The Annual Report of Grant Activity for 2011-12 documents the results of our efforts to fulfill our overall mission and key responsibilities. This report has been prepared to provide a global perspective of the district’s grant funding and also to illustrate the important role grant programs play in meeting strategic district goals and school improvement plans. Most importantly, it serves as a means to ensure transparency for the Mount Vernon School District.
From July 1, 2011, through June 30, 2012, MVSCD Grants Office staff prepared and submitted entitlement, competitive and collaborative grant proposals to state, federal, and local grantors. These proposals generated funds in the amount of $18,156,761.
2011-2012
TOTAL TITLE 1 ALLOCATION

Basic Title I Allocation:
$3,148,930

Total Title Funds Available:
(Title 1 ARRA Funding no longer available)
$703,825 prior year carry over Title 1 funds
The most significant source of categorical aid that the district receives is through the NCLB federal programs. The purpose of this funding is to achieve the following Title I priorities through required set asides:

- Strengthen the core program in schools and provide academic and/or support services to low achieving students.
- Elevate significantly the quality of instruction by providing staff with substantial opportunities for professional development.
- Involve parents of participating public and private school children in the development of and participation in the program in the program, activities, and procedures for parents and students to improve student achievement.
**TITLE 1 SETASIDES**

- **Supplemental Educational Services (SES)** — 20% of Title I allocation is set aside to provide SES to eligible students at identified schools. Services provided include free after-school tutoring and the cost of transportation in the event the district must offer “School Choice”. The district was not required to offer “school choice” in 2011-12.

- **Professional Development** — 10% of the school’s Title I allocation is required to be set-aside for Professional Development for the following schools in accountability status: Thornton, Mount Vernon and Mandela High Schools and Graham Elementary, Longfellow Middle School and Davis Middle School. An additional 5% of the district’s Title 1 allocation is to be set aside for professional development to improve teacher quality.

- **Parental Involvement** — 1% of the district’s Title I allocation is required to be set-aside for Parental Involvement. A portion of the set-aside is distributed out to each school to support parental involvement activities at the school level.
Set-asides on original Title 1 Allocation of $3,148,930

- Parental Involvement @ 1% = $31,489
- SES @ 20% of basic Title 1 = $621,031*
- Professional Development @ 5% for meeting 100% HQT Requirements = $155,258
- Professional Development @ 5% for School-Wide Programs = $310,515
- Total PD Set aside @ 10% of Total Allocation = $465,773

* Based on 20% of $3,105,155
### 3 YEAR SUMMARY of SES EXPENDITURES

<table>
<thead>
<tr>
<th>School Year</th>
<th>a. Number of Schools required to offer SES</th>
<th>b. Number of students eligible to receive SES</th>
<th>c. Number of students who enrolled in SES</th>
<th>d. Number of students who completed SES</th>
<th>e. Amount of Title I funding required to be set-aside for SES</th>
<th>f. Amount of funding spent on SES</th>
<th>g. Difference (e-f)</th>
<th>h. Percentage of SES allocation utilized</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>4</td>
<td>1876</td>
<td>289</td>
<td>284</td>
<td>$599,976</td>
<td>$523,054</td>
<td>$76,922</td>
<td>88%</td>
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<tr>
<td>2010-2011</td>
<td>3</td>
<td>1577</td>
<td>355</td>
<td>230</td>
<td>$661,701</td>
<td>$389,294</td>
<td>$272,407</td>
<td>59%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>5</td>
<td>2321</td>
<td>607</td>
<td>407</td>
<td>$893,437</td>
<td>$671,643</td>
<td>$221,784</td>
<td>75%</td>
</tr>
</tbody>
</table>
EXTENDED DAY PROGRAMS

All 16 Title 1 schools implemented extended day programs. The district tracked the participation of 2,054 students in e-school, the student information system. The following table indicates how all Title I funding in the amount of $297,787 are being utilized to support extended day/year programs.
OUTCOMES OF AFTERSCHOOL PROGRAMS

- While a total of 2,054 students attended Title 1 Afterschool Tutorial programs in 2011-2012, this number represents 45% of the students who need the afterschool tutorial services.

- Due to the adjustments in the cut scores on the 3-8 testing, it is anticipated that a significant number of students will continue to need afterschool help in 2012-2013.

- The Grants Office will work with the 16 Title 1 schools to ensure that all Afterschool programs begin in early January.

- Additionally, schools will be provided with EZReport, a web-based program to track attendance in the Afterschool programs and to record the students’ pre and post tests.

- The overall goal is to increase the number of students receiving tutorial assistance in the Title 1 after school programs.
Parental involvement under NCLB is defined as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—that parents play an integral role in assisting their child’s learning; that parents are encouraged to be actively involved in their child’s education at school; that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child. The district allocated $31,489 to the schools to support Title 1 parent involvement activities.
Raising the level of staff performance is crucial to ensuring student success, and the key to improving the level of staff performance is professional development. Professional development funded under federal NCLB is more than just coursework or workshops designed to fill a district requirement. Professional development is a set of activities designed to produce a demonstrable and measurable effect on student academic achievement that is grounded in scientifically based research (SBR).
The professional development conducted in 2011-2012 was focused on improving teacher performance and ensuring the ongoing alignment of curriculum and classroom methodology with the New York State Common Core Standards and assessments. The district spent a total of $1, from the Title 1, and Title 11A funding to meet the professional development needs of teachers and administrators.
P/D 2011-2012 Recommendations

- The District will best align its professional development efforts to the attainment of student achievement goals through a framework designed to track and measure the impact of professional development.

- Build in professional development time in the school year calendar and develop a matrix of all professional development taking place throughout the district to ensure coordination of efforts;

- Ensure that all district professional development workshops and expenditures are part of the board approved Professional Development Plan and are framed as institutes that allow for practice and feedback;

- Train building level staff to view professional development as a daily experience embedded in their work and not as a collection of events and require monthly reports on building level professional development and the outcomes as related to teacher practice.
MVSD PREK PROGRAM: Funded $2,398,055 for 426 four year olds

<table>
<thead>
<tr>
<th>2011-2012</th>
<th>Area Assessed</th>
<th>Non Proficient</th>
<th>Proficient</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Pre Test</td>
<td>Language Skills</td>
<td>43%</td>
<td>42%</td>
<td>15%</td>
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<td>Spring Post Test</td>
<td>Language Skills</td>
<td>13%</td>
<td>36%</td>
<td>51%</td>
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<tr>
<td>Fall Pre Test</td>
<td>Cognitive Skills</td>
<td>33</td>
<td>55%</td>
<td>12%</td>
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<tr>
<td>Spring Post Test</td>
<td>Cognitive Skills</td>
<td>21%</td>
<td>20%</td>
<td>59%</td>
</tr>
<tr>
<td>Fall Pre Test</td>
<td>Social Skills</td>
<td>23%</td>
<td>47%</td>
<td>28%</td>
</tr>
<tr>
<td>Spring Post Test</td>
<td>Social Skills</td>
<td>3%</td>
<td>25%</td>
<td>72%</td>
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