOR ALTERNATE SCHOOLS AND PROGRAMS. THIS IS AN EXAMPLE OF THE CUSTOMIZED SUPPORT SHE WAS JUST MENTIONING THAT IS BASED ON THEORY AND A LOT OF RESEARCH OVER THE YEARS. THE ALTERNATIVE NETWORK IN BOSTON PUBLIC SCHOOLS IS NOT

NEWBY ANY MEANS, BUT.  
>> IS THE FIRST YEAR WE HAVE  
ACTUALLY TAKEN IT TO THIS LEVEL  
OF ORGANIZATION.  
YOU SEE ALL OF THESE BIG BUBBLES  
WE CALL IT THE CONSTELLATION OF  
OUR ALTERNATIVES AND ADULT  
SCHOOLS, ALTERNATIVE EDUCATION  
SCHOOLS AND PROGRAMS, SOME OF  
THEM ARE LARGER OR SMALLER  
BUBBLES, SOME OF THEM WE VIEW AS  
INDEPENDENT SCHOOLS AND SOME OF  
THEM ARE KIND OF LIKE A  
COLLABORATIVE COLLECTION OF  
PROGRAMS THAT ARE VERY SMALL AND  
CUSTOMIZED BASED ON STUDENT NEED  
THIS WAS IN RESPONSE TO SOME OF  
THE REPORTS THAT CAME OUT IN THE  
LAST YEAR, SO PROBABLY THE MOST  
POPULAR OR WELL-KNOWN IS THE OFF  
TRACK YOUTH REPORT, WHICH HAS  
SOME VERY POINTED  
RECOMMENDATIONS FOR OUR SCHOOL  
SYSTEM AND HOW WE SUPPORT OUR  
STUDENT WHO MAY BE OFF TRACK OR  
IN JEOPARDY OF DROPPING OUT, IF  
SO YOU LOOK AT THIS AND THIS IS  
THE FIRST TIME WE HAVE A NETWORK  
ESPECIALLY DEDICATED FOR OUR  
ALTERNATIVE SCHOOLS, SO THEY ARE  
ALL SITTING AT THE SAME TABLE  
AND LEADING THIS WORK WITH OTHER  
KEY LEADERS IN THE SYSTEM.  
BEFORE THEY WERE MAYBE  
INDEPENDENT OR PART OF OTHER  
NETWORKS BUT ALL AT THE SAME  
TABLE AND WHAT WE ARE REALLY  
TRYING TO DO THIS YEAR IS TAKE A  
MULTIYEAR APPROACH TO HOW WE ARE  
GOING SOLVE SOME OF THE  
CHALLENGES AND ISSUES THAT ARE  
FACING OUR STUDENTS IN  
ALTERNATIVE EDUCATION NOT ONLY  
NOW BUT LOOKING OUT INTO THE  
FUTURE TWO,, THREE, FOUR YEARS,  
WHAT ARE THE NUMBERS TELLING US?  
WHAT ARE WE LOOKING AT FOR  
ENROLLMENT?  
WHAT ARE THE NEEDS OF OUR  
STUDENTS AND HOW DO WE DESIGN  
PROGRAMS THAT MEET THE SPECIFIC  
NEEDS OF BOTH OUR STUDENTS AND  
OUR SYSTEM.  
THESE SCHOOLS, THEY ARE SMALLER

IN NATURE.

THEY ARE A LITTLE BIT MORE EXPENSIVE BUT IT IS IN LINE WITH THE STRATEGY THAT WE HAVE OF PROVIDING EVERY STUDENT WHAT THEY NEED TO GET TO, TO TAKE THEM TO WHERE THEY WANT TO GO SO I WOULD BE HAPPY TO ANSWER QUESTIONS A LITTLE BIT LATER ON ABOUT THE SPECIFICS ABOUT THIS, BUT WITH THAT I AM GOING TO TURN IT OVER THE THE TEAM.

>> ALL RIGHT.

IF I CAN BRING YOU BACK TO THE HANDOUT AS WE -- AS WE -- THERE WE GO.

SO AS YOU HEARD, AS YOU HEARD MY COLLEAGUE POINT OUT, SOME OF THE STUFF YOU HEARD ABOUT PREVIOUSLY SOME OF THE STUFF IS EVOLVING AND SOME OF IT HAS BEEN STRATEGICALLY REFINED UNDER THE LEADERSHIP OF SUPERINTENDENT PERILLE, WHAT YOU SEE HERE IN FRONT OF YOU ARE TWO OF THE STRATEGIC PRIORITIES THAT SUPERINTENDENT PERILLE LAID OUT IN ORDER TO IMPROVE TEACHING AND LEARNING ACROSS THE SYSTEM OF SCHOOLS IN BOSTON.

AND I AM GOING TO BRING YOUR ATTENTION TO THAT SECOND AREA, DIFFERENTIATING SCHOOL SUPPORT SO YOU HEARD THE EXAMPLE THERE OF OUR ALTERNATIVE SCHOOLS, WORKING ACROSS ALL SCHOOLS IN BOSTON, IF YOU ADVANCE THE SLIDE.

WE WORKED TO DIFFERENTIATE SUPPORTS BY TAYLORING OUR SYSTEMIC STRUCTURES TO THE INDIVIDUAL NEEDS OF SCHOOLS, THROUGH A PROCESS OF QUALITY SCHOOL PLANNING.

WHAT YOU SEE ON THE RIGHT SIDE OF THAT SLIDE IS AN EXAMPLE OF JUST ONE PAGE OF THOSE PLANS THAT ALL OF OUR SCHOOL LEADERS WORK WITH THEIR INDIVIDUAL SCHOOL COMMUNITIES TO BUILD THAT ARE WORKED IN ALIGNMENT WITH THE STRATEGIC PRIORITIES AND THE OUTCOME METRICS WE TRACK AT THE DISTRICT LEVEL.

SO THOSE PLANS THEN LEAD TO A SYSTEM OF DIFFERENT SASHAYED AND TARGETED SCHOOL SUPPORT THAT IS COORDINATED BY THE ACADEMIC SUPERINTENDENTS OF EACH NETWORK.

HERE ARE AN EXAMPLE OF SOME OF THOSE SUPPORTS THAT ARE AGAIN TAILORED TO THE INDIVIDUAL NEEDS OF OUR SCHOOLS WITH A HIGHER LEVEL OF INTENSITY FOR SCHOOLS WITH THE GREATEST NEEDS.

THOSE INCLUDE OBSERVATIONS, CLASSROOM OBSERVATIONS AND FEEDBACK FOR TEACHERS IN OUR SCHOOLS WORKING ALONGSIDE OUR HEAD MASTERS AND PRINCIPLES, NETWORK BASED PROFESSIONAL LEARNING COMMUNITIES WHICH BRINGS PRINCIPALS TOGETHER WHOSE HAVE SIMILAR NEEDS AND CHANCE AND BRING THEM TOGETHER TO LEARN FROM ONE ANOTHER SO THEY CAN COORDINATE THE WORK AT THE NETWORK LEVEL AND THEN TARGET, OF THOSE, YOU HEARD MARY SPEAK ABOUT PREVIOUSLY.

>> THERE ARE A COUPLE OF SPECIFIC INVESTMENTS IN THE BUDGET, SOME OF WHICH I ALREADY TALKED ABOUT IN PREVIOUS HEARINGS.

ONE OF WHICH IS THE IDEA OF ADDITIONAL ACADEMIC SUPERINTENDENTS TO PROVIDE THIS JOB IN THE EXECUTIVE COACHING THAT OUR SCHOOL LEADERS HAVE TOLD US THEY FIND INCREDIBLY VALUABLE. THIS IS THE ANOTHER IS PARTNERSHIP WITH HIGHER ED INSTITUTIONS LIKE THE UNIVERSITY OF VIRGINIA AND BOSTON COLLEGE, BOTH OF WHICH ARE DOING WORK TO SUPPORT THE DEVELOPMENT OF OUR LEADERS AND A PIPELINE FROM THE CLASSROOM TO LEADERSHIP AND THEN TO CENTRAL OFFICE LEADERSHIP. AND THEN FINALLY A PARTNERSHIP WITH THE DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION WHERE WE ARE SUPPORTING 10 SCHOOLS TO DEVELOP TRANSFORMATION PLANS THAT WILL LEAD TO RAPID IMPROVE AND ACCOUNTABILITY THAT KEEPS THEM

OUT OF DECEMBER CITY'S CONTROL.

>> DESE'S CONTROL ..

>> GOOD MORNING, COUNCILORS.

AGAIN MY NAME IS MARSHA -- AND I  
OVERSEE A LOT OF THE POST  
SECONDARY INITIATIVES FOR THE  
BOSTON PUBLIC SCHOOLS.

AS YOU CAN IMAGINE, THE COLLEGE  
APPLICATION PROCESS CAN BE A  
VERY COMPLICATED ONE, AND EVEN  
MORE SO FOR A STUDENT WHO IS  
FIRST IN THEIR FAMILIES TO  
ATTEND.

SOME OF OUR STUDENTS ARE  
ATTENDING COLLEGES WHERE THEY  
ARE UNDERMATCHED AND WHAT THAT  
MEANS IS THEY HAVE A HIGHER  
GRADE POINT AVERAGE AND/OR SAT  
SCORES AND THEY ARE NOT  
APPENDING, ATTENDING THE MOST  
COMPETITIVE OPTION BASED ON  
THEIR CRITERIA, OTHER  
SUCCESSFULLY BEGIN COLLEGE, AND  
THEN THEY DO NOT PERSIST.  
NOR ARE THEY COMPLETE.

AND NOT COMPLETING THEIR  
CREDENTIAL IN HAVING TAKEN OUT  
FINANCIAL AID CAN HAVE A VERY  
NEGATIVE IMPACT AND OUTCOME ON  
THEIR FAMILY AND CAN ONLY ADD TO  
THE STUDENT LOAN DEBT CRISIS  
THAT WE SEE THIS OUR COUNTRY  
RIGHT NOW.

SO WHAT WE WANT TO DO IN THE  
BOSTON PUBLIC SCHOOLS IS TO  
REALLY PROVIDE ACCESS TO TOOLS  
AS WELL AS AN ADVISOR STRUCTURE  
THAT WILL ALLOW OUR STUDENTS TO  
BUILD A ROAD MAP FOR THEIR  
COLLEGE AND CAREER BEGINNING IN  
THE NINTH GRADE.

SO THIS YEAR, BOSTON PUBLIC  
SCHOOLS WILL BE OFFICIALLY  
LAUNCHING THE COLLEGE AND CAREER  
PLANNING PLATFORM IN SEPTEMBER  
OF 2019 FOR THE PAST YEAR OR SO  
WE HAVE BEEN ENROLLING UP TO --  
PHASING IT OUT, MAKING SURE THAT  
IT IS IN ALIGNMENT WITH THE  
STUDENT INFORMATION MANAGEMENT  
SYSTEM, MAKING SURE THAT ALL OF  
OUR STUDENTS HAVE ACCESS TO  
THEIR ACCOUNTS AS WELL AS  
TEACHERS AND OTHER PRACTITIONERS



HAVE ACCOUNT ACCESS AS WELL.  
>> THE PLATFORM IS AN AMAZING  
TOOL, BUT IT DOESN'T  
STAND-ALONE.

IT DOESN'T, IT DOES NEED TO BE  
ALIGNED WITH THE STRUCTURE TO  
WORK ON, AS WELL AS WORKSHOPS  
AND 11 PLANS, LESSON PLANS, IT  
WILL HELP STUDENTS DOCUMENT  
THEIR ACHIEVEMENTS AND SET  
GOALS, ARTIFACTS SO IF YOU ARE  
GOING THROUGH AN ACADEMIC  
EXPERIENCE AND YOU HAVE  
DOCUMENTS THAT REALLY HIGHLIGHT  
HOW WELL YOU ARE IN A PARTICULAR  
SUBJECT AREA YOU CAN ACTUALLY  
UPLOAD THAT DOCUMENT TO YOUR --  
ACCOUNT.

IT HELPS THEM TO ENGAGE IN A  
SERIES OF COLLEGE PLANNING  
ACTIVITIES.

SO, FOR EXAMPLE, DURING THE  
NINTH GRADE YEAR, ONE ACTIVITY  
COULD BE A CAREER PROFILER,  
WHERE A STUDENT CAN TAKE THAT  
AND HELP THEM TO UNDERSTAND HOW  
THEIR ASPIRATIONS CONNECT TO  
POSSIBLE CAREER, NEW AND  
EMERGING OPPORTUNITIES THAT COME  
AND CURRENTLY EXIST.

IT ALSO HELPS THEM GO THROUGH  
THE EXPLORATORY PROCESS AND  
SELECT A PATHWAY PROGRAMS THAT  
-- THAT OFFERS CAREERS IN  
TECHNICAL EDUCATION AND  
OPPORTUNITIES.

SO SO WE ARE EXCITED ABOUT THAT.  
DURING THE TENTH GRADE AN  
ACTIVITY COULD BE TO ENGAGE THEM  
IN A STRENGTH EXPLORER, WHERE  
THEY CAN UNDERSTAND THEIR  
LEARNING STYLE AND REALLY WORK  
STRATEGICALLY IN PARTNERSHIP  
WITH THEIR TEACHERS TO SET SOME  
ACADEMIC GOALS SO THEY CAN  
ACCESS THE RIGOROUS COURSE  
OPPORTUNITIES.

THIS WILL HELP THEM MANAGE AND  
BUILD THEIR RESUMES OVER A  
FOUR-YEAR PERIOD.

ENGAGE IN SCHOLARSHIP SEARCHES,  
COMPLETE COLLEGE SEARCHES THAT  
ARE ALIGNED TO THEIR GPAS, SAT  
SCORES AND OTHER CRITERIA, AND

DURING THE SENIOR YEAR THEY CAN ACTUALLY MATCH THEIR DOTS WHAT IS CALLED THE COMMON APPLICATION AND THIS IS AN APPLICATION THAT STUDENTS USE WHO APPLY TO MULTIPLE COLLEGES.

AND IT WILL ALLOW FOR THE EQUAL SYSTEM OF SUPPORT TO REALLY HELP THEM THROUGH THAT JOURNEY AND COMPLETE THEIR RECOMMENDATIONS, GETTING THEIR TRANSCRIPT SUBMITTED AND OTHER SUPPLEMENTAL DOCUMENTATION.

SO TEACHERS -- PARTNERS, PARENTS AND THEIR SCHOOL COUNSELORS WILL ALL BE ABLE TO WORK IN CONCERT WITH THESE STUDENTS IN MAKING THE RIGHT FIT POST SECONDARY PLAN FOR THEMSELVES.

THIS IS A HUGE GAME CHANGER FOR BOSTON PUBLIC SCHOOLS IN THE DAYS IN WHICH WE ENGAGE STUDENTS IN THE PLANNING PROCESS AND SELECTING THE RIGHT FIT OF COLLEGE.

THERE HAVE BEEN A NUMBER OF OUR STUDENTS AND SCHOOLS, PARTICULARLY EXAM SCHOOLS AND PILOT SCHOOLS THAT HAVE HAD ACKNOWLEDGE TO THIS FOR A NUMBER OF YEARS AND WE ARE SUPER SO EXCITED TO FINALLY OFFER TO ALL OF OUR SCHOOLS AND ALL OF OUR STUDENTS, OUR FAMILIES ARE VERY, VERY CAPABLE OF MANAGING THIS PROCESS, IF WE GIVE THEM, IF WE INVEST IN THEM AND GIVE THEM THE TOOLS SO THEY CAN BE SUCCESSFUL. SO I AM EXCITED TO BE A PART OF THEIR INTERNAL STEERING COMMITTEE FOR AMBIANCE AND WE ARE FINALLY FINDING SOMETHING THAT IS IMPORTANT TO THE COLLEGE PLANNING PROCESS.

>> THANK YOU.

>> GOOD MORNING.

GOOD MORNING, I WANT TO SHARE WITH YOU TODAY OUR GOALS FOR COLLEGE AND CAREER READINESS FOR CAREER AND TECHNICAL EDUCATION STUDENTS.

THIS INCLUDES IMPROVING THE QUALITY OF OUR CURRENT CVTE AND CTE PROGRAMS.

.. THERE ARE COMPONENTS THAT WE ARE ADDING IN ALL OF OUR CAREER AND PROGRAMS RELATED TO COLLEGE AND CAREER PLANNING, WORK BASED LEARNING, AS WELL AS POST SECONDARY LINKAGES.

WE ALSO ARE CREATING A CONTINUUM OF WORK BASED LEARNING EXPERIENCES.

THIS INCLUDES INDUSTRY TOOLS, JOB SHADOWS, INTERNSHIPS AND OTHER CAREER EXPERIENCES.

WE CONTINUE TO INCREASE THE NUMBER OF STUDENTS WHO GRADUATE WITH INDUSTRY RELATED CREDENTIALS.

WE ARE HAPPY TO REPORT THAT WITH THE CLASS OF 2017, WE HAD A 92.5 CREDENTIALLY, PERCENT CREDENTIALLY RATE FOR OUR CTE STUDENTS AND OF COURSE OUR GOAL IS TO HAVE 100 PERCENT STUDENTS 0 CREDENTIALLED BY THE TIME THEY EXIT OUR CTE PROGRAMS.

WE ARE ALSO INCREASING THE NUMBER OF CAREER AND SECOND CAREER EDUCATION OFFERINGS IN THE DISTRICT.

THAT INCLUDES? FROM ADDITIONAL CTE PATHWAYS AS WELL AS OTHER COLLEGE AND CAREER PATHWAYS. ALTHOUGH THIS IS TINY, WHAT WE WANTED TO, TO SHOW YOU HERE IS A LISTING OF OUR PROGRAMS THAT WILL BE LAUNCHED IN THE SCHOOL YEAR 1920.

SO THOSE INCLUDE A PROGRAM, PROGRAMMING IN WEB DEVELOPMENT AT MADISON PARK, WE ALSO HAD AN ENVIRONMENTAL SCIENCE AND TECHNOLOGY PROGRAM THAT LAUNCHED THIS YEAR AT BOSTON -- ACADEMY.

WE HAD SOME NEW PROGRAMMING IN NONCHAPTER 74 OFFERINGS, INCLUDING WHAT WE ARE CALLING WALL-TO-WALL PATHWAYS AT EAST BOSTON HIGH SCHOOL.

AND ENGINEERING PROGRAM AT THE O'BRIEN AND ALSO OPENING A NEW BIO TECHNOLOGY PROGRAM AT NEW MISSION HIGH SCHOOL.

ALTOGETHER, THESE PROGRAMS INCLUDING THE MADISON PARK PROGRAM PROBABLY WILL OFFER AN

ADDITIONAL 500 SEATS WHEN THEY ARE FULLY ENROLLED. AND OF COURSE WE LAUNCH PROGRAMS WITH THE UNDERCLASS MEN AND THEN EACH YEAR ROLL SOUP THAT WE ARE NOT AT THAT NUMBER OF STUDENTS AT THIS TIME, BUT IN THE NEXT COUPLE OF YEARS WE WILL HAVE MORE STUDENTS IN CAREER AND TECHNICAL EDUCATION PATHWAYS IN THE DISTRICT.

.. WE HAVE A SLIDE WHERE WE ARE SHARING OUR BUDGET FROM FY 19. TRADITIONALLY WE HAVE SHOWN YOU OUR CURRENT BUDGET BECAUSE WE ONLY HAVE AN ESTIMATE OF OUR PERKINS GRANT AT THIS TIME. WE HAVE BEEN LUCKY IN OUR, AND OUR BUDGET HAS BEEN VERY SIMILAR FROM YEAR TO YEAR IN THE PAST COUPLE OF YEARS.

THAT INCLUDES OUR OUT OF DISTRICT STUDENT TUITION, OUR PERKINS GRANT ALLOCATION, WHICH HAS BEEN FAIRLY CONSISTENT OVER THE LAST COUNSEL OF YEARS AND ALSO HAVE A SMALL BUDGET FOR CTE INSTRUCTIONAL MATERIALS AND SUPPLIES THAT OUR PERKINS GRANT CANNOT -- THAT WE CANNOT PUT ON THE GRANT.

SO FOR FY 19, WE HAVE A BUDGET OF APPROXIMATELY 2.6 MILLION FOR CTE.

>>

>> ONE SCHOOL IN PARTICULAR THAT IS OF INTEREST TO COUNCILORS HAVE BEEN MADISON PARK. WE KNOW THERE HAVE BEEN A NUMBER OF HEARINGS WITH EDUCATION COMMITTEE ABOUT THE SITUATION AT MADISON PARK.

I JUST WANTED TO BRING UP ONE UPDATE ON THE MADISON PARK BUDGET, AND ALSO USE THAT AS A WAY TO HIGHLIGHT A METHOD, A NEW METHOD WE HAVE OF DETERMINING THE SORT OF FULL DOLLAR PER PUPIL THAT DISTRICT SPENDS ON SCHOOL BUDGETS.

PEOPLE OFTEN ASK, WHAT IS THE SOCIAL OFFICE BUDGET GO FOR? HOW MUCH, WHY DO YOU SPEND SO MUCH IN THE CENTRAL OFFICE?

WELL WE HAVE TWO TYPES OF CENTRAL OFFICE SPENDING AS SHOWN THROUGH THIS BUDGET HERE. WE HAVE THINGS CALLED CENTRALLY FUNDED SCHOOL SUPPORTS AND THESE ARE THINGS THAT YOU WOULD SEE DAY TO DAY IN SCHOOLS, BUT THEY SIT ON THE CENTRAL OFFICE BUDGET.

FOR EXAMPLE, ALL OF OUR CUSTODIANS ARE ON THE CENTRAL OFFICE BUDGET BUT YOU SEE THEM THIS SCOOCIATION ALL OF OUR TRANSPORTATION, ALL OF THE BENEFITS FOR TEACHERS AND PARAPROFESSIONALS AS WELL AS RELATED SERVICES AND OTHER SUPPORTS FOR STUDENTS WITH DISABILITIES AND THE LIST GOES ON, WE COULD GO ON FURTHER. THERE IS ALSO THEN OF COURSE CENTRAL ADMINISTRATION COSTS, THOSE COSTS ARE SMALL RELATIVE TO THE OTHER ITEM ON OUR BUDGET BUT WE CAN'T, BUT WE WITH CAN EXPRESS THEM TOWARD, PER PUPIL AND PER SCHOOL. THIS THIS INFORMATION IS AVAILABLE FOR ALL SCHOOLS ON THE BOSTON PUBLIC SCHOOLS BUDGET WEBSITE.

AS WE LOOK FOR JUST IN GENERAL TO NEXT YEAR, I WANT TO HIGHLIGHT FROM OUR EARLIER PRESENTATION THE INCREASE INVESTMENT IN SCHOOLS FOR NEXT YEAR.

THIS IS THE SCHOOL'S BUDGET AND WE JUST WANT TO ALSO HIGHLIGHT BECAUSE WE ARE FOCUSED ON ELEMENTARY AND SECONDARY SCHOOLS TODAY THOSE CENTRAL OFFICE DEPARTMENTS THAT ARE OF PARTICULAR FOCUS TO ELEMENTARY AND SECONDARY SCHOOL SUPPORT AS OPPOSED TO A MORE DISTRICT WIDE FOCUS, WHERE THE SUPPORTS ARE TARGETED THROUGH THE CORE OF THE NETWORK STRUCTURE THAT MARY REFERENCED EARLIER AND TOMMY AND JOE AS WELL.

AND THERE IS A LITTLE FURTHER AT THE BOTTOM THAT EXPLAINS WHICH DEPARTMENTS GO INTO EACH OF THE CATEGORIES THAT YOU WILL SEE

THERE.

BUT THROUGHOUT ALL OF THESE,  
WHAT YOU WILL SEE IS A CONTINUED  
INVESTMENT IN OUR SCHOOLS BY BP  
BPS.

>> WITH THAT, WE ARE READY FOR  
YOUR QUESTIONS.

>> THANK YOU.

AND SHORTLY AFTER YOU BEGIN YOUR  
PRESENTATION, WE WERE JOINED BY  
COUNCILOR ANDREA CAMPBELL, THE  
COUNCILOR JOSH ZAKIM, COUNCILOR  
ANNISSA ESSAIBI GEORGE, AND  
COUNCILOR MICHELLE WU.

LET ME RECOGNIZE COUNCILOR  
TIMOTHY MCCARTHY.

>> THANK YOU VERY MUCH,  
MR. CHAIR.

JUST A COUPLE OF QUICK  
QUESTIONS.

I AM REALLY THANKFUL TO QUESTIONS.  
I REALLY AM THANKFUL TO FOR  
MADISON PARK.

WE'VE BEEN HERE A WEEK TALKING  
WITH BPS.

CLEARLY THE LAST COUPLE YEARS  
YOU GUYS HAVE MADE GREAT  
PROGRESS OF WHAT'S GOING ON IN  
MADISON PARK.

THERE'S NOT THE TIME TO TALK  
ABOUT THE BUILDING SPACES HERE,  
BUT YOU GUYS ARE MOVING IN THE  
RIGHT DIRECTION REGARDING THAT.  
I LOVE TO SEE THE GREEN  
TECHNOLOGY AS WELL AS ARTS AND  
SCIENCE AT BOSTON ARTS ACADEMY.  
AS FAR AS THE COMMUNICATION,  
THIS LAYOUT FOR ELEMENTARY AND  
SECONDARY SCHOOL SUPPORT, I  
THINK IF YOU COULD TAKE -- DIVE  
A LITTLE DEEPER ON HOW WE'RE  
GETTING THIS MESSAGE TO THE  
PARENTS.

BECAUSE WITH THE BPS AND ALL OF  
THE QUESTIONS THAT ARE ARISING,  
PEOPLE ARE STILL CONCERNED  
WHAT'S HAPPENING TO MY DAUGHTER  
OR SON'S GRAMMAR SCHOOL, ARE WE  
GOING K-6 OR ARE WE COMBINING  
THE SCHOOLS.

CAN YOU JUST DIG DEEPER IN HOW  
WE'RE GETTING THAT MESSAGE OUT  
AND WHEN THE FINAL PLANS ARE  
ANNOUNCED?

>> IF YOU'RE ASKING SPECIFICALLY ABOUT THE BUILD BPS INITIATIVE, WE'VE BEEN DOING ONE SERIES OF COMMUNITY MEETINGS THAT IS GENERALIZED BY NEIGHBORHOOD. AS THOSE MEETINGS, WHENEVER POSSIBLE, WE'LL HAVE THE ACADEMIC SUPERINTENDENTS AND OPERATIONAL SUPERINTENDENTS IN THE ROOM SO THAT PARENTS WITH SO THOSE FACES AND KNOW THEY'RE GO-TO PEOPLE NOT JUST FOR THE BPS WORK BUT FOR ANY ISSUE THAT MIGHT ARISE IN THEIR CHILD'S SCHOOL. THEY CAN REACH OUT IF THEY'RE NOT ABLE TO GET A RESPONSE, THEY CAN REACH OUT TO THE ACADEMIC SUPERINTENDENT OR THE OPERATIONAL SUPERINTENDENT. SO WE TRY TO TAKE EVERY OPPORTUNITY TO MAKE THOSE FACE-TO-FACE CONNECTIONS. IN TERMS OF THE SPECIFIC BPS WORK, AS WE MOVE THROUGH THE PLANS FOR MIDDLE SCHOOL TRANSFORMATION, BECAUSE THOSE ARE THE HUBS OF HOW WE'LL BE REIMAGINING THE SCHOOLS AND THE DISTRICT AND SHIFTING CONFIGURATIONS AS WE WORK IN -- AROUND A PARTICULAR MIDDLE SCHOOL, WE'RE DOING MORE INTENSIVE WORK WITH THE MIDDLE SCHOOLS IN THAT AREA. FOR EXAMPLE, WE ANNOUNCED IN OCTOBER THAT WE WOULD BE TRANSFORMING THE McCORMACK FROM A STAND ALONE TO A 7-12. SINCE THEN WE'VE DONE A LOT OF ENGAGEMENT WORK WITH THE SCHOOLS, BOTH THE McCORMACK AND POTENTIAL HIGH SCHOOL PARTERS AND WITH THE 6 K-5 SCHOOLS THAT FEED McCORMACK AND PERRY, K-8. BUT IN THAT ECOSYSTEM THAT IT'S IN THE SAME GEOGRAPHIC AREA. ONCE WE SORT OF CONCLUDE AND DETERMINE A HIGH SCHOOL PARTNER FOR THE McCORMACK, YOU BEGIN TO IDENTIFY ANOTHER MIDDLE SCHOOL TRANSFORMATION AND WE'LL WORK WITH THE K-5S IN THAT AREA TO COMMUNICATE WITH THEM.

WE'VE RECENTLY BEGUN SOME  
CONVERSATION WITH THE GROVE  
HOLLOW ALLIANCE, A GROUP OF  
SCHOOLS DOING THEIR OWN PLANNING  
WORK.

SO WE'VE BEGUN TO TALK WITH THEM  
ABOUT THEIR VISION FOR  
POTENTIALLY CREATING FEEDER  
PATTERNS FROM THE EARLY LEARNING  
CENTER THAT IS PART OF THE  
ALLIANCE DIRECTLY INTO SOME OF  
THE MEMBER SCHOOLS, WHICH IS NOT  
SOMETHING THAT IS PART OF OUR A  
SIGNING PLAN BUT SOMETHING THAT  
WE WANT TO EXPLORE AND SEE IF  
THAT'S A POSSIBILITY.

>> OKAY.

THANK YOU, MARY.

THANK YOU, MR. CHAIR.

>> THANK YOU.

COUNCILLOR O'MALLEY.

>> THANK YOU, MR. CHAIRMAN.

GOOD MORNING, LADIES AND  
GENTLEMEN.

THANK YOU FOR ALL YOU DO.

SO THE MOST UP TO DATE STUDENT  
ENROLLMENT NUMBER I ASSUME FROM  
WHAT YOU FURNISHED UNITED STATES  
IS 54, 907 PUPILS?

>> GIVE OR TAKE.

MOST UP TO DATE.

EVERY DAY IS DIFFERENT.

>> TOTALLY UNDERSTOOD.

WHAT WAS IT LAST YEAR, THE  
AVERAGE NUMBER?

>> I HAVE TO PULL THAT UP.

>> 56,000 OR 57,000.

>> WE'RE DOWN ABOUT 1,200  
STUDENTS FROM LAST YEAR.

>> IF WE LOOKED AT -- I'LL GET  
TO SPECIFIC QUESTIONS.

I GUESS THIS IS -- THE CITY IS  
GROWING IN POPULATION.

YET OUR STUDENT ENROLLMENT WAS  
STAYING STEADY.

NOW IT'S DECREASING.

>> I'LL HAVE MORE DETAILS, BUT  
WE GET -- THERE'S TWO MAIN  
THINGS THAT WE'RE LOOKING AT.

ONE WE GET A CONSOLIDATED REPORT  
ABOUT ENROLLMENT.

WE DON'T HAVE THAT THIS YEAR  
FROM WHAT WE SUBMITTED IN  
OCTOBER.



ONCE WE GET THAT, WE'LL KNOW  
MORE ABOUT ARE MORE KIDS GOING  
TO PRIVATE SCHOOL, CHARTER  
SCHOOLS.

WE KNOW WHAT IS GOING ON WITH  
CHARTER SCHOOLS.

THE OTHER THING, THERE'S  
DEMOGRAPHICS IN THE CITY WORKING  
AGAINST US THAT WE HAVE FAMILIES  
HAVING FEWER CHILDREN, MORE  
PEOPLE SORT OF AGING IN PLACE AT  
HOME.

AS A RESULT, WE'RE SEEING A  
SHIFT IN DEMOGRAPHICS AFFECTING  
US AS WELL.

>> UNDERSTOOD.

I DON'T WANT TO BELABOR THE  
POINT.

WE'RE NOT SEEING GROWTH.

YOU CAN EXPLAIN IT AWAY.

YOU'RE NOT INCORRECT WHEN YOU  
TALK ABOUT OTHER OPTIONS WHEN  
YOU TALK ABOUT COUPLES HAVING  
FEWER CHILDREN.

YOU TALK ABOUT COUPLES WAITING  
LONGER TO HAVE CHILDREN.

THE FACT OF THE MATTER IS THAT  
WE HAVE SEEN TREMENDOUS GROWTH  
IN THE CITY AND WE'RE NOT SEEING  
THAT REFLECTED.

SOME OF IT HAS TO DO WITH THE  
FACT THAT MANY FAMILIES DON'T  
HAVE THE HIGH DEGREE OF  
CONFIDENCE IN BOSTON PUBLIC  
SCHOOLS.

SOMETHING THAT WE ALL WORK TO  
PUSH BACK AGAINST.

IT'S MORE CURIOUS.

POWER POINT PRESENTATION,  
PAGE 9.

TWO NEW ACADEMIC SUPERINTENDENTS  
THAT WILL BE ADDED IN THIS  
BUDGET?

>> YES, ONE FOR ELEMENTARY  
SCHOOLS AND ONE FOR HIGH  
SCHOOLS.

>> SO THAT WILL DECREASE THE  
PORTFOLIO FOR THE  
SUPERINTENDENTS?

>> YES.

THE WAY WE CONFIGURED THE  
NETWORKS THIS YEAR, WE HAVE FOUR  
VERY SMALL.

6-9.

TWO VERY LARGE.  
THERE'S 27 OR 28 SCHOOLS.  
SO IT WILL BE THOET NETWORKS  
THAT WE PULL APART TO BRING DOWN  
TO A SMALLER SIZE.  
THOSE SCHOOL LEADERS LIKE THE  
SIDE BY SIDE.  
IT CAN'T HAPPEN ONCE MORE THAN  
EVERY SIX WEEKS.

>> AND I WOULD ASSUME THE  
SMALLER PORTFOLIO WOULD BE  
HIGHER NEED SCHOOLS.  
WHATEVER THE THIRD AND FOURTH  
EQUIVALENT ON THIS LEVEL.  
POWER POINT PRESENTATION

PAGE 24.

YOU TALK ABOUT TWO INCREASES \$5  
MILLION FOR ELEMENTARY AND  
SECONDARY OFFICES AND SUPPORT.  
WHAT IS EXTRA \$1.3 MILLION AND  
1.7 MILLION?

>> IT'S A VARIETY OF INVESTMENTS  
ACROSS.

YOU'LL SEE OFFICES NAMED AT THE  
BOTTOM HERE.

SO PART OF IT IS ADDITIONAL  
INVESTMENT AND SUPPORT AND  
ALTERNATIVE EDUCATION.  
COUPLE OF TARGETED INVESTMENTS  
IN ALTERNATIVE INVESTIGATION.  
THE BOTTOM HALF AROUND  
ADDITIONAL CENTRALIZED SCHOOL  
SUPPORT, THERE'S JUST SOME  
SMALLER ADDITIONAL INVESTMENTS.  
ADDITIONAL COSTS.

LEARNING TIME AND TURN AROUND,  
OTHER THINGS GOING ON THERE.

THEY'RE NOT -- THE MOST MAJOR  
INITIATIVE IS THE TWO  
ACADEMICS --

>> WITHIN THE OFFICE OF TURN  
AROUND, THERE IS AN INVESTMENT  
OF \$750,000 THAT WILL GO TO  
SUPPORT THOSE TEN SCHOOLS THAT  
ARE WRITING PLANS IN CONJUNCTION  
WITH THE DEPARTMENT OF  
ELEMENTARY AND SECONDARY  
EDUCATION.

THE COLLABORATIVE PLANNING  
PROCESS, THERE'S SCHOOL TEAMS IN  
EACH SCHOOL THAT HAVE BEEN  
STIPEND TO CREATE THE PLANS.  
THEY DON'T PROVIDE FUNDS FOR  
IMPLEMENTATION OF THOSE PLANS.

WE'RE MAKING AN INVESTMENT SO RESEARCH BASED STRATEGIES WE'RE IDENTIFYING WILL FUND.

>> SO MARY, YOU'RE TALKING ABOUT EXTERNAL INDIVIDUALS OR FOLKS THAT WORK AT THE SCHOOL THAT ARE BEING CHARGED TO WRITE THESE PLANS?

>> IT'S THE SCHOOL LEADER AND A TEAM OF TEACHERS.

SOME OF WHOM CHOSEN BY THE LEADERS AND SOME OF THEM BY THE MEMBERSHIP.

>> SO THEY GET A STIPEND --

>> THE BTU LEADER DOES.

THE SCHOOL DOES NOT.

>> SO 75,000 PER SCHOOL?

?

ACTUALLY THE STIPEND MONEY COMES FROM THE DEPARTMENT OF ELEMENTARY PROVIDES THAT.

THEY DON'T PROVIDE FINDING.

FOR INSTANCE, IF THE SCHOOL IS SAYING WE'RE LOOKING AT OUR ELA SCORES, WE NEED READING INTERVENTION.

WE NEED TO TRAIN OUR TEACHERS IN A PARTICULAR WAY OF TEACHING PHONICS.

THE 750,000 WILL BE ALLOCATED ACROSS THE SCHOOLS SO WE CAN DO ADDITIONAL PROFESSIONAL DEVELOPMENT FOR TEACHERS OR THEY CAN BUY MATERIALS TO SUPPORT THE WORK THAT THEY HAVE IDENTIFIED IN THE PLAN.

>> SO IT'S NOT BROKEN DOWN TEN SCHOOLS, 75 EACH.

SOME MAY REQUIRE MORE, SOME MAY REQUIRE LESS?

>> YEAH, MAINLY BASED ON THE SIZE OF THE SCHOOL.

PART OF IT FOR ADDITIONAL PROFESSIONAL DEVELOPMENT, WE LOOK AT THE TEACHER COUNTS SO WE CAN COMPENSATE THE TEACHERS IN THE SCHOOL FOR -- THE REST OF IT IS BASED ON THE NUMBER OF STUDENTS IN THE SCHOOL.

>> OKAY.

YOU TALK ABOUT --

>> YOU WENT LONG.

>> I DIDN'T HEAR IT.

I APOLOGIZE.

NEXT ROUND.

>> SORRY.

COUNCILLOR BAKER?

>> THANK YOU, MR. CHAIR.

GOOD MORNING.

CAN SOMEBODY GIVE ME AN UPDATE  
WHERE WE ARE WITH THE DANCE  
WORK?

A YEAR OR TWO AGO, THERE WAS  
TALK OF MAYBE MAKING SOME  
CHANGES IN THAT PROGRAM.  
CAN WE GET AN UPDATE WITH WHERE  
WE ARE ON IT NOW?

>> WE HAVEN'T REALLY MADE ANY  
CHANGES TO THE ADVANCE WORK  
PROGRAM.

WE HAVE CREATED AN ADDITIONAL  
INITIATIVE THAT WE CALL  
EXCELLENT FOR ALL, WHICH IS  
PILOTED IN 16 SCHOOLS.

IT IS LOOKING AT WHAT ARE THE  
TYPES OF ENRICHMENT ACTIVITIES  
AND PROFESSIONAL DEVELOPMENT  
SUPPORT FOR TEACHERS THAT WOULD  
ALLOW THOSE CLASSROOMS TO  
DELIVER THE SAME KIND OF  
EXPERIENCE AS AN ADVANCED WORK  
CLASS EXPERIENCE WITHOUT DOING  
THE SORTING OF STUDENTS BASED ON  
TEST SCORES.

SO INSTEAD OF HAVING A CLASSROOM  
NOR MATERIAL THAT HAVE TESTED  
IN, WHICH IS WHAT AN ACW CLASS  
IS, EXCELLENT FOR ALL IS LOOKING  
TO DO THAT FOR ALL THE STUDENTS  
IN THE FOURTH, FIFTH AND SIXTH  
GRADE CLASSES IN THOSE SCHOOLS.  
THIS IS THE THIRD YEAR OF THAT  
INITIATIVE AND THE TEAM WORKING  
ON IT IS INVOLVED IN A RESEARCH  
STUDY THAT WILL THEN ALLOW US TO  
DETERMINE WHICH ATTRIBUTES OF  
THAT PROGRAM WE CAN BEGIN TO  
EXPAND MORE BROADLY ACROSS ALL  
OF THOSE CLASSROOMS IN THE  
DISTRICT.

THERE'S NO PLANS TO MAKE ANY  
CHANGES TO ADVANCE WORK UNTIL  
THE POINT IN WHICH WE'RE ABLE TO  
SAY WE HAVE SOMETHING ELSE THAT  
WILL REPLACE IT THAT IS  
DELIVERING MORE RESULTS.

>> SO WE HAVEN'T REALLY SEEN ANY  
RESULTS FOR THE EXCELLENCE FOR

ALL.  
WE'RE WAITING ON THOSE RESULTS?  
>> THE TEAM IS INVOLVED IN THE  
RESEARCH STUDY.  
I HAVE NOT SEEN THE RESULTS YET.  
>> SO EXCELLENCE FOR ALL IS IN  
SCHOOLS THAT DON'T HAVE ADVANCED  
WORK?

IS THAT CORRECT?  
>> IT IS IN SCHOOLS -- THE  
EXCELLENCE FOR ALL SCHOOLS WERE  
PREVIOUSLY ADVANCED WORK  
SCHOOLS.

THE FAMILY AND STAFFING ASKED TO  
TRANSITION TO EXCELLENCE FOR ALL  
BECAUSE THEY WANTED THAT  
EXPERIENCE FOR ALL STUDENTS IN  
THE GRADE.

THE OTHERS ARE SCHOOLS THAT WERE  
CHOSEN SPECIFICALLY TO REPRESENT  
THE DEMOGRAPHICS OF THE  
DISTRICT, PARTICULARLY STUDENTS  
OF COLOR, STUDENTS WITH  
DISABILITIES AND ENGLISH  
LEARNERS.

THEN THIS YEAR WE ADDED MIDDLE  
SCHOOLS BECAUSE THIS WAS THE  
FIRST YEAR ROLLED INTO SIXTH  
GRADE.

SO IN THE SCHOOLS THAT WERE K-5,  
WE EXTENDED THE PROGRAM INTO THE  
MIDDLE SCHOOLS WHERE THE  
STUDENTS WERE MOVING, TOO.

>> SO WE WILL HAVE SORT OF WHERE  
WE WERE AT THE END OF THE SCHOOL  
YEAR OR THE BEGINNING OF NEXT  
SCHOOL YEAR?

>> YES.  
THANK YOU.

>> I'M SORRY, COUNCILLOR BAKER.

>> IN ONE OF OUR PREVIOUS  
HEARINGS, DR. ROSE PERHAPS THIS  
SUMMER, THE REPORT ON EFA WILL  
BE AVAILABLE.

THAT WOULD INFLUENCE THE  
TRANSITION TO MORE SCHOOLS FOR  
THE FOLLOWING COUPLE SCHOOL  
YEARS.

>> THANK YOU.

ON PAGE 19, IT SAYS INCREASE IN  
NUMBER OF STUDENTS THAT GRADUATE  
WITH INDUSTRY-RELATED  
CREDENTIALS AND SKILLS.

CAN YOU TALK ABOUT THAT?

IS THAT -- WHERE ARE WE PAIRING THESE KIDS WITH WHAT SCHOOLS HAVE THIS AVAILABLE TO THEM AND WHAT ARE THE RESULTS?

>> WE HAVE THE LIST OF PROGRAMS. ALL OF THOSE PROGRAMS PROVIDE STUDENTS WITH THE OPPORTUNITY TO CREDENTIAL.

BY THAT, THERE'S SOME TYPE OF INDUSTRY LICENSE OR CERTIFICATIONS THAT THE STUDENTS CAN EARN BEFORE THEY EXIT THAT PATHWAY.

SO MOST OF THOSE LICENSES AND CREDENTIALS ARE WHAT ADULTS WOULD EARN IN THE REAL WORLD. I HAVE REPORTED BEFORE THAT FOR OUR MOST RECENT DATA, THE CLASS OF THE 2017, WE ADD A 92.5% CREDENTIALING RATE AND WE CONTINUE TO WORK ON THAT AND MOVE UP THE NEEDLE TO 100%.

>> THAT'S THE LIST ON PAGE 20 HERE.

EVERYTHING YOU SEE HERE, IT'S A CREDENTIALLED COURSE CONNECTING ON TO A JOB WITH THESE COURSES?

>> MOST OF THE WORK IS A LEARNING COMPONENT.

WE'RE CONNECTING STUDENTS WHILE THEY'RE IN THE PATHWAY WITH JOB SHADOWS, JOB EXPERIENCES SO THEY CAN CONNECT THEIR TECHNICAL LEARNING AND THEIR CAREER READINESS LEARNING TO THE REAL WORLD.

BEGIN TO DO WORK.

>> IS THAT ALSO HAPPENING AT ALL OF THESE SCHOOLS HERE?

>> IT IS.

>> OKAY.

SO YOU TALKED -- I BELIEVE IT WAS YOU.

I'M NOT SURE YOUR NAME.

I APOLOGIZE.

YOU TALKED ABOUT A NEW PROGRAM AT MADISON PARK AND SAID WE'LL NEED 500 MORE SEATS FOR THAT. DID I HEAR THAT RIGHT?

>> THAT IS ME.

I SAID IN TOTAL WITH THE NEW PROGRAM THAT WE HAVE OPENED LAST YEAR AS WELL AS THIS YEAR, ACROSS THE DISTRICT, WE'RE

ADDING ABOUT AN ADDITIONAL 500 SEATS IN CAREER AND TECHNICAL EDUCATION.  
THAT WOULD BE ACROSS ALL SCHOOLS THAT YOU SEE ON THE PATHWAYS --  
>> THAT WASN'T JUST MADISON --  
>> NO.  
>> THANK YOU.  
>> THANK YOU.

COUNCILLOR CAMPBELL.  
>> THANK YOU, COUNCILLOR CIOMMO.  
THANK YOU FOR THE PRESENTATION.  
A LOT OF GOOD STUFF IN HERE INCLUDING THE INVESTMENTS, WHICH ARE GREAT.

QUICK QUESTIONS.  
CAN YOU REMIND ME THE TEN SCHOOLS THAT ARE WORKING -- WHICH ARE THEY?  
>> THE ELLIS IS ONE THAT WE ARE ACTUALLY WRITING A FULL THREE-YEAR TURN AROUND PLAN. AND THEN THE OTHER NINE ARE -- I'LL PROBABLY REMEMBER EIGHT. THE FREDERIC, TIMILTY, EDWARDS, IRVING, HIGGENSON LEWIS, IRMANNA.

SORRY.  
I FORGET IT.  
THE SARAH GREENWOOD, MISSION HILL.  
AND THE KING.

>> THANK YOU.  
I BROUGHT THIS UP IN PREVIOUS HEARINGS, THIS IDEA THAT WE'RE TRANSITIONING FROM A K-6 TO 12 OR K-8 TO 12 SYSTEM.  
WE HAVE OBVIOUSLY SOME STAND-ALONE MIDDLE SCHOOLS INCLUDING TIMILTY WHERE I WENT THAT ARE GOING THROUGH THIS PROCESS OF PLANNING.  
AT WHAT POINT DO WE SAY TO THIS COMMUNITY, NOT JUST TEACHERS, PARENTS, STAFF, STUDENTS, FAMILY, SURROUNDING COMMUNITY THAT WE'RE GOING TO HAVE TO MAKE ADJUSTMENTS TO ALIGN WITH THE NEW VERSION OF THE DISTRICT TO CUT DOWN ON FAMILIES?  
AT WHAT POINT DO WE MAKE THE TRANSITIONS?  
WE'RE OBVIOUSLY WORKING ON PLANS, POURING MORE MONEY INTO

SOME OF THESE MIDDLE SCHOOLS.  
YOU KNOW, OF COURSE -- OF COURSE  
THERE'S STUDENTS THERE AND WE  
HAVE TO DO SOMETHING BUT AT SOME  
POINT THE LONG-TERM PLAN IS TO  
SHIFT.

HOW DO WE JUSTIFIED SHORT TERM  
INVESTMENTS WITH THE LONG-TERM  
PLAN SOMETHING WHAT IS THAT  
BALANCE AND WHAT DOES IT LOOK  
LIKE?

>> IT'S AS YOU MENTIONED, THERE  
ARE STUDENTS IN THOSE SCHOOLS  
NOW THAT DESERVE THE ABSOLUTE  
BEST AND DESERVE ACCESS TO  
RIGOROUS STANDARDS BASED  
EDUCATION.

SO THE WORK -- IT'S JUST A  
ONE-YEAR PLAN METHOD THE  
DEPARTMENT ASKS THE SCHOOLS TO  
WRITE.

SO THE PLAN IS FOR THE STUDENTS  
THAT WILL BE THERE NEXT YEAR.  
AT THE SAME TIME, WE KNOW THAT  
HAVING SHARED WITH THE CITY THAT  
THE PLAN IS TO TRANSITION THE  
MIDDLE SCHOOLS.

THERE'S AN URGENCY IN BEING ABLE  
TO DESCRIBE THE ORDER OF  
OPERATIONS AND WHAT IS THE TIME  
LINE IN WHICH EACH OF THESE WILL  
TRANSITION.

WE STARTED WITH THE McCORMACK,  
WITH A TIMELINE OF ABOUT 1 1/2  
YEARS TO 2 YEARS BEFORE THE  
TRANSITION WAS TO BEGIN AND AN  
ADDITIONAL 2 YEARS BEFORE  
THEY'RE BACK IN THE BUILDING.

SO WE ALSO KNOW THAT THE ABILITY  
TO TRANSITION TO EACH MIDDLE  
SCHOOL DEPENDS ON SWING STATES  
AND AVAILABLE SPACE TO MOVE  
STUDENTS.

SO IT A LITTLE BIT LIKE THAT  
GAME RUSH HOUR WHERE WE MAKE THE  
FIRST MOVE, WHICH ONCE WE KNOW  
WHICH HIGH SCHOOL IS PARTNERING  
WITH THE McCORMACK, WE WILL  
SEQUENCE WITH OTHER SCHOOLS.

>> I'M CONCERNED ABOUT TIMES  
SAKE.

I'M EXCITING WHAT IS HAPPENING  
WITH THE McCORMACK.

MARY, YOU'VE BEEN FOLLOWING THE



CONVERSATION.

YOU HAVE THE KING AND THE  
FREDERIC AND THE LIST OF TECH  
SCHOOLS.

YOU HAVE SCHOOL COMMUNITIES THAT  
HAS BEEN TALKING FOR YEARS NOW  
AND WHAT WE'RE GOING TO DO TO  
NETWORK THE SCHOOLS IN THAT  
AREA, WHICH IS PREDOMINANTLY A  
COMMUNITY OF COLOR.

I'M FRUSTRATED BY THIS IS NOT  
DIRECTED AT YOU, THE SYSTEM AS A  
WHOLE, AT HOW LONG IT TAKES TO  
HAVE THE NECESSARY CONVERSATIONS  
TO MAKE THE TRANSITIONS.

WHAT IS EXCITED ABOUT THE  
McCORMACK AND THOSE  
CONVERSATIONS, YOU HAVE  
ENGAGEMENT HAPPENING AT THE  
TEACHER'S UNION, ALL THE RIGHT  
STAKEHOLDERS AT THE TABLE.  
PART OF THAT IS BECAUSE THE  
DISTRICT IS CREATING THAT SPACE  
THAT DOESN'T EXIST FOR THE GROVE  
HALL ALLIANCE.

THOSE STUDENTS REGARDLESS OF THE  
RESOURCES WE PULL IN AREN'T  
GOING TO BE ABLE TO GET WHAT  
THEY NEED OR TO HAVE THE BEST  
EXPERIENCE IN BPS IF THE  
DECLINING ENROLLMENT, FOLKS  
MOVING TO OTHER SCHOOLS OR WE  
HAVE A LONG-TERM PLAN TO  
TRANSITION TO SCHOOLS TO DO  
SOMETHING WITH THEM.

I'M CONCERNED BY THE WAITING  
TIMELINE.

WE HAVE TO DO IT RIGHT AND THAT  
THERE'S ALWAYS UNINTENDED  
CONSEQUENCES.

YOU SEE MOVEMENT AT THE  
McCORMACK.

YOU DON'T SEE MOVEMENT HERE.  
PEOPLE ASK QUESTIONS AND MAKE  
THAT COMPARISON.

THAT BOTHERS ME AS A DISTRICT  
COUNCILLOR REPRESENTING LARGELY  
DISTRICT OF COLOR.

GIVING THE GROWTH HALL ALLIANCE,  
WE CAN ALWAYS DO BETTER IN TERMS  
OF ENGAGEMENT.

THAT I NEED HELP WITH THAT.

THESE ARE SCHOOLS RUN BY WOMEN  
OF COLOR, PEOPLE OF COLOR DOING

GREAT WORK.

THERE IS A PIPELINE FROM K-0 TO THE 12th GRADE IN THAT AREA. YOU HAVE THE HAYNES, WHICH IS AN EXCELLENT SCHOOL.

MAJORITY OF THE KIDS CAN'T EVEN GET IN.

WE'RE WAITING FOR DATA ON ENROLLMENT PATTERNS, ALL OF THAT.

SO FOR ME I THINK THE SENSE OF -- WHERE IS THE SENSE OF URGENCY TO START TO ROLL OUT A SIMILAR RESPONSE PLAN, ROLL SLEEVES UP AND MAKE TOUGH DECISIONS?

McCORMACK WAS SLATED TO CLOSE. THE REASON IT'S NOT PEOPLE HAVE MOBILIZED.

THAT DOESN'T MEAN THE FAMILIES DON'T CARE, OF COURSE, BUT I JUST -- I LOOK AT THESE TEN SCHOOLS AND I SEE MANY OF THEM ARE THE STAND-ALONE MIDDLE SCHOOLS AND WANT TO DO SOMETHING ABOUT IT I HAVE REAL CONCERNS ABOUT POURING MORE AND MORE MONEY INTO THE SCHOOLS IF WE KNOW AT SOME POINT WE HAVE TO DO SOMETHING DRASTIC IN ORDER FOR THOSE FAMILIES AND THOSE STUDENTS TO GET WHAT THEY NEED TO BE SUCCESSFUL.

THIS ISN'T AN ATTACK AT YOU GUYS.

IT'S NAMING IT BASED ON WHAT I SEE, WHAT I HEAR FROM THE FAMILIES IN MY DISTRICT AND MY TIME SUPERINTENDENT.

I'LL WAIT TILL THE NEXT ROUND.

>> I WILL SAY THAT WE MET WITH THE GROVE HALL SCHOOL LEADERS TO BEGIN TO OPEN UP THE CONVERSATION ABOUT THAT SET OF SCHOOLS, NOT JUST AROUND THE ENROLLMENT PATTERNS BUT SCHOOL IMPROVEMENT EFFORTS.

THEY'RE DOING PARTNERSHIP WITH MASS INSIGHT.

WE WANT TO COORDINATE THE PLANS THAT SCHOOLS LIKE THE FREDERIC AND THE KING HAVE TO WRITE AND THE INSIGHT SUPPORT FOR THE OTHER SCHOOLS.

WE DID IDENTIFY THE POTENTIAL FEEDER PATTERN FROM HAYNES INTO TROTTER AND KING AS THE FIRST STEP IN EXPLORING HOW WE CAN RECONFIGURE THAT PART, THAT PART OF THE CITY.

AND WITH SORT OF THE DETERMINATION OF WHETHER THE FREDERIC MAKES MOST SENSE TO BE A K-6 OR 7-12 AS A CONVERSATION THAT WILL THEN, YOU KNOW, BE PART OF THAT ENGAGEMENT.

SO THE GROVE HALL ALLIANCE IS ONE OF THE NEXT PLACES THAT WE'RE GOING AND BEGINNING THOSE CONVERSATIONS.

WE KNOW NOW WITH SHIFTS IN ENROLLMENT IN EAST BOSTON, THERE'S AN OPENING THAT WE DIDN'T THINK WAS THERE AROUND POTENTIALLY UPPING UP 7th AND 8th GRADE SEATS.

THAT'S A CONVERSATION WE'RE FIGURING OUT, HOW CAN WE MOBILIZE AROUND THAT IN A WAY THAT ALLOWS US TO DO IT IN THE SAME DEGREE OF ENGAGEMENT THAT WE'VE DONE THE McCORMACK CONVERSATION ON.

>> I ABSOLUTELY AGREE.

WITH COUNCILLOR EDWARDS, HER SCHOOLS, THEY'RE READY TO MOVE. THE SAME THING WITH THE ALLIANCE.

I'D LOVE TO SEE THE SAME RESPONSE IN THE DISTRICT AS WE SEE WITH THE McCORMACK EXIST FOR THE ALLIANCE SCHOOLS.

THEY'VE BEEN ASKING SINCE OVER TWO YEARS, RECONFIGURATION, BEFORE WE HAD ANY PROPOSALS OUT IN THE PUBLIC SPACE, HOW CAN WE WORK WITH YOU GIVEN THAT INFORMATION TO COME UP WITH A PLAN.

THEY DON'T WANT TO WORK SEPARATE AND APART FROM THE DISTRICT.

A LOT OF RUMORS OUT THERE.

THAT'S NOT THEIR PLAN.

THEY'RE LIKE HOW CAN WE COME TOGETHER IN A COMMUNITY OF COLOR AS A COMMUNITY OF COLOR OF SCHOOLS AND RESHAPE AND REDEFINE WHAT SCHOOLS OF COUNCILLOR THAT

ARE LED BY PEOPLE OF COLOR CAN  
LOOK LIKE.

THEY NEED THE SUPPORT OF THE  
DISTRICT AND HAVING THOSE  
CONVERSATIONS.

IT'S BEEN SLOW TO MOVE AND EVEN  
THE MEETING YOU'RE REFERENCING I  
DIDN'T KNOW ABOUT UNTIL AFTER  
THE FACT.

SO I REALLY THINK THERE'S AN  
OPPORTUNITY HERE AS WE LOOK AT  
THE McCORMACK, WE LOOK AT WHAT  
IS HAPPENING IN EAST BOSTON AND  
THIS IDEA OF NETWORKING SCHOOLS  
IN PARTICULARLY NEIGHBORHOODS TO  
CREATE OPTIONS FOR FAMILIES  
RIGHT IN THEIR BACK YARD.  
I THINK IT'S A REALLY GOOD  
THING.

PARTICULARLY WHEN YOU LOOK AT  
HIGH SCHOOLS AND ALL THE  
CONVERSATIONS WERE HAVING WITH  
HIGH SCHOOLS, THAT MAY NOT BE  
WORKING.

HERE YOU HAVE AN OPPORTUNITY TO  
RESHAPE, REDESIGN FOR COMMUNITY  
TO MAKE SOME SCHOOLS EXCELLENT  
FOR THE FOLKS IN THAT COMMUNITY  
SO THEY DON'T HAVE TO LEAVE  
THEIR COMMUNITY TO GO ELSEWHERE.  
I'M EXCITED FOR THE  
POSSIBILITIES.

THANK YOU.

>> COUNCILLOR ZAKIM.

COUNCILLOR WU.

I'M SORRY.

COUNCILLOR ESSAIBI-GEORGE.

>> THANK YOU, CHAIR.

THANK YOU FOR THE PRESENTATION  
TODAY.

CAN WE TALK ABOUT SLIDE 19?

YOU DON'T HAVE TO FLIP THAT.

I WANT TO TALK ABOUT THE  
DIFFERENCES IN CTE FUNDING  
VERSUS CVTE FUNDING AND CHAPTER  
74 VERSUS NONCHAPTER 74 FUNDING.

>> YES.

MICHELLE CAN SPEAK TO CVTE  
VERSUS CTE.

CHAPTER 74 APPLIED TWO WAYS.

THE MAIN PERSON IS TO CERTIFY  
PRO RAMPS AS MEETING A CERTAIN  
STANDARDS.

UNDER THAT, WE REPORT TO THE

STATE HOW MANY STUDENTS WE HAVE  
IN VOCATIONAL PROGRAMS.

SO IN TERMS OF THE GENERAL FUND,  
CHAPTER 74 INFLUENCING HOW MUCH  
MONEY WE GET.

WITH THE CURRENT FORMULA, WE GET  
MINIMUM STATE AIDE.

ADDITIONAL STUDENTS COULD  
DIFFERENTIATE PERKINS, ANOTHER  
FUND.

WE HAVE SEEN RELATIVELY STABLE  
FINDING THERE.

MICHELLE CAN SPEAK TO THAT.

THE SCOPE IS MORE LIMITED IN

THAT FUNDING VERSUS CHAPTER 70.

IT'S IN THE CURRENT FORMULA WHEN

WE GET AN INCREASED SORT OF

FOUNDATION BUDGET THAT IT

DOESN'T INCREASE OUR STATE AID

UNFORTUNATELY.

>> I CAN SPEAK TO THE PERKINS

FUNDING.

AS DAVID MENTIONED IN OCTOBER,

WE REPORT OUR STUDENTS AS

CHAPTER 74 OR NONCHAPTER 74 TO

THE STATE AND THE ENROLLMENT

PROCESS.

IN BOTH OF THOSE PATHWAY TYPES

ARE CONSIDERED VERY TECHNICAL

EDUCATION AND THEY QUALIFIED FOR

PERKINS AND THE FEDERAL

GUIDELINES.

WE TALKED ABOUT THIS BEFORE AT

THE MADISON PARK HEARING AS

WELL.

THAT IN THE SPRING, THESE

TEACHERS ACROSS THE DISTRICT

THROUGH BUDGET PRESENTATIONS

WITH MY OFFICE, WE COLLECT ALL

OF THOSE BUDGET PROPOSALS AND

PUT TOGETHER A DISTRICT BUDGET

IN THE SUMMER OF EACH YEAR.

SO WE HAD ALSO PRESENTED THAT

MADISON PARK HAD BEEN ALLOCATED

IN THE MOST RECENT FISCAL YEAR

FOR APPROXIMATELY \$620,000 IN

EQUIPMENT FUNDING THROUGH THE

PERKINS GRANT.

PROBABLY ANOTHER \$100,000

THROUGH CONTRACTUAL SERVICES AND

SUPPORTS.

TO COMPARE THAT TO ALL THE OTHER

PROGRAMS IN THE DISTRICT,

PROBABLY HAD ABOUT \$230,000 IN

FUNDING ACROSS THOSE PROGRAMS.  
SO ALMOST A THIRD TO WHAT WE  
ALLOCATED TO MADISON PARK FOR  
THEIR EQUIPMENT AND ACCOMPANYING  
RESOURCES.

>> THANK YOU FOR THAT.

SO WHAT I'M TRYING -- THE  
CHAPTER 74 VERSUS THE NONCHAPTER  
74, WHAT IS THE DIFFERENCE?

>> ACTUALLY VERY LITTLE  
DIFFERENCE.

THEY BOTH CORRESPOND TO THE SAME  
SET OF STATE AND FEDERAL  
REGULATIONS UNDER PERKINS  
GUIDELINES.

ONE OF THE MAIN DIFFERENCES IS  
THAT THE CHAPTER 74 PROGRAMS  
HAVE TO GO THROUGH A FAIRLY  
RIGOROUS STATE APPROVAL PROCESS.  
THERE'S A FACILITIES COMPONENT  
WITH A SITE REVIEW AS WELL AS A  
PROGMATIC REVIEW AND AN  
APPLICATION.

THE NONCHAPTER 74 PROGRAMS TO  
THROUGH A DISTRICT APPROVAL  
PROCESS.

WE USE THE SAME CRITERIA.

ONE DIFFERENCE IS THAT THE  
NONCHAPTER 74 PROGRAMS DO NOT  
HAVE AN OFFICIAL ADMISSIONS  
POLICY.

WE DO WORK WITH THE SCHOOLS  
AROUND WHAT THE COLLECTION  
CRITERIA IS FOR STUDENTS TO  
ENTER THOSE NONCHAPTER 74  
PROGRAMS BUT THERE IS NOT AN  
OFFICIAL APPROVED ADMISSIONS  
POLICY TO ENTER.

OTHERWISE, ALL OF THE STANDARDS  
AND REQUIREMENTS ARE THE SAME  
FOR CHAPTER 74 AND NONCHAPTER  
74.

>> WITHIN MADISON PARK WHICH HAS  
CHAPTER 74 PROGRAMS, THERE'S  
ADMISSION POLICIES TO THE SCHOOL  
AND ONE TO THE INDIVIDUAL  
PROGRAMS WITHIN THE SCHOOL?

>> THERE IS A PROCESS.

I WOULDN'T CALL IT AN ADMISSIONS  
POLICY.

THERE'S A SCHOOL ADOPTED POLICY  
FOR HOW STUDENTS GET SELECT INTO  
THOSE PROGRAMS.

SO YES, THAT DOES EXIST AFTER

THE STUDENTS GO THROUGH  
EXPLORATORY, THEN THEY ENTER  
THAT PROCESS.

>> IS THERE ANY ANALYSIS OF  
NONCHAPTER 74 PROGRAMS OR  
CHAPTER 74 PROGRAMS THAT HAPPEN  
IN SCHOOLS THAT ARE NOT MADISON  
PARK?

IS THERE ANY ANALYSIS AROUND  
ATTRACTIVENESS TO OUR KID THAT  
WE WOULD LOOK TO REPLICATE -- I  
ASK THAT QUESTION BECAUSE  
THERE'S A LOT OF TENSION BETWEEN  
MADISON COMMUNITY AND SUPPORTERS  
OF MADISON AND NON-MADISON  
SCHOOLS THAT HAVE THESE  
PROGRAMS?

THERE'S A FEELING THAT OTHER  
SCHOOLS IN THE DISTRICT.  
I THINK SOME OF THESE PROGRAMS  
SHOULD EXIST IN OTHER SCHOOLS,  
BUT THERE'S SOME TENSION CREATED  
BETWEEN THESE SCHOOL  
COMMUNITIES.

MADISON FEELS THIS SHOULD BE THE  
PLACE IT HAPPENS AND THAT WOULD  
HELP A TRACT MORE STUDENTS,  
CREATE BETTER PARTNERSHIPS AND  
AUTOMATIC OF THAT.

>> ONE OF THOSE IMPORTANT THINGS  
TO UNDERSTAND IS THAT FOR THE  
MOST PART, THOSE NONCHAPTER 74  
PROGRAM BEGIN IN WITH THE UPPER  
CLASSMEN.

SO WE'RE NOT SEEING ON STUDENT  
SELECTION INTO THE HIGH SCHOOLS  
BASED ON THE FACT THAT THAT HIGH  
SCHOOL HAS THAT PROGRAM.  
ITS RECRUITMENT THAT IS DONE IN  
GREAT -- GRADE 9 AND 10 AND  
MANY IN GRADE 11.

THAT'S ONE OF THE DIFFERENCES.  
MANY OF THEM BEGIN IN GRADE 9  
AND EXPLORATORY.

YOU PROBABLY NOTICED WITH THE  
SLIDE THAT WE SHOWED WITH ALL OF  
THE PROGRAMS FOR FY-20 THAT THE  
NEW PROGRAMMING HAS BEEN VERY  
CAREFUL AND KIND OF CONSIDERATE  
AROUND THE NEW PROGRAMMING.  
NONE OF THAT OVERLAPS WITH THE  
PROGRAMMING THAT MADISON PARK  
HAS.

SO AS AN EXAMPLE, WE OPENED

TECHNOLOGY, BOSTON ARTS ACADEMY.  
EVERYBODY WOULD AGREE THAT MAKES  
A LOT OF SENSE AND VISION AND  
ENVIRONMENTAL SCIENCE, BOSTON  
GREEN ACADEMY.

IT MATCHES ADMISSION AND VISION  
OF SCHOOLS.

WE HAVE AN ENGINEERING PROGRAM  
AT THE O'BRIEN.

SO WE'VE OPINION VERY CAREFUL  
AND OPENING NEW STEM PROGRAMS  
THAT DO NOT OVERLAP MADISON  
PARK'S CURRENT PROGRAMS.

IT DOES NOT MEAN AT SOME POINT  
IN THE FUTURE THEY WOULD NOT BE  
A PROGRAM OPENED THAT MADISON  
PARK DOES HAVE, BUT THAT HAS NOT  
BEEN OUR FOCUS IN THE LAST  
COUPLE YEARS.

>> GREAT.

THANK YOU.

>> THANKS.

>> COUNCILLOR WU?

>> THANK YOU.

GOOD MORNING.

I JUST HAVE ONE QUESTION AROUND  
MY QUESTION THAT I ASK YOUR  
AFTER YEAR BASED ON FEEDBACK  
FROM MANY SCHOOL LEADERS.

JUST THE NATURE OF HOW  
UNPREDICTABLE THE PROCESS FEELS  
YEAR TO YEAR, THE TIME LINES,  
MATCHING THE NUMBERS, WHEN THEY  
GET THE BUCKETS, THE ADJUSTMENTS  
AND THIS AND THAT.

WHEN WILL THE DISTRICT MOVE TO  
MULTIYEAR BUDGETING?

>> FOR SCHOOLS?

>> FOR SCHOOLS.

>> WE'RE DOING OUR BEST TO  
SMOOTH OUT THE PROCESS AS MUCH  
AS WE CAN.

AT THE MOMENT, WE HAVE TO PLANS  
TO MOVE TO A MULTIYEAR BUDGETING  
PROCESS BECAUSE OF THE  
LIMITATIONS OF THE WAY OUR  
FUNDING WORKS FOR US TO MAKE  
MULTIYEAR COMMITMENTS.

WE ARE DOING IS TRYING TO CREATE  
PROCESSES TO LIMIT THE AMOUNT OF  
VARIABILITY YOU'D HAVE YEAR TO  
YEAR.

WE'RE HOPING TO MOVE SCHOOLS TO  
A MULTIYEAR PLANNING PROCESS



WHERE THEY'RE ABLE TO MAKE SCHOOL DESIGN DECISIONS AND OTHER DECISIONS THAT IMPACT THE BUDGET WITH THE FAITH THAT THE BUDGET WILL BE -- THERE'S ENOUGH FLEXIBILITY TO HAVE THEM CONTINUE THEIR PROGRAM DESIGN. I THINK THE CHALLENGE IS ANY SCHOOL SEES SIGNIFICANT ENROLLMENT YEAR TO YEAR, IT'S ALWAYS HARD TO MAINTAIN A PLAN IN THAT SITUATION.

>> ANTICIPATE ANY MAJOR CHANGES IN THE WAY THAT THIS STABILIZATION OR ADDED FLEXIBILITY MIGHT HAPPEN?

>> IF YOU DON'T MIND, I'D LOVE TO JOIN IN ON DAVID RESPONSE, COUNCILLOR.

I WANTED TO ADD THAT WE'RE PROUDLY IN OUR THIRD CONSECUTIVE YEAR WHERE ALL OF OUR WAYS IN HOW WE HAVE FUND SCHOOLS HAVE BEEN STABLE OR GONE UP. OUR INTENTION IS TO CONTINUE WITH THAT TRAJECTORY.

I WILL SAY TO EVERY SCHOOL LEADER, OUR INTENTION IS THAT OUR RATES STAY THE SAME OR GO UP BARRING HUGE UNFORESEEN CHANGES IF WE'RE IN A RECESSION, IF FEDERAL FUNDING FALLS OFF A CLIFF, THINGS ARE -- THOSE EXTERNAL SHOCKS.

THAT'S WHAT IT MEANS FOR US TO GIVE SIGNAL OF STABILITY THAT WE CAN WHERE WE CAN.

MAJOR SHIFT IN DEMOGRAPHICS ARE A CHALLENGE THAT WE'RE TRYING TO FIGURE OUT HOW TO NAVIGATE.

WHILE ENROLLMENT IS GOING DOWN IN ALMOST EVERY NEIGHBORHOOD, WE HAVE NEEDS RISING IN OTHER PROGRAMS.

SO THAT IS A VERY REAL THING THAT WE'RE GRAPPLING WITH.

I DON'T KNOW IF THAT ANSWERS SOME OF YOUR QUESTIONS.

>> IN TERMS OF EVEN THE WAITS STAYING THE SAME OR GOING UP, ARE YOU -- IS IT A PERIOD OF TIME THAT YOU'RE ABLE TO SAVE THAT FOR OR -- IT FEELS LIKE A LOT OF IT -- YOU USE THE WORD

HAVE FAITH AND HOPE AND -- BUT  
IT WOULD BE NICE TO HAVE SOME --  
>> I WOULD SAY TO YOU OR ANY OF  
OUR SCHOOL LEADERS, OUR PLAN IS  
TO HAVE WAITS BE THE SAME OR GO  
UP BARRING UNFORESEEN FINANCIAL  
CHALLENGES WITH THE DISTRICT  
SUCH AS THOSE THAT I MENTIONED.  
WE FEEL LIKE AT THIS POINT WE  
WANT OUR SCHOOLS TO HAVE MORE,  
NOT HAVE LESS.

WHAT WE'RE TRYING TO DO IS MAKE  
ADJUSTMENTS TO THE FUNDING, MAKE  
SURE THE HIGHEST NEEDS STUDENTS  
ARE HAVING MORE DIFFERENTIATION  
AND THE SCHOOL WITH THE HIGHEST  
NEEDS HAVE MORE DIFFERENTIATION.  
THAT'S OUR GOAL RIGHT NOW.

I DON'T WANT TO MAKE -- THERE'S  
NO CIRCUMSTANCE THAT I CAN  
IMAGINE THAT CHANGING RIGHT NOW.  
I WOULD ALSO SAY THAT WE HAVE  
REALLY TRIED TO IMPROVE ONE OF  
THE BIGGEST PAINFUL SCHOOL  
YEARS, THE ENROLLMENT  
PROJECTIONS PROCESS.

I HOPE AS YOU'RE TALKING TO  
SCHOOL LEADERS AND TEACHERS,  
YOU'RE HEARING THAT PEOPLE FEEL  
LIKE IT'S MORE TRANSPARENT AND  
MORE DATA AND FEEDBACK AND WE'VE  
HAD GOOD RESPONSE FROM SCHOOL  
LEADERS.

THAT IS AN ANCHOR POINT WHERE  
BUDGETS COME OFF OF.  
WE REALLY PRIDE TO IMPROVE WHAT  
WAS A REAL PAIN POINT.

>> THANK YOU.

>> THANK YOU.

COUNCILLOR O'MALLEY.

>> THANK YOU, MR. CHAIRMAN.

I APOLOGIZE.

I HAD TO STEP OUT FOR ANOTHER  
MEETING.

SO IF YOU HAVE GONE OVER THIS,  
LET ME KNOW.

CAN YOU TALK ABOUT A.P. CLASSES  
OFFERED TO STUDENTS?

ARE THEY JUST SORT OF OVERALL  
WHAT THE -- ARE THEY IN EVERY  
HIGH SCHOOL, HOW MANY, ARE WE  
GOING WITH THAT PROGRAM?

>> YES.

SO WE DO HAVE ADVANCED PLACEMENT

COURSES OFFERED ACROSS 27 OF OUR HIGH SCHOOLS.

SO IT'S NOT AN EVERY SINGLE HIGH SCHOOL OR NOT NECESSARILY BASED ON --

>> HOW MANY HIGH SCHOOLS TOTAL?

>> 35.

CURRENTLY IN THE 11th AND THE 12th GRADE, WE HAVE ABOUT 33% OF OUR STUDENTS ACCESSING ADVANCED PLACEMENT.

WHERE WE DO HAVE SOME CONCERN AND THIS IS WHERE WE NEED TO BE MORE STRATEGIC REENVISIONING OUR AP PROGRAM IS THAT 19% OF THOSE STUDENTS ACCESSING AP ARE AT OUR NONEXAM SCHOOLS AND 85% ARE AT OUR EXAM SCHOOLS.

ACROSS ALL OF THOSE AP SERVING SCHOOLS, THERE ARE 239 UNIQUE COURSES.

WITH 178 OF THOSE COURSES AT OUR NONEXAM SCHOOLS AND 61 COURSES AT OUR EXAM SCHOOLS.

THROUGH OUR BUDGET, WE DO OFFER A SUBSIDY.

>> I'M SORRY.

178 ARE AT THE NONEXAM SCHOOLS AND 61 ARE AT THE EXAM SCHOOLS?

>> YES.

>> EXPLAIN THAT.

>> THE COURSES CAN BE UNDERENROLLED AND NONEXAM SCHOOLS.

OR MULTIPLE SECTIONS.

>> WALK ME THROUGH THAT MORE.

I JUST DON'T -- THAT SEEMS COMPLETELY COUNTER INTUITIVE.

>> SO ACCORDING TO THE DATA THAT I HAVE IN FRONT OF ME, THERE'S 239 COURSES OFFERED TOTAL IN ADVANCED PLACEMENT.

178 AT OUR NONEXAM SCHOOLS.

THE COURSES COULD BE UNDERENROLLED LEADING TO HIGHER ENROLLMENT.

OUR EXAM SCHOOL AP OFFERING COURSES.

I KNOW --

>> THE EXAM SCHOOLS WOULD HAVE CLOSER TO FULL GOVERNMENT AP CLASSES BUT SEEMS THAT IS HUGE, 117 AP CLASSES OFFERED AT THE NONEXAM SCHOOLS FOR A SMALLER

POOL OF --

>> YES.

I CAN GET MORE DATA FOR YOU TO  
MAKE SENSE OF IT ALL FOR ALL OF  
US ACTUALLY I.

>> PERHAPS I CAN HELP.

>> PLEASE.

>> SO YOU'RE LOOKING AT THREE  
EXAM SCHOOLS.

SO 85% OF THE STUDENT POPULATION  
IN THOSE THREE EXAM SCHOOLS  
WHILE IT'S A SMALLER NUMBER OF  
COURSES OFFERED, YOU'RE TALKING  
ABOUT THREE SCHOOLS VERSUS THE  
NUMBER OF COURSES OFFERED ACROSS  
32 OTHER SCHOOLS.

SO 19% OF THE TOTAL ENROLLMENT  
OF 32 SCHOOLS COULD BE MORE  
STUDENTS ENROLLED BUT A SMALLER  
PERCENTAGE BECAUSE YOU'RE  
TALKING ABOUT A BROADER ARRAY.  
THERE'S A BROADER CONCENTRATION.  
THAT'S WHAT IS REPRESENTED BY  
85%.

THERE'S A SMALLER CONCENTRATION  
OF STUDENTS BUT A LARGER AMOUNT  
OF CLASSES OFFERED BECAUSE  
THEY'RE FAR BROADER ARRAY OF  
SCHOOLS.

>> I THINK I'M FOLLOWING IT.

I GUESS WHEN YOU SAY THERE'S 178  
CLASSES, IS THAT 178 DIFFERENT  
TYPE OF AP CLASSES?

>> IF YOU HAVE LIKE ENGLISH  
LANGUAGE COMPOSITION AND YOU  
HAVE TWO OF THOSE COURSES AT A  
SCHOOL, SO --

>> GOT YOU.

IT'S THE SAME CLASS, THE SAME AP  
CLASS, SAME CURRICULUM.

>> IT COULD BE A SITUATION THAT  
WE HAD 18 STUDENTS IN AN AP  
CLASS VERSUS 25.

18 IS A NUMBER TO INVEST IN A  
STUDENT ACCESSING A MORE  
RIGOROUS COURSE.

BUT YOU WILL GET MORE FULL  
ENROLLMENT AT AN EXAM SCHOOL.

>> UNDERSTOOD.

I GUESS I WAS MISINTERPRETING.  
HOW MANY DIFFERENT A.P. CLASSES  
DO WE OFFERED?

>> YOU MEAN LIKE CONTENT?

>> CORRECT.

>> I WOULD NEED TO GET YOU THE INFORMATION ON THAT.

>> NOBODY KNOWS?

SEEMS TO ME WE SHOULD KNOW THAT.

>> WE KNOW THAT WE HAVE THE EIGHT TRADITIONAL AP COURSES WRECK MENNED NATIONALLY LIKE BIO, CALCULUS, ENGLISH LANG, ENGLISH LIT.

WE HAVE SOME COURSES THAT I WOULD WANT TO MAKE SURE THAT I GIVE YOU THE ACCURATE DATA ON.

>> YOU CAN GIVE US THAT INFORMATION?

>> ABSOLUTELY.

>> AND BRIEFLY FINALLY, IF A STUDENT IS AT A SCHOOL, HIGH SCHOOL THAT DOES NOT OFFER AN ADVANCED PLACEMENT COURSE, CAN HE OR SHE TAKE IT EITHER ONLINE OR TO HAVE ACCESS TO IT?

>> THERE'S SOME SCHOOLS THAT COLLABORATE TOGETHER SUCH AS THE CASE WITH THE HENDERSON WHERE A STUDENT IS ABLE TO ACCESS THE COURSE OR THE EXAM THROUGH TECH BOSTON.

THERE'S SOME SCHOOLS IN THEIR VISION ARE MORE ALIGNED WITH DUEL ENROLLMENT RATHER THAN ADVANCED PLACEMENT.

THAT'S THE CASE AT SCHOOLS LIKE FENWAY HIGH SCHOOL.

>> WHAT DOES THAT MEAN?

IF A STUDENT IS AT FENWAY THEY CAN TAKE THE A.P. CLASS ELSEWHERE?

>> SO FENWAY HIGH SCHOOL DOES HAVE AN A.P. SPANISH COURSE. THEY CAN ALSO ACCESS AN A.P. ONLINE COURSE IF THEY CHOOSE TO.

>> WHICH SUBJECT?

>> ONE OF THE EIGHT SUBJECTS.

>> GOOD.

THAT'S MY CLOSING POINT.

I REALLY THINK THAT WE NEED TO HAVE A POLICY IN PLACE THAT IF A STUDENT IS ENROLLED AT A STUDENT THAT DOES NOT OFFER AN ADVANCED PLACEMENT OPTION AND HE OR SHE IS ABLE TO DO IT, WE NEED TO MAKE SURE THAT THEY HAVE AN OPPORTUNITY TO ENROLL.

I UNDERSTAND NOT HAVING THE

OFFER AT EVERY SCHOOL, WE SHOULD HAVE ACCESS AT EVERY SCHOOL. THAT SHOULD BE A PARAMOUNT CONCERN.

>> COUNCILLOR ESSAIBI-GEORGE.

>> JUST TO FOLLOW UP.

SOUNDS LIKE THE NEED FOR A COOPERATIVE AGREEMENT SIMILAR TO ATHLETIC PROGRAM THAT SCHOOLS CAN PARTNER.

I WOULD PUT A TYPE POINT OR COUNCILLOR O'MALLEY'S REQUEST FOR THE NUMBER OF A.P. COURSES OFFERED IN THE DISTRICT.

IF WE COULD HAVE THE NUMBER OF COURSES OFFERED, THE UNIQUE COURSES THAT ARE ENTITLED AND ALSO IF OUR STUDENTS ARE ACCESSING ANY OF THEM ONLY ONLINE.

I KNOW WE OFFERED CREDIT RECOVERY AND OTHER PROGRAMS ONLINE, THAT WOULD BE INTERESTING POINT TO REALIZE AND UNDERSTAND THE SUCCESS THOSE STUDENTS ARE HAVING IF THEY'RE ONLY ACCESSING IT ONLINE.

IF WE HAVE STUDENTS THAT ARE SHOWING AN INTEREST IN ANY OF OUR SCHOOL COMMUNITIES IN PARTICULAR CURRICULUM, PARTICULAR A.P. CLASSES, HOW WILL WE RESPOND AS A DISTRICT TO OFFERING IT, TRAINING, TEACHERS, MAKING SURE WE HAVE APPROPRIATELY TRAINED TEACHERS TO OFFER THAT IN THE SCHOOL COMMUNITY.

HOW TO WE DO THAT?

HOW DO WE RESPOND TO STUDENTS DEMANDS?

>> SO WE USE PSAT DATA, WHICH IS A TEST THAT IS TAKEN AT THE TENTH AND 11th GRADE FROM THE COLLEGE BOARD.

ADMINISTERED TO ALL OF OUR STUDENTS AT THE 10th AND 11th GRADE ACROSS THE DISTRICT.

WE USE THAT DATA TO DETERMINE ADVANCED PLACEMENT POTENTIAL. WE WORK WITH OUR SCHOOLS WITH THE COLLEGE BOARD AND MASS INSIGHT TO IDENTIFY IF THERE'S A TEACHER WITHIN THAT SCHOOL TO

TEACH A COURSE THAT STUDENTS  
HAVE POTENTIAL TO BE SUCCESSFUL  
IN.

THROUGH THOSE PARTNERSHIPS, WE  
OFFER THE ADVANCED PLACEMENT  
SUMMER INSTITUTE, WHICH IS A 1-2  
WEEK WORKSHOP WHICH TEACHERS CAN  
ACCESS TO TEACH THE A.P. COURSE  
IN THAT PARTICULAR AREA.

>> WE ALSO -- ONE OF THE  
GREATEST CHALLENGES THAT WE FIND  
WITH SPECIALIZED PROGRAMS IN ANY  
OF OUR SCHOOLS, WHETHER IT'S  
A.P., WHETHER IT'S CTE, ANY SORT  
OF SPECIALIZED PROGRAM, THE  
TEACHER OFTEN IS THE ONE WITH  
THE SPECIALTY AND IF THEY LEAVE  
BECAUSE THEY HAVE STAFFING  
CHANGES, THAT JUST CHANGES --  
THEY LEAVE FOR A DIFFERENT  
OPPORTUNITY BUT THAT PROGRAM  
GOES AWAY EVEN THOUGH THE  
STUDENT DESIRE IS STILL THERE.  
WHAT METHODS OR WHAT PRACTICE IS  
IN PLACE TO ENCOURAGE LONGEVITY  
OF THE PROGRAM?

>> IN ADDITION TO SUPPORTING THE  
SKILL OF A.P. TEACHERS THAT ARE  
ALSO REALLY FOCUSED IN  
COLLABORATION WITH MATT INSIDE  
ON THE PRE AP, WE'RE LOOKING AT  
WORKING WITH TEACHERS IN THAT  
NINTH AND TENTH GRADE SPACE TO  
GET THEM READY TO ACTUALLY TAKE  
ON AN A.P. COURSE.

THERE'S THE REALITY THAT ONCE A  
TEACHER LEAVES, THERE MAY BE A  
GAP IN THE YEAR AND WHEN THAT  
SCHOOL IS ABLE TO REBUILD THEIR  
CAPACITY TO OFFER THAT COURSE  
AGAIN, ESPECIALLY IF THERE'S A  
CRITICAL NUMBER OF STUDENTS AT  
THAT SCHOOL WITH POTENTIAL.  
WE LOOK AT THE POTENTIAL OF 15  
OR MORE STUDENTS AT THE SCHOOL  
IN ORDER TO REALLY PUT THE  
RESOURCES TOWARDS TRYING TO  
SUSTAIN A TEACHER TO TEACH THAT  
COURSE.

>> THAT IS RELATED TO A QUESTION  
I HAD AROUND CTE AND VCTE  
PROGRAMS.

DO WE HAVE THE STRENGTH WHEN WE  
THINK ABOUT TEACHER

CERTIFICATION IN ALL FOUR SCHOOLS, WHETHER IT'S AP, VOCATIONAL, THAT CTE, THE PROGRAMS CAN CONTINUE?

THIS IS FOR EVERYONE AND ANYONE.

>> WE'RE BEING STRATEGIC AROUND BUILDING CAPACITY OUTSIDE OF THE LEAD TEACHER FOR A PROGRAM.

THERE'S INTEGRATION EFFORTS UNDERWAY WITH ACADEMICS AND VOCATIONAL TEACHERS AS AN EXAMPLE AT MADISON PARK.

THE LATEST COMPUTER SCIENCE TEACHER CAME FROM THE MATH DEPARTMENT.

SO THERE ARE DIFFERENT WAYS THAT WE'RE TRYING TO BUILD UP THAT CAPACITY BECAUSE WE CERTAINLY WOULD NOT WANT FOR A PROGRAM TO DECLINE BECAUSE THE TEACHER HAS LEFT.

>> THAT'S ONE OF THE CHALLENGES IN THE DISTRICT.

THAT SCHOOL LEADERS ARE CHANGING AND STRATEGIC VISIONING IS NOT PART OF THE SCHOOL CULTURE, PART OF THE SCHOOL COMMUNITIES REGULARLY ENGAGED IN.

IT ALL FALLS APART WITH A LEADER.

YOU MENTIONED THE TERM "WALL TO WALL" FOR CTE.

CAN YOU DESCRIBE THAT?

I MIGHT HAVE MISSED PART OF THE SENTENCE OR SOMETHING.

>> SURE.

WHEN WE MENTIONED THE PERKINS PROGRAM, MENTION THAT AT EAST BOSTON HIGH SCHOOL WE HAVE A MODEL WHERE IN THE JUNIOR YEAR ALL STUDENTS WILL GO TO THE PATHWAY.

WE CALL THAT A ROLE-TO-ROLE MODEL.

EAST BOSTON HIGH SCHOOL IS SHE FESTER BASED.

THEY TAKE ONE SEMESTER EACH YEAR.

>> PAGE 21, IT'S NOTED THE OTHER DISTRICT STUDENT TUITION,

\$896,000.

WHERE IS THAT MONEY GOING AND WHY?

>> SURE.



WE HAVE A TOTAL OF 34 STUDENTS  
AT NORFOLK AGGIE.

THIS YEAR FOR FY-19.

WE HAVE TWO ADDITIONAL STUDENTS.  
THOSE STUDENTS ARE UPPER  
CLASSMEN SO THEY WILL BE  
GRADUATING AND KIND OF CYCLING  
OUT OF THAT TUITION WITHIN THE  
NEXT YEAR.

THE MAJORITY OF STUDENTS THAT  
ARE APPLYING TO US, I BELIEVE WE  
HAD 23 APPLICATIONS THIS YEAR.  
ALL OF THEM WERE NORFOLK AGGIE,  
EXCEPT FOR ONE WHICH IS BLUE  
HILLS CULINARY ARTS PROGRAM,  
WHICH WE DENIED BECAUSE WE HAVE  
A CHAPTER 74 PROGRAM IN CULINARY  
ARTS PROGRAM.

SO CONSISTENT DEMAND FOR NORFOLK  
AGGIE AND THE PROGRAMS THAT THEY  
OFFER.

THIS INCLUDES ANIMAL SCIENCE,  
HORTICULTURE, AGRICULTURAL  
MECHANICS.

WE HAVE A COUPLE OF STUDENTS  
THAT ARE UPPER CLASSMEN AND  
ENVIRONMENTAL SCIENCE AT NORFOLK  
AGGIE.

WE DENIED THE MOST RECENT  
ENVIRONMENTAL SCIENCE  
APPLICATIONS BECAUSE WE NOW HAVE  
CHAPTER 74.

>> TELL ME WHY WE HAVEN'T  
BROUGHT ANIMAL SCIENCE TO  
BOSTON.

I THINK THAT THAT INDUSTRY, WE  
SEE IT NOW WHERE THAT INDUSTRY  
IS BOOMING AND I WENT OUT LAST  
YEAR TO WORCESTER TECH TO LOOK  
AT THEIR PROGRAM.

AND THEY HAVE A REALLY GREAT  
PARTNERSHIP WITH WHOEVER THE  
LOCAL VETERINARY HOSPITAL IS OUT  
THERE.

I KNOW THAT NATIONAL HAS MSPCA  
INVOLVED OUT THERE.

THAT JUST SEEMS LIKE SUCH AN  
OPPORTUNITY FOR US HERE IN  
BOSTON THAT WE HAVEN'T  
CAPITALIZED ON.

>> IT CERTAINLY IS A  
POSSIBILITY.

AS YOU KNOW, IT'S VERY  
SPECIALIZED PROGRAMMING

SPECIALIZED SPACING AND  
EQUIPMENT NEEDED IN  
PARTNERSHIPS.

IT'S A LONGER PLANNING PROCESS  
THAT WE WOULD HAVE TO ENGAGE TO.  
FOR EXAMPLE, LIKE OPENING A  
COMPUTER SCIENCE PATHWAY.  
IT'S CERTAINLY A POSSIBILITY.

>> I APPRECIATE YOU RECOGNIZE A  
SPECIALIZED SPACE.

I'D LIKE TO UNDERSTAND BETTER  
AND MAYBE FOR DAVID THE -- ADD  
OUR MADISON HEARING, THE  
REFERENCE TO MADISON'S RULE AND  
BILLS BPS AND SOME OF THE  
SPECIALIZED NEEDS THAT  
VOCATIONAL TECHNICAL CASE  
REQUIRES AND SPECIALIZED  
PROGRAMS LIKE ANIMAL SCIENCE.  
WHAT WOULD BE THE INVESTMENT  
NEEDED -- I GUESS I HAVE TWO  
QUESTIONS.

I HEARD THE TIMER GO OFF.  
INDULGE ME, MR. CHAIRMAN.  
WHAT WOULD BE THE INVESTMENT  
NEEDED TO BRING A PROGRAM LIKE  
ANIMAL SCIENCE OR ANY OTHER  
PROGRAM?

WHAT IS THAT INITIAL INVESTMENT  
FOR A NEW PROGRAM.  
AND WHAT IS DIFFERENT ABOUT HOW  
WE FUND IMPROVEMENT, PHYSICAL  
PLANT IMPROVEMENTS TO A  
VOCABULARY TECHNICAL ED SCHOOL  
LIKE MADISON?

>> I'LL TAKE THE FIRST PART OF  
THAT QUESTION.

IT'S HARD TO PUT A DOLLAR VALUE  
ON THAT.

BECAUSE AN EXAMPLE THAT I JUST  
GAVE WITH COMPUTER SCIENCE  
WHERE, YOU KNOW, JUST OPENING  
ANOTHER COMPUTER LAP.  
SO THE INVESTMENT AND EQUIPMENT  
IS MINIMAL.

YOU GET INTO SPECIALIZED  
PROGRAMS AS AN EXAMPLE, THE  
NEWEST APPLICATION THAT IS PUT  
FORWARD IS FOR HVAC.  
CONSIDERABLE EQUIPMENT,  
ELECTRICAL WORK, HVAC WORK ON  
THE SPACE.

SEE WE CAN BE IN HUNDREDS OF  
THOUSANDS ONLY IMPROVEMENTS TO

THE FACILITY.

>> SO HOW MUCH WILL HVAC COST US?

>> WE CAN GET YOU PART OF THAT APPLICATION.

>> AND WILL HVAC BE AVAILABLE THE NEXT SCHOOL YEAR?

>> NO.

AGAIN, THEY'RE IN THE APPLICATION PROCESS.

IT NEED TO GO THROUGH THE APPROVAL PROCESS.

SO IT'S HARD TO SAY WHETHER IT WILL BE APPROVED FOR NEXT YEAR.

>> SO IT WON'T BE IN SEPTEMBER?

>> THERE IS A POSSIBILITY.

BUT IT STILL NEEDS TO GO THROUGH AN APPROVAL PROCESS, YEAH.

>> IN TERMS OF THE MADISON PARK, I'D SAY WHAT -- YOU SPLIT THE COSTS INTO TWO OR THREE

DIFFERENT FUNDING SOURCES. ONE IS CAPITAL PROJECTS.

FOR EXAMPLE, RECENTLY, THERE WAS -- WE DID THE \$1.6 MILLION WORK ON THEIR WELDING SHOP TO PRO INDIVIDUAL UPGRADES THERE. WITHIN CAPITAL, THERE'S TWO DIFFERENT PROJECTS AS WELL.

ONE IS SORT OF THE TYPES THAT YOU'D SEE IN ANY SCHOOL.

TO ARM MADISON PARK IN SPECIFIC. ROOFS, WINDOWS, THAT SORT OF THING.

BOILERS.

THERE'S SOME OF THAT IN THE FUTURE FOR MADISON PARK.

AND THEN IN TERMS OF VOCATIONAL SPECIFIC THINGS, WE DO HAVE THE ABILITY TO USE SOME PERKINS FUNDING FOR SOME OF THE EQUIPMENT NEEDS IN THE SCHOOL.

AND THEN ALSO ANY OTHER ADDITIONAL PROGRAMMING WE WOULD HAVE TO LOOK AT ADDITIONAL COSTS AS WITH ANY OTHER INVESTMENT IN THE DISTRICT.

>> THANKS.

>> COUNCILLOR O'MALLEY.

>> I WANT TO MAKE SURE I GET MY NUMBERS RIGHT.

DID YOU SAY WE HAVE 242 STUDENTS AT NORFOLK AGGIE?

>> NO.

>> 34.  
>> I HOPE I DIDN'T SAY THAT.  
>> THAT WAS 3,000 A PUPIL.  
WHAT ARE THE GRADES?  
>> ACROSS 9-12.  
>> HOW MANY CURRENT AIDE GRADERS  
HAVE APPLIED FOR A WAIVER?  
>> KEEP IN MIND, THEY'RE NOT ALL  
FROM BOSTON PUBLIC SCHOOLS.  
THEY CAN BE BOSTON RESIDENTS.  
WE HAVE 23 APPLICATIONS.  
ONE IS BLUE HILLS AND THE REST  
WERE NORFOLK AGGIE.  
>> 23 FROM BPS OR  
BOSTON?  
>> CITY OF BOSTON.  
>> OKAY.  
CAN YOU GET US THE INFORMATION  
ARE CURRENT BPS ENROLLED  
STUDENTS?  
>> CERTAINLY.  
>> SIMILARLY, HOW MANY OF THE 34  
STUDENTS ARE CURRENTLY -- THE 34  
AT NORFOLK, TWO AT ESSEX AND ONE  
AT KEYES, HOW MANY WERE IN THE  
EIGHTH GRADE?  
>> NINE.  
>> AND NORFOLK AGGIE WORKS OUT  
TO -- LET ME SEE.  
\$22,000 PER PUPIL.  
SO I WOULD ASSUME THE OTHER  
150,000 APPROXIMATELY WOULD BE  
THE TWO ESSEX AND ONE KEITH.  
SO SIMPLE MATH.  
WHY MORE EXPENSIVE TO SEND A  
STUDENT TO ESSEX TECH OR KEITH  
TECH AS OPPOSED TO NORFOLK  
AGGIE?  
>> THAT'S NOT ACCURATE.  
WHAT YOU'RE SEEING IS THE  
BUDGET.  
WE'RE NOT ACTUALLY USING --  
WON'T BE USING ALL OF THAT  
BUDGET THIS YEAR.  
SO ACTUALLY TO SEND A STUDENTS  
TO KEITH IS ABOUT \$9,000 PER  
STUDENT IN TUITION THIS YEAR.  
EXCESS TECH IS ABOUT 15,000.  
>> WHAT IS NORFOLK?  
>> NORFOLK IS LOW 20s.  
>> OKAY.  
>> ALL RIGHT.  
WHAT WOULD IT COST BE ABLE TO  
OFFER THE PROGRAMS THAT ARE

OFFERED AT NORFOLK AGGIE?

>> WE CERTAINLY WOULD HAVE TO DO SOME RESEARCH.

I DON'T HAVE THAT INFORMATION WITH ME TODAY.

BUT WE WOULD HAVE TO FIRST CONVENE AN ADVISORY COMMITTEE OF INDIVIDUALS THAT WERE WORKING IN THOSE SPECIFIC FIELDS.

WE WOULD WANT TO CONDUCT SOME SITE VISITS TO PROGRAMS IN THE AREA AND THEN WE COULD, YOU KNOW, BEGIN TO PUT TOGETHER A BUDGET AROUND THE NEEDED EQUIPMENT AND FACILITIES.

>> YEAH.

YOU KNOW, I REALLY APPRECIATED SUPERINTENDENT JOHNSON WHO MADE A REAL EFFORT AND I KNOW SOME OF YOU WORKED WITH HER TO MAKE SURE THAT WE DID

EVERYTHING POSSIBLE TO MINIMIZE THE OUT OF DISTRICT PLACEMENTS AS RELATED TO CHILDREN WITH SPECIAL NEEDS AND NEEDING SPECIALIZED SERVICES, MAKE SURE WE COULD DO IT INTERNALLY.

AND I THINK THAT WE HAVE THIS CONVERSATION EVERY YEAR AND I UNDERSTAND THAT IT WOULD BE, YOU KNOW THERE, WOULD BE SOME COSTS ASSOCIATED WITH IT.

BUT IT SEEMS TO ME THAT AN INVESTMENT COULD BE MADE AS WE TALK ABOUT BILL BPS, AS WE TALK ABOUT A NEW FACILITIES PLAN, TALK ABOUT RESTRUCTURING OF SOME OF THE GRADES, THIS IS THE TIME TO BE ABLE TO BE A LITTLE MORE INVENTIVE IN OUR PROGRAM OFFERING AND THEN WE CAN GET TO A POINT WHERE WE GET THAT 34 OR 22 OR 23 NUMBER DOWN TO ZERO.

I KNOW THERE'S A COST ASSOCIATED WITH IT.

I KNOW IT'S NOT AS EASY AS HIRING ONE EXTRA PERSON AT FENWAY HIGH TO BE ABLE TO DEAL WITH SOME OF THESE THINGS.

BUT IT'S FRUSTRATING TO ME THAT, NO OFFENSE TO ANYONE IN THIS ROOM, YOU'RE ALL GOOD PEOPLE DOING GOOD JOBS, BUT I FEEL THE BUREAUCRACY OF BPS GROWS YEAR

AFTER YEAR, WE HAVE AN OPPORTUNITY TO DO SOMETHING MORE INNOVATIVE IN COURSE OFFERINGS FOR OUR KIDS AND I DON'T WANT TO SEE THAT OPPORTUNITY MISSED. MORE OF A COMMENT THAN A QUESTION.

>> THANK YOU.

MS. ESSAIBI GEORGE.

>> THIS IS RELATED TO VOCATIONAL ED AND TALKS ABOUT ALTERNATIVE ED OPPORTUNITIES AND ADULT ED IN PARTICULAR.

A LOT OF THE OTHER VOKE TECH PROGRAMS IN THE STATE USE AFTER HOURS, WHETHER IT'S TRAIN FOR TRAINING.

HAVE WE THOUGHT AS A DISTRICT ABOUT HOW WE OPEN UP SCHOOL FACILITIES IN GENERAL AND IN PARTICULAR MADISON PARK TO 16-HOUR A DAY PROGRAMMING?

>> YES.

THANK YOU FOR ASKING THAT QUESTION.

WE JUST HAD A MEETING WITHIN THE LAST COUPLE WEEKS WITH EXECUTIVE DIRECTOR KEVIN McCASKILL AND NEIL SULLIVAN FROM THE PIQUE.

WE ARE SUBMITTING AN APPLICATION TO THE DEPARTMENT OF EDUCATION RELATED TO EXPANDING ACCESS AFTER SCHOOL FOR CHAPTER 74 CARPENTRY PROGRAMMING.

SO ACTUALLY WE'LL BE SUBMITTING THE APPLICATION TODAY.

IT'S A PLANNING GRANT AND THE PLANNING WOULD TAKE PLACE ACROSS THIS SUMMER WITH THE EXPECTATION THAT A SUCCESSFUL PLAN WOULD BE IMPLEMENTED AT SOME POINT NEXT YEAR.

WE ARE LOOKING TO PILOT A SMALL PROGRAM IN SEMESTER 2 OF NEXT SCHOOL YEAR.

SO THAT WILL BE AFTER SCHOOL PROGRAMMING IN CARPENTRY WITH ACCESS TO KIND OF THE BUILDING TRADES AND CONSTRUCTION EXPOSURE FOR A SMALL GROUP OF STUDENTS AS OUR FIRST FORAY IN TO THIS AFTER SCHOOL SPACE.

>> NOW ABOUT ADULT ED.

>> I WANTED TO ADD ON A LITTLE

BIT.

PART OF THE NETWORK 9 GETTING TOGETHER, THIS IS THE NETWORK OF ALL THE ALTERNATIVE SCHOOLS AND PROGRAMS, ACTUALLY BEING AT THE SAME TABLE, LOOKING AT ISSUES FACING OUR STUDENTS FOR THE FIRST TIME TOGETHER, AT THE SAME TIME.

IT BECAME VERY OBVIOUS THAT ACCESS TO DUAL ENROLLMENT OPTIONS, ACTION TO CT, PATHWAYS YOU SEE DESIGNED IN OTHER SCHOOLS THAT ARE LARGER AND QUITE FRANKLY CAN AFFORD THESE TYPE OF OPTIONS, WE'RE MISSING FROM THAT NETWORK OF SCHOOLS. SO THROUGHOUT THE LAST SEVERAL MONTHS IT'S REALLY BEEN PUSHED TO THE FOREFRONT.

IT'S ONE OF THE MAIN SUBCOMMITTEES OF THE WORKING GROUP, HIGH SCHOOL WORKING GROUP THAT FOCUSES SPECIFICALLY ON ALTERNATIVE EDUCATION DESIGN. IN ADDITION TO THE MADISON PARK PLANNING GRANT THAT MICHELLE MENTIONED ARC COUPLE OTHER CONVERSATIONS WITH INSTITUTIONS IN BOSTON, EXPLORING HOW WE CAN PROVIDE ACCESS TO ALL STUDENTS KNOWING THAT ALTERNATIVE EDUCATION BEING SMALLER AND MORE CUSTOMIZED HASN'T REALLY BEEN STRATEGIC EFFORT TO MAKE IT OPEN FOR EVERYBODY.

SO IT'S A TOPIC IN THIS GROUP THAT WE'RE DIGGING IN TO THROUGHOUT THIS MONTH.

>> GREAT.

THAT'S EXCELLENT TO HEAR.

WHAT ABOUT OTHERS ACCESSING OUR BUILDINGS?

FOR EXAMPLE, I WAS AT THE GARDENER THE OTHER DAY AND COUNCILOR CIOMMO'S DISTRICT, THOUGH A LOT OF AFTER-HOURS PROGRAMMING THAT IS MOSTLY RELATED TO THE STUDENTS WHO ATTEND THAT SCHOOL, BUT IT'S COMMUNITY-BASED ORGANIZATIONS THAT ARE USING THOSE SPACES. AND WHEN SCHOOLS CLOSE AT 2:00, HIGH SCHOOLS IN PARTICULAR THAT

CLOSE AT 2:00, 2:30 IN THE  
AFTERNOON, THEY ARE GHOST TOWNS  
AFTERWARD.  
HOW THE WE ACTIVATE THAT SPACE  
AND CREATE ADDITIONAL RESOURCES  
FOR ADULTS TO BECOME ENGAGED IN  
THE BUILDING?  
WHEN ADULTS BECOME MORE ENGAGED  
IN OUR SCHOOLS THEY'RE MORE  
INTERESTED IN SENDING KID TO  
THOSE SCHOOLS.  
>> I'LL JUST SAY ONE PIECE ABOUT  
ALTERNATIVE EDUCATION BEFORE I  
TURN IT OVER TO COMMUNITY  
SCHOOLS, WHICH I THINK YOU'RE  
GETTING AT.  
SEVERAL OF OUR ALTERNATIVE  
SPACES ARE VERY SMALL.  
WITH THE EXPANSION OF THE NUMBER  
OF STUDENTS WHO HIT THIS KIND OF  
22 TO 30-YEAR-OLD DEMOGRAPHIC  
WHICH REALLY, WASN'T REALLY A  
HUGE PERCENTAGE OF WHO IS BEING  
SERVED IN ALTERNATIVE.  
BUT UPON RECENTLY, THEY WENT  
OVER 25% OF STUDENT POPULATION  
IS THAT DEMOGRAPHIC.  
SO WE'RE LOOKING AT HOW WE CAN  
KEEP OUR SCHOOLS OPEN LONGER AND  
A LOT OF ALTERNATIVE SCHOOLS END  
BY 2:30, 3:00, JUST HAD A  
CONVERSATION ABOUT HOW WE CAN  
KEEP THE DOORS OPEN AND HAVE AN  
EVENING SESSION, LIKE AN  
EXTENSION OF FORMAL PARTNERSHIP  
WITH ADULT SCHOOL.  
ADULT SCHOOL CAMPUS IS IN THE  
MIDDLE OF MADISON PARKW HE  
CREATE A FORMAL SATELLITE WITH A  
SCHOOL THAT SPECIALIZES IN  
STUDENTS AGING OUT, IT BASICALLY  
BRINGS OPPORTUNITY TO THE ADULT  
SCHOOL, BRIDGES TRANSITION OF  
OUR OLDER STUDENTS IN TO ADULT  
SCHOOLS.  
SO DEFINITELY IS PART OF THE  
CONVERSATION.  
WE SHOULD SEE SOMETHING COMING  
UP VERY, VERY SOON.  
BUT TO YOUR REQUEST HE WITH THE  
GARDENER, SOME OF THE OTHER  
SCHOOLS, WE'RE LOOKING AT THE  
COMMUNITY SCHOOLS GRANT.  
>> A HUB SCHOOL, THE MODEL IS TO



ENGAGE STUDENTS AND FAMILIES AND OTHER COMMUNITY MEMBERS AFTER SCHOOL.

WE JUST SUBMITTED A FEDERAL GRANT THAT WOULD ALLOW THE GARDINER AND BROOK, ANOTHER PREMIER HUB SCHOOL CURRENTLY, TO MENTOR ADDITIONAL SCHOOLS TO ADOPT THAT MODEL.

SO IF THE GRANT IS FUNDED I THINK IT CALLS FOR SOMEWHERE BETWEEN 4 AND 6 ADDITIONAL HUB SCHOOL MODELS TO BE INCUBATED WITH THE SUPPORT OF GPA AND THE BURKE.

>> YOU MENTIONED THE AGE 22 STUDENTS.

EARLIER THIS YEAR I FILED A HEARING ORDER TO MAKE SURE THAT WE'RE PROVIDING RESOURCES FOR ANYONE ABOUT TO TURN AGE 22 INSTEAD OF DISMISSING THEM FROM SCHOOL, ALLOWING AND APPRECIATE THE EXTENSION THE SUPERINTENDENT AND SCHOOL COMMITTEE APPROVED TO ALLOW STUDENTS TO FINISH THE SCHOOL YEAR WITH SOME SORT OF APPEAL PROCESS.

TALK ABOUT THE NUMBERS OF STUDENTS WE'RE TALKING ABOUT IN A GIVEN SCHOOL YEAR.

>> YES, SO WE PRESENT THE SCHOOL COMMITTEE ON JANUARY 16 AND JANUARY 30.

WE HAVE BEEN WORKING TO RESTRUCTURE THE MAXIMUM AGE ENROLLMENT POLICY WRITTEN IN 1999.

HAD A MEETING WITH THE SUPERINTENDENT, WE'RE JOKING 22 IS MY NEW FAVORITE NUMBER. SHE WANTS TO MAKE ME A JERSEY WITH 22 ON THE BACK.

>> WE ALSO NEED 22 NURSES WHILE WE'RE AT IT.

>> THIS NEXT, NOT TOMORROW, BUT THE NEXT SCHOOL COMMITTEE MEETING, WE'RE TALKING ABOUT SOMETHING ELSE TOMORROW, MAY 8, I WILL BE MAKING THE FINAL PRESENTATION OF THE POLICY REVISION.

IT'S ALMOST TO THE FINISH LINE HERE.

I THINK IT'S GOING TO BE A  
POSITIVELY RECEIVED BY THE  
SCHOOL COMMITTEE AND THEN IT  
WILL GO TO VOTE MAY 22.

I THINK THAT YOU WILL BE HAPPY  
WITH WHAT'S COMING OUT OF THAT  
AND AS SOON AS I HAVE IT  
FINALIZED I'LL SEND YOU A COPY.  
IT'S ON OUR MIND AND LOOKING AT  
HOW WE CAN REVISE SOME POLICIES  
THAT WERE WRITTEN IN THE PAST TO  
MEET THE NEEDS OF TODAY'S BPS IS  
WHAT WE'RE LOOKING AT HERE.

>> HOW MANY STUDENTS ARE AGE 21?  
>> SO THIS YEAR WE TOOK A  
SNAPSHOT IN JANUARY THROUGH JUNE  
BECAUSE THE POPULATION WE'RE  
LOOKING AT FROM THE HEARING WE  
HAD AT THE BURKE IN OCTOBER.  
THE NUMBER WAS RIGHT AROUND 100.  
IT WAS ROUGHLY 1/3 OF THE  
STUDENTS IN NON-DIPLOMA BOUND  
SEATS LIKE AT THE CARTER SCHOOL.  
IT WAS 1/3 OF THE STUDENTS,  
SORRY, 2/3 WHERE ALL ACROSS THE  
DISTRICT WITH 1/3, ALMOST 2/3,  
BOSTON HAD 1/3 21-YEAR-OLD  
STUDENTS, 1/3 ACROSS CITY, 1/3  
WERE NON-DIPLOMA BOUND STUDENTS.

>> GO AHEAD.

>> THANK YOU.

SO EARLIER THIS [U] [V] [Q] [P] I MET WITH  
BOTTOM LINE AND RESPOND TO  
VALEDICTORIAN PROCESS AND  
CONVERSATIONS THAT I THINK WE  
HAVE ALL BEEN ENGAGED IN OVER  
THE LAST FEW MONTHS.

CAN SOMEONE JUST SHARE WITH ME A  
LITTLE BIT OF THE WORK WHERE I  
THINK THEY WILL HELP BUT SOME OF  
THE WORK, HOW THE WE SUPPORT  
GUIDANCE COUNSELORS, STUDENTS,  
STUDENTS PREPARING FOR  
GRADUATION AND FOR CAREER?  
HOW ARE WE KEEPING TRACK OF THEM  
AFTER GRADUATION?  
HOW ARE WE KEEPING THEM ENGAGED?  
HOW ARE WE MAKING SURE THAT  
THEY'RE SUCCESSFUL IN LIFE AFTER

BPS?

>> SO ONE OF THE HIGH SCHOOL  
WORKING GROUPS IS FOCUSED ON HOW  
DO WE BUILD A STRONGER STUDENT

SUPPORT SYSTEM AND HOW DO WE REENVISION THE ROLE OF THE SCHOOL COUNCILOR, PARTICULARLY IN THE ERA OF COLLEGE AND CAREER PLANNING AS WE KNOW WE HAVE A WEALTH OF RESOURCES.

AND OTHERS HERE WITHIN THE CITY OF BOSTON WE WANT TO REALLY BUILD A STRONGER POST-SECONDARY LEADERSHIP TEAM STRUCTURE AT OUR SCHOOLS WHERE WE'RE STRATEGICALLY ENGAGING PARTNERS, LOOKING AT DATA THAT OTHER SYSTEMS WILL PROVIDE US TO IDENTIFY WHERE THE GAPS IN SERVICES ARE, WHERE ARE OUR STUDENTS AS FAR AS ARE THEY ON TRACK TO GRADUATION? AND ARE THEY ON TRACK TO ACCESS A POST-SECONDARY OPPORTUNITY. THAT WORK IS DEFINITELY UNDERWAY AND WE VALUE THE CONTRIBUTIONS THAT ALL OF OUR PARTNER RESOURCES BRING TO THE TABLE FOR SURE.

>> HOW DO WE CURRENTLY KEEP TRACK OF STUDENTS AFTER THEY GRADUATE OR LEAVE THE DISTRICT?

>> ONE OF THE WAYS WE DO THAT IS THE DISTRICT DOES HAVE A SUBSCRIPTION WITH THE NATIONAL STUDENT CLEARING HOUSE, WHERE WE KNOW EXACTLY WHO IS ENTERING COLLEGE IMMEDIATELY FOLLOWING GRADUATION, SO THE FALL AFTER THEIR JUNE GRADUATION AND WE'RE ABLE TO TRACK THEM ALSO 16 MONTHS OUT.

IN ADDITION WE HAVE A PARTNERSHIP WITH THE SUCCESS BOSTON COMPLETION INITIATIVE. THEY PROVIDE CONDITIONAL COACHING SUPPORTS TO OVER A THOUSAND STUDENTS WHO ARE ENTERING LOCAL AND STATE COLLEGES.

BOTTOM LINE IS ONE OF 8 PARTNER ORGANIZATIONS PROVIDING THOSE SERVICES TO STUDENTS.

THEY REALLY HELP US TO LOOK AT TRENDS ANALYSIS AND SEE WHAT'S HAPPENING TO OUR STUDENTS, PARTICULARLY IN THE EARLY COLLEGE YEARS.

SO WE CAN BUILD UP PROGRAMS AND SERVICES TO HELP OUR STUDENTS BETTER NAVIGATE THE COLLEGE DURING THEIR EARLY YEARS WHERE WE KNOW A GREAT NUMBER OF OUR STUDENTS ARE OR DROPPING OUT.

I KNOW MICHELLE, THROUGH HER WORK, ALSO DOES SOME TRACKING OF STUDENTS.

>> IT'S ALSO REQUIRED FOR THE CTE STUDENTS THAT WE CONDUCT WHAT'S CALLED A ONE-YEAR GRAD SURVEY.

SO ONE YEAR AFTER GRADUATION WE PARTNER WITH THE PIC AND ATTEMPT TO CONTACT GRADUATES TO FIND OUT WHAT THEY'RE DOING AT THAT TIME. SO THE SURVEY INCLUDES WHETHER THEY'RE ENROLLED IN POST-SECONDARY EDUCATION, IF THEY'RE EMPLOYED, IF THEY'RE IN THE MILITARY OR NONE OF THE ABOVE.

AND THEN ALSO WHETHER THEIR OPTIONS ARE RELATED TO THE TRADE THAT THEY STUDIED IN THEIR CTE PROGRAM.

>> WHAT ABOUT NON-CTE STUDENTS THAT DON'T ATTEND COLLEGE OR WE AS A SYSTEM THOUGHT THEY WERE ATTENDING COLLEGE, SEPTEMBER'S COMES AND THEY DON'T SHOW UP? HOW ARE WE TRACKING, SUPPORTING THOSE STUDENTS?

>> I THINK THIS COMES BACK TO AS WAS REFERENCED, THE SUPERINTENDENT HAS IDENTIFIED SEVERAL PRIORITIES IN SECONDARY EDUCATION WHERE WE HAVE NOW COLLABORATIVE WORKING GROUPS UNDERWAY THAT LOOK, ARE LOOKING ACROSS NOT ONLY OUR HIGH SCHOOLS BUT ALSO BEYOND HIGH SCHOOL, SO ONE OF THESE AREAS THAT YOU'RE MENTIONING, COUNCILOR, IS WITHIN THOSE WORKING GROUPS, LOOKING AT GRADUATION REQUIREMENTS ACROSS OUR SCHOOLS, GUIDANCE COUNSELING AS WAS MENTIONED, ADULT EDUCATION, ALTERNATIVE EDUCATION AS YOU HEARD FROM MR. WELCH, LOOKING AT CTE, TAKING UP THAT VERY QUESTION.

SOME OF THE NATIONAL RESEARCH  
RIGHT NOW THAT HAS JUST COME  
FORWARD THAT'S REALLY KIND OF A  
PRIMARY BASIS FOR THIS SUGGESTS  
THIS: 88% OF YOUNG PEOPLE ENTER  
HIGH SCHOOL WITH BIG DREAMS,  
READY FOR THAT NEXT STEP IN  
LIFE, EXPECTING HIGH SCHOOL TO  
PROVIDE THAT FOR THEM.  
71% OF YOUNG PEOPLE ACROSS THIS  
COUNTRY COMPLETE THE  
EXPECTATIONS THAT HIGH SCHOOL  
SET OUT FOR THEM YET JUST 17%  
ARE READY BEYOND GRADUATION.  
THAT NATIONAL STUDY HAS LABELLED  
THAT THE OPPORTUNITY MYTH.  
WHILE BOSTON PUBLIC SCHOOLS  
TENDS TO BE A LEADER IN MANY  
WAYS IN URBAN EDUCATION, STILL  
FAR TOO MANY OF OUR YOUNGSTERS  
AS THE SUPERINTENDENT HAS  
RECOGNIZED ANDS YOU RECOGNIZED  
ARE STILL VERY MUCH PART OF THAT  
STATISTIC.  
THE LOCAL FOUNDATIONS HAVE  
SPONSORED SOME ADDITIONAL  
RESEARCH WHICH WAS CONVENED BY  
JOHNS HOPKINS UNIVERSITY,  
PROFESSOR BELLE TRANCE, LEADING  
RESEARCHER IN THIS FIELD WHO  
IDENTIFIED SPECIFIC AREAS OR  
TARGET POINTS THAT THEN YIELD  
SUCCESS FOR OUR YOUNG PEOPLE  
UPON GRADUATION.  
THOSE TARGET POINTS HAVE THEN  
LED TO THE BASIS OF THESE  
WORKING GROUPS THAT WE ARE  
CONVENING ACROSS THE DISTRICT.  
ONE PARTICULAR IS LOOKING AT  
WHAT COURSES YOUNG PEOPLE ARE  
PARTICIPATING IN.  
SO THAT NOT ONLY ARE THEY  
GETTING THE COUNSELING SUPPORT  
SO THEIR LIFE DREAMS ARE  
REALIZED UPON GRADUATION BUT  
THEY'RE ACCESSING THOSE COURSES.  
SO THAT WORK IS VERY MUCH  
UNDERWAY AND WE LOOK FORWARD TO  
BRINGING BACK TO YOU SOME OF THE  
DATA AND SOME OF THE WORK THAT  
COMES OUT OF THOSE WORKING  
GROUPS.

>> THANK YOU.

>> THANK YOU.

BEFORE I CLOSE IT OUT, I DID  
WANT TO KIND OF RESTATE AN ASK  
FROM A PREVIOUS HEARING BECAUSE  
IT CAME UP HERE AS WELL WITH  
ENROLLMENT.

DAVID, MAYBE YOU CAN SPEAK TO.  
THIS SOMEBODY THREW OUT SOME  
NUMBERS.

SO FOR EXAMPLE 55,000 BPS.

11,000 METCO, 10,000 METCO.

>> SO WE'RE JUST WAITING ON OUR  
FINAL DATA FROM THE STATE ABOUT  
THAT BECAUSE WE DON'T COLLECT  
THAT DIRECTLY.

SO DO THAT YOU HAVE?

WE CAN PULL THAT UP.

WE HAVE IT FROM LAST YEAR.

IT WILL BE JUST A YEAR OLD.

>> RIGHT.

I KIND OF CRUNCHED THOSE NUMBERS

I TOOK NOTES OF AND CAME OUT I

THINK 71% BPS, 29.

WHAT I WOULD LIKE THE DISTRICT  
DEPARTMENT TO DO IS KIND OF LOOK  
AT THE HISTORICAL DATA BECAUSE I  
REMEMBER WHEN I FIRST GOT  
ELECTED THAT QUESTION WAS ASKED  
EITHER BY ME OR SOMEONE EVERY  
SINGLE YEAR, LIKE WHAT'S THE --  
AND I WAS REALLY SURPRISED TO  
HEAR THAT GOING BACK TO THE '60s  
AND '70s IT WAS KIND OF ALWAYS  
TRADITIONALLY 75% OF THE STUDENT  
AGE POPULATION, SCHOOL AGE  
CHILDREN WENT TO BPS AND 25 WENT  
TO OTHER, WHETHER IT'S PRIVATE,  
PAROCHIAL AT THE TIME.

NO CHARTER.

AND IF WE'RE LOOKING AT LIKE I  
JUST WANT TO KNOW WHAT THAT  
TREND IS AND IF WE'RE LOSING  
MORE OF OUR SCHOOL AGE KIDS TO  
PRIVATE PAROCHIAL OR CHARTER NOW  
VERSUS FIVE YEARS AGO OR MORE,  
THEN THERE'S A TROUBLING TREND  
BECAUSE WE ARE GOING TO CONTINUE  
TO HAVE LESS KIDS TO PULL FROM  
BECAUSE KID, YOU KNOW --

>> THE DEMOGRAPHIC.

>> THE DEMOGRAPHICS AND SUCH.

AND I WOULD WANT TO LOOK AT  
WHERE THE KIDS ARE THAT ARE  
OPTING OUT OF BPS, WHAT  
NEIGHBORHOODS, WHAT ZIP CODES,

IF THAT'S ATTAINABLE, I DON'T KNOW.

>> WE DO HAVE SOME DATA ON THAT. WE'LL BE HAPPY TO COME BACK WITH A FULL PACKAGE, MULTI-YEAR FOR THINGS WE CAN.

I DO KNOW ONE OF THE THINGS WE LOOKED AT IS THE NUMBER OF SCHOOL AGE CHILDREN BY NEIGHBORHOOD WHO ATTEND BPS. AND SO WE'LL BE ABLE TO GIVE YOU A SUMMARY OF THAT INFORMATION.

>> GO AHEAD.

>> I DIDN'T MEAN TO INTERRUPT. I HAVE SOME ANSWERS AT MY FINGERTIPS.

ROUGH NUMBERS GOING BACK TO 1990.

WE HAVE DATA GOING BACK IN TO THE '60s.

I JUST DON'T HAVE THEM IN FRONTS OF ME.

MAJOR SHIFT HAS BEEN BETWEEN THE CHARTER AND PAROCHIAL SECTORS. SO GOING BACK TO 1919, SORRY, 1990 --

>> COOL, GO BACK THAT FAR.

>> 100 YEARS OF ENROLLMENT.

>> WE HAD APPROXIMATELY 15,000 STUDENTS IN PAROCHIAL SCHOOLS THAT.

NUMBER IS DOWN TO UNDER 5,000 WHILE CHARTERS HAVE GROWN FROM BASICALLY NON-EXISTENT IN THAT PERIOD TO ALMOST 10,000.

SO THAT SHIFT THERE HAS BEEN MOST PRONOUNCED.

WE HAVE SEEN SOME SLIGHT DECLINE IN BPS BUT NOT AS MARKED AS THAT.

AT THE SAME TIME PRIVATE SCHOOL ENROLLMENT FROM 1990 IS UP SLIGHTLY BUT NOT REMARKABLY FROM SOMETHING AROUND 3,000 UP TO 4,000.

AND NETCO HAS BEEN MOSTLY FLAT.

>> OKAY.

>> CAN I ADD TO THAT QUESTION? WE KNOW STUDENT POPULATION, 55,000 WHICH IS A NEWER NUMBER FOR ME.

BUT I THINK AT YESTERDAY'S HEARING SOMEONE REFERENCED THAT OVER THE COURSE OF THE SCHOOL

YEAR WE HAVE 59 TO 60,000 STUDENTS, SO FIVE KIDS COMING THROUGH DISTRICT AT ANY POINT IN TIME.

DO WE EVER LOOK AT THOSE 5,000 KIDS, WHY WE CAN'T FULLY CAPTURE THEM?

BECAUSE IF WE COULD EVER GET BACK UP TO 59 OR 60,000, WE WOULD BE TALKING ABOUT MUCH DIFFERENT PROBLEM.

>> THERE'S NOT NECESSARILY ANY ONE MOMENT WHEN WE HAVE 59 TO 60,000 STUDENTS.

>> RIGHT.

>> IT'S THAT WE MIGHT HAVE A STUDENT IN A SEAT IN SEPTEMBER AND THAT SEAT IS FULL IN MAY. JUST HAS A DIFFERENT STUDENT.

>> RIGHT.

>> THE 59 TO 60,000, THE NUMBER OF UNIQUE STUDENTS WHO WE SUPPORTED OVER THE COURSE OF THE YEAR.

>> RIGHT.

>> BUT I GUESS MY UNDERSTANDING THOSE KID, WHY IS THAT NUMBER, WHERE ARE THOSE 5,000 KIDS? THAT'S THE DYNAMIC OF THAT NUMBER BUT WOULD BE REALLY INTERESTING TO UNDERSTAND THOSE KIDS BECAUSE IT'S ADDITIONAL REVENUE FOR THE SCHOOL DISTRICT, RIGHT?

>> IT'S MORE EFFICIENT BECAUSE THEN YOU ARE FILLING EMPTY SEATS THROUGHOUT THE SYSTEM.

WE'RE ALSO VERY INTERESTED IN THAT DATA AND HAVE BEEN DOING A LOT, WE HAVE A LOT OF DIFFERENT SORT OF THINGS IN THE WORKS TO TRY TO HELP US FIGURE OUT FROM SURVEYING FAMILIES, WORKING WITH SCHOOLS, WHEN KIDS LEAVE TO MAKE SURE BECAUSE WE HAVE DATA ON WHY KID HAVE LEFT BUT ONLY DATA THAT THE SCHOOLS ENTER.

THE SCHOOL REALLY KNOWS.

WE'RE WORKING WITH SCHOOLS TO TRY TO MAKE SURE WHEN A KID WITHDRAWS WE KNOW WHY, RIGHT? AND THEN I THINK WHAT THAT WILL ALLOW US TO DO IS TARGET SOME OF THE INDIVIDUAL POPULATIONS.



PART OF WHAT WE KNOW THAT IS OUR BUILD BPS INITIATIVE IS PART OF THE EFFORT TO DO SOME OF THAT, THAT WE KNOW SOME OF THE REASONS THAT STUDENTS LEAVE IS THEY START LOOKING AHEAD TOWARDS THE NEXT TRANSITION COMING UP. AND EVEN IF THEY DON'T GET A SEAT RIGHT AWAY, IF THEY GET A CALL FROM A CHARTER OFF A WAIT LIST, DECIDE IN THE MIDDLE OF THE YEAR TO GO A PAROCHIAL SCHOOL.

>> ARE THOSE 5,000 KIDS MOSTLY IN, SAY, A FOURTH OR FIFTH GRADE CLASS THAT DOESN'T HAVE A 6th GRADE?

THAT WOULD BE FASCINATING TO KNOW.

OR ARE THEY IN A 7th GRADE, 7th-8th GRADE SITUATION THAT'S VERY WEAK.

>> WE'RE DEFINITELY IN THIS TYPE OF DATA COLLECTION ON THAT BECAUSE OUR DATA IS VERY MIXED RIGHT NOW ABOUT WHY KID ARE LEAVING BECAUSE IT'S REALLY THE PRACTITIONERS ON THE GROUND WHO KNOW BUT THEY ONLY KNOW THEIR SMALL SAMPLE.

WITH HE HAVE TO GET BETTER DATA ACROSS THE SYSTEM TO KNOW THAT. SO WE'RE WORKING WITH INDIVIDUAL SCHOOLS TO TRY TO SEE IF WE CAN BUILD SOME DIFFERENT CASES.

>> I THINK SOME OF THE TREND THAT I HAVE SEEN OVER THESE YEARS TOO IS AFTER FIRST GRADE THERE'S KIND OF A DROP OFF, KIDS LEAVE THE SYSTEM AND THEN AGAIN IN THE FIFTH GRADE FOR WHATEVER REASON.

I'M GLAD TO HEAR THAT YOU'RE LOOKING AT THAT.

THANK YOU, THANK YOU ALL VERY MUCH FOR TODAY'S TESTIMONY. THE HEARING REGARDING ELEMENTARY AND SECONDARY SCHOOL SUPPORT AS PERTAINING TO THE FY '20 BUDGET IS ADJOURNED.